

2016 ANNUAL REPORT ON INSTITUTIONAL EFFECTIVENESS



Prepared by the Office of Institutional Research
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SANTA
MONICA
COLLEGE

TABLE OF CONTENTS

Executive Summary	1
Introduction	3
Purpose of Institutional Effectiveness.....	3
Definition of Key Terms.....	4
The Institutional Effectiveness Cycle	5
Development of the IE Indicators	6
Revisions & Additions of IE Indicators.....	6
Development of Dashboards, Targets, & Institution-set Standards.....	7
Organization of the Report.....	8
Innovative & Responsive Academic Environment Goal.....	9
1.1 Fall-to-Fall Persistence Rate.....	10
1.2 Degrees Awarded.....	13
1.3 Certificates Awarded.....	14
1.4 Transfers to Public 4-Year Institutions.....	15
1.5 Transfer Rate	17
1.6 Completion Rate	20
1.7 Semesters to Associate Degree Completion	22
1.8 Course Success Rate.....	24
1.9 Personal Attributes ILO #1 Mastery Rate	27
1.10 Analytic and Communication Skills ILO #2 Mastery Rate.....	29
1.11 Applied Social Knowledge & Valuation ILO #3 Mastery Rate	31
1.12 Applied Knowledge Valuation of the Physical World ILO #4 Mastery Rate	33
1.13 Authentic Engagement ILO #5 Mastery Rate	35
1.14 Basic Skills Course Success Rate	37
1.15 Basic Skills Course Improvement Rate.....	39
1.16 Basic Skills Success in College Course Rate - English	42
1.17 Basic Skills Success in College Course Rate - Math	45
1.18 Basic Skills Success in College Course Rate - ESL	48
1.19 CTE Course Success Rate.....	51
1.20 CTE Completion Rate.....	53
1.21 Registered Nursing License Exam Pass Rate.....	56
1.22 Respiratory Therapy License Exam Pass Rate	57
1.23 Cosmetology License Exam Pass Rate.....	58
1.24 Distance Learning Course Success Rate Gap.....	59
1.25 Distance Learning Course Retention Rate Gap	61
1.26 Percentage of Students Enrolled in Sustainability-Related or Focused Courses.....	63
1.27 Percentage of Students Enrolled in Global-Related or Focused Courses.....	64
1.28 SMMUSD High School Graduates to SMC Rate.....	65
1.29 Geographic Area HS Graduates to SMC Rate.....	66
Supportive Learning Environment Goal	67
2.1 First-time Freshmen Orientation Rate	68
2.2 First-time Freshmen Assessment Rate	69

2.3 First-time Freshmen Education Plan Rate	70
2.4 Percentage of Students Receiving Financial Aid	71
2.5 Student-Counseling Ratio	73
2.6 Percentage of Students on Probation/Disqualification	74
Stable Fiscal Environment Goal	75
3.1 Annual Operating Excess-Deficiency	76
3.2 Cash Balance.....	77
3.3 Fund Balance	78
3.4 Salary & Benefits	79
3.5 Non-Resident Tuition Revenue	80
3.6 WSCH/FTEF	81
Sustainable Physical Environment Goal	82
4.1 Electricity Usage by Sq. Foot.....	83
4.2 Gas Usage by Sq. Foot	84
4.3 Average Vehicle Ridership Employees.....	85
4.4 Average Vehicle Ridership Students.....	86
Supportive Collegial Environment Goal.....	87
5.1 Institutional Objectives Completion Rate	88

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 46 indicators on the 2016 Institutional Effectiveness Dashboards. The Dashboards are published as a separate document from the current report.

The report is organized into five sections that coincide with the five supporting goals of the college.

Innovative and Responsive Academic Goal

- SMC meets or exceeds the institution-set standards for 22 of the 23 student success and achievement indicators, including number of transfers to UCs/CSUs, number of degrees and certificates awarded, course success, basic skills course improvement, CTE completion, and ILO mastery. The College fell slightly below the institution-set standard (53.0%) for IE Indicator 1.14, Basic Skills Course Success (52.9%).
- Based on performance for the most recently reported cohort, the College is within 1% of the target goal for one indicator, IE Indicator 1.1 Fall-to-Fall Persistence. The persistence rate for the Fall 2013 cohort was 74%, 1% below the target goal of 75%.
- The College is making improvement and progress towards the target goals for two indicators, IE Indicator 1.16 Basic Skills Success in College Course – English and IE Indicator 1.17 Basic Skills Success in College – Course Math. However, the College falls short of the target by 3.5% and 3.4%, respectively.
- The College is not meeting the target goal for two indicators, IE Indicator 1.8 Course Success Rate and IE Indicator IE Indicator 1.15 Basic Skills Success Course Improvement Rate. The College is performing 2% and 1.5% below the target goals, respectively.
- In 2014-2015, the College awarded 2,222 associate degrees, an increase of 788 degrees when compared with the number of degrees awarded in 2013-2014. The increase in degrees awarded is likely a direct impact of the auto-award program implemented last year. In 2014-2015, a total of 791 degrees were auto-awarded.
- In 2014-2015, the College awarded 1,515 certificates, a decrease of 13 certificates when compared with the number of certificates awarded in 2013-2014. In 2014-2015, a total of 127 certificates were auto-awarded. The College would have experienced a larger decline in terms of certificates awarded had the auto-award program not been implemented.

Supportive Learning Goal

Overall, the data reveal that SMC effectively provides students access to student support services. SMC orients and assesses 96.1% and 98.3% of all incoming freshmen who are not exempt from orientation/placement services, respectively. The percentage of students receiving financial aid has increased steadily over the last five years from 40.4% to 53.7%. The student-to-counseling ratio has improved over the last two years from 373 students for every counseling FTE to 330 students for every counseling FTE. Approximately 62% of non-exempt first-time freshmen completed an abbreviated and/or comprehensive educational plan within one year of enrollment.

Stable Fiscal Goal

To better align with the state's IEPI Framework of Indicators, two additional indicators were added to the fiscal dashboard, IE Indicator 3.2 Cash Balance and IE Indicator 3.4 Salary & Benefits. The following bullet points provide a summary of the College's performance on the fiscal indicators:

- The unrestricted and restricted general fund cash balance (excluding investments) in 2014-2015 was \$37,648,157, an increase of over \$13 million over the prior year. The increase in cash balance can be largely attributed to new state funding, including SSSP and Student Equity.
- Approximately 90% of unrestricted general fund expenditures (excluding other outgoing expenditures) were spent on salaries and benefits.
- The College ended fiscal year 2014-2015 with an operating deficit, with one-time items, of \$190,202, a much lower figure than what was projected (\$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 (599.59 WSCH/FTEF in Fall 2015).
- In addition, the annual revenue from non-resident/Intensive English Program tuition Program has increased by approximately \$3.88 million in the last year.
- Lastly, SMC's fund balance ratio decreased by 8.1% over the last five years from 17.2% in 2010-2011 to 9.1% in 2014-2015. 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 fourth year in a row, SMC has met the employee AVR target of 1.5 employees per car commuting to campus. However, the City of Santa Monica will raise the target to an AVR of 1.75 in 2017. Looking forward, the College will need to increase the AVR to meet the 2017 target AVR.

Supportive Collegial Goal

SMC completed or substantially completed 70% of the ten annual objectives in the 2014-2015 Master Plan for Education.

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 (2016) report assesses Santa Monica College's performance on the 2015-2016 Institutional Effectiveness Dashboard.

Purpose of Institutional Effectiveness

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

The following assumptions provide the foundation for the institutional effectiveness process:

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

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

1. **Innovative and Responsive Academic Environment:** Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.
2. **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.
3. **Stable Fiscal Environment:** Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.
4. **Sustainable Physical Environment:** Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology.
5. **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.

Definition 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 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 2016 dashboards, visit: <http://www.smc.edu/iedashboard>.

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.

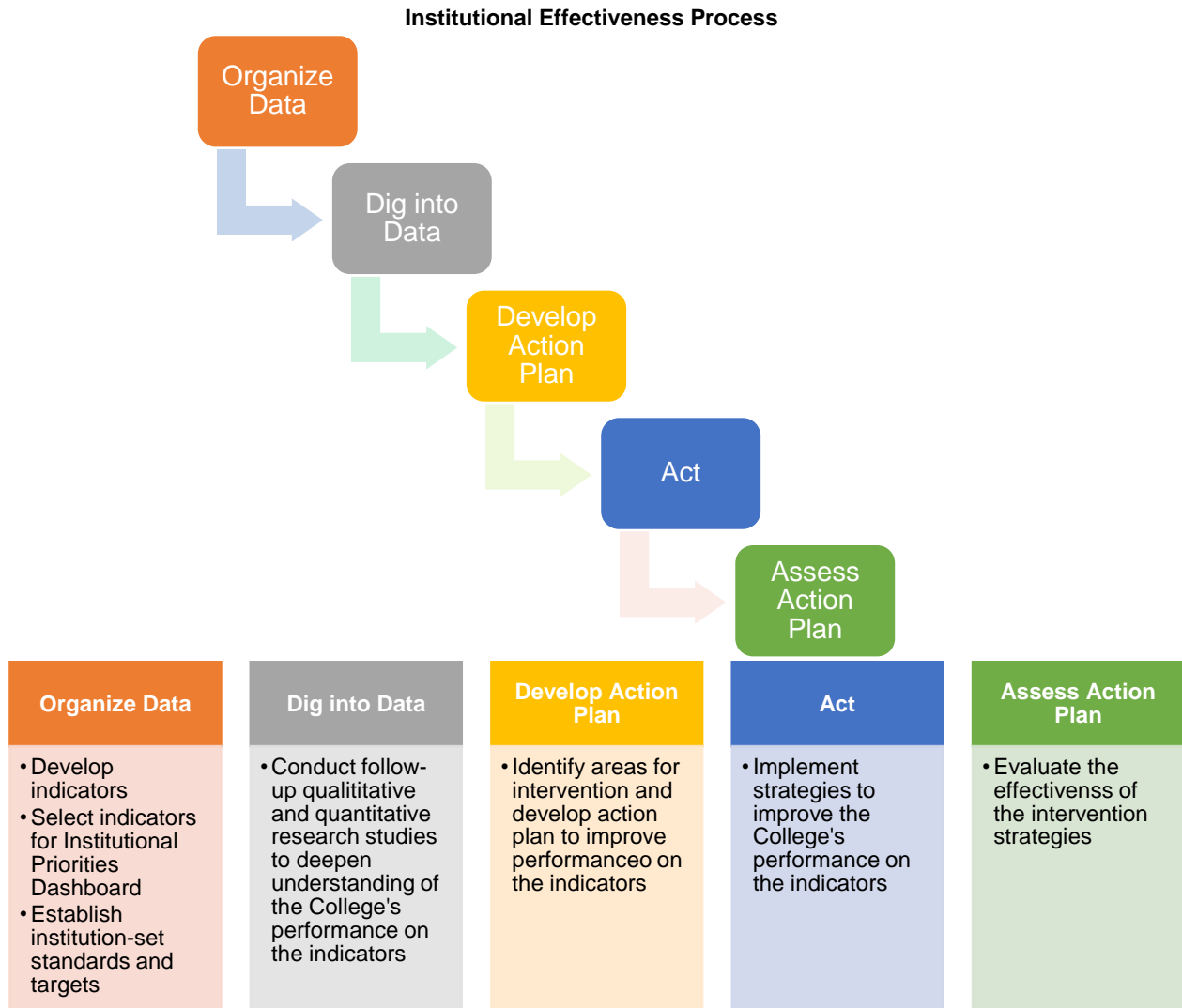
Target: a measurable outcome expressed either as a quantifiable value (for example, a target of 75%) or a trend (for example, year-over-year decrease), when achieved, will meaningfully move the needle on institutional effectiveness by the end of the five-year cycle (2015-2016).

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 an IE indicator. For example, the central stakeholders for the indicators related to transfer are the Dean of Counseling and Retention, the Counseling Department Chair, and the Transfer Center Faculty Leader.

The Five-Year Institutional Effectiveness Cycle

The institutional effectiveness process at Santa Monica College follows a five-year cycle. The current five-year cycle began in 2011-2012; the current 2015-2016 year is the last year of the current IE cycle. The College will conduct a comprehensive and systematic review of the process, indicators, institution-set standards, and targets next year to start a new five-year cycle of institutional effectiveness assessment. Each year of the cycle, the College engages in one or more of several activities to assess college effectiveness. The activities are described in the figures below.



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. Although the components of the institutional effectiveness process are 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 Student Success Scorecard [formerly known as the Accountability for Reporting California Community Colleges (ARCC)], the Institutional Effectiveness Partnership Initiative (IEPI), and accreditation.

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 Goals Dashboard are disaggregated by student demographic groups (gender, ethnicity/race, veteran status, disability status, low-income status, foster youth status, and college-prepared status, where available). 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

The following revisions and additions were made to the 2015-2016 version of the IE dashboards:

- **Course Success Rate:**
 - In response to the mandate of the Institutional Effectiveness Partnership Initiative (IEPI), a target goal was established for the Course Success Rate metric.
 - The methodology for this indicator was revised to align with the methodology used in the IEPI for this metric.
- **Basic Skills Course Success in College Course English, Math, and ESL:**
 - The methodology for an old indicator, "Basic Skills Transition to Degree Course", was revised to align with the methodology used in the IEPI and state accountability system, the Student Success Scorecard.
 - Performance on this indicator is reported separately for each discipline (English, math, and ESL).
 - The name for this indicator was changed to "Basic Skills Course Success in College Course".
- **CTE Completion:**
 - The methodology for CTE completion was revised to align with the methodology used in the IEPI and state accountability system, the Student Success Scorecard, for this indicator.

- **Completion:**
 - The methodology for an old indicator, “Progress and Achievement Rate”, was revised to align with the methodology used in the IEPI and state accountability system, the Student Success Scorecard.
 - The name for this indicator was changed to “Completion Rate”.
- **Job Placement:**
 - The job placement indicator was eliminated. The data source for the job placement data was found to be unreliable; as a result, the indicator was temporarily removed from the dashboard.
 - In an effort to provide some information on employment outcomes for CTE students, the College will participate in the statewide 2016 CTE Employment Outcomes Survey.
- **First-time Freshmen Education Plan Rate:**
 - A new indicator measuring the percentage of non-exempt first-time freshmen who complete an educational plan was added to the dashboard.
- **Fiscal Viability Indicators:**
 - To align better with the IEPI framework of indicators, several fiscal-related indicators were added to the dashboard:
 - Cash balance
 - Salary & Benefits

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. Five of dashboards are organized by the associated supporting goals (Innovative and Responsive Academic, Supportive Learning, Stable Fiscal, Sustainable Physical, and Supportive Collegial). The sixth dashboard, the Goals Dashboard, contains the indicators with target goals.

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. 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.

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 success¹”. As a result, beginning with the 2012-2013 dashboard, 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.

¹ http://www.accjc.org/wp-content/uploads/2012/09/ACCJC-Memo-AND-External-Eval-Team-Responsibilities-for-Compliance_9-6-12-.pdf

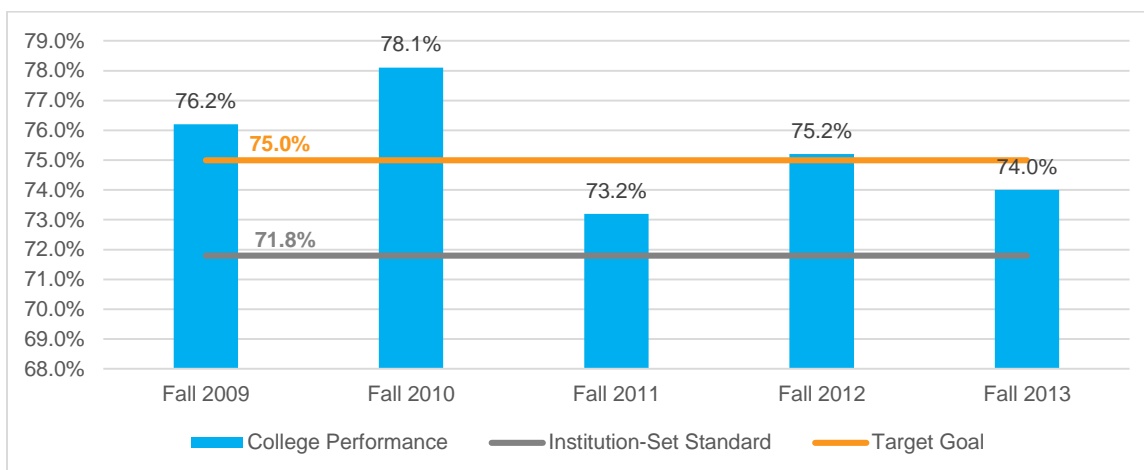
Organization of Report

The report is organized into five sections that coincide with the five supporting goals being assessed. The current institutional effectiveness report discusses the College's performance on 46 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 provided. For IE indicators on the Goals Dashboard, the indicator report includes a discussion of the College's performance relative to the five-year (2011-2016) target goal.

IE indicators that overlap with metrics on the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators and the state's accountability system, Student Success Scorecard (SC), are noted and crosswalks for the metrics are provided.

**INNOVATIVE AND
RESPONSIVE ACADEMIC
ENVIRONMENT GOAL**

1.1 FALL-TO-FALL PERSISTENCE RATE



Data source: The data for the fall 2009 cohort were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report. In 2013, the California Community College Chancellor's Office (CCCCO) changed the methodology for calculating the persistence rate for the Student Success Scorecard (formerly the 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 CCCCCO Data-on-Demand website to construct the fall 2010, 2011, 2012, and 2013 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 semester.

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 semesters 2009, 2010, 2011, 2012, or 2013;
- Enrolled at SMC as their first college;
- Completed a minimum of six credit units in their initial fall semester at SMC;
- Did not enroll exclusively in Physical Education courses in their initial semester; and,
- Did not earn a certificate, AA, and/or transfer to a four-year institution prior to the subsequent fall semester.

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.

Numerator (Outcome):

Students in the cohort who enrolled in at least one credit course in the subsequent fall semester at SMC and/or anywhere in the CCC system were counted as having successfully persisted.

Data Analyses

Over the last five years, the persistence rate decreased by 2.6%, from 76.2% for the fall 2009 cohort to 74.0% for the fall 2013 cohort. However, a large majority of the first-time freshmen in the fall 2013 cohort persisted to the subsequent fall semester.

Table 1.1: Fall-to-Fall Persistence Rate

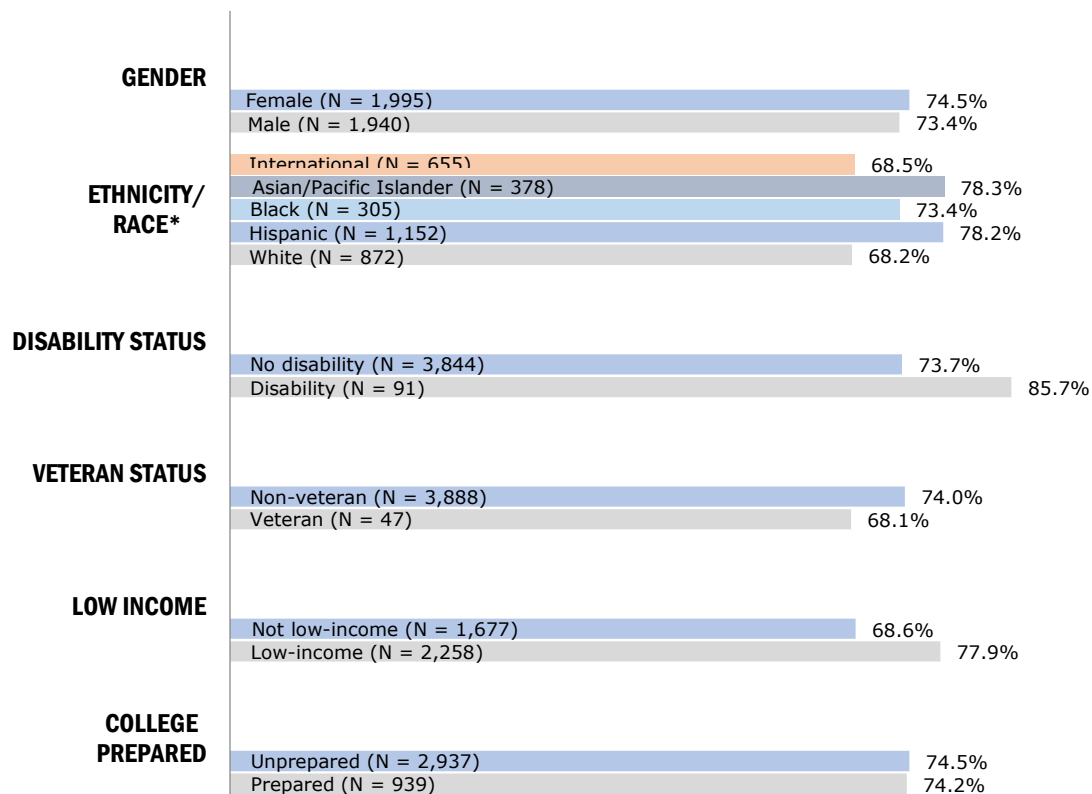
	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011	Fall 2011 to Fall 2012	Fall 2012 to Fall 2013	Fall 2013 to Fall 2014	Five-Year Total
Cohort	4,469	3,905	4,271	3,755	3,935	20,335
Persisted	3,406	3,050	3,125	2,822	2,910	15,313
% Persisted	76.2%	78.1%	73.2%	75.2%	74.0%	75.3%

The persistence data for the most recent cohort were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
Non-resident students attending college on a student visa were considered a distinct group as SMC enrolls a large percentage of international students.
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.
- **Low-income status**
Students were identified as being low-income 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 an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.
- **Veteran status**
Students who self-identified as being a veteran of a branch of the U.S. military on the college application and/or received services from the Veteran's Resource Center were identified as being a veteran student.
- **College prepared status**
Over 98% of students in the cohort completed the placement process prior to the end of their initial semester. Students who placed into pre-college courses for English and/or math were categorized as "unprepared" for college. Students who placed into college-level English and math were categorized as "prepared".

Fall 2013 Performance by Student Demographic Variables

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



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

Persistence rates by foster youth status are not reported as the size of the foster youth subgroup represented fewer than 10 students. The persistence data reveal the following differences in performance by student subgroup:

- International and White students in the cohort persisted at the lowest rates (68.5% and 68.2%, respectively), when compared to other ethnicity/race groups. These groups performed at rates nearly 6% points below the average of 74%;
- Students with disabilities persisted at higher rates (85.7%) when compared to students without disabilities (73.7%);
- Veteran students persisted at lower rates (68.1%) when compared to non-veteran students (74.0%);
- Low-income students persisted at higher rates (77.9%) when compared to non-low-income students (68.6%); and,
- Students who entered prepared for college-level work and those who were unprepared persisted at similar rates. Over 75% of students in the cohort were assessed as being unprepared for college-level work in terms of English and/or math placement results.

While differences in performance for the persistence metric by subgroups are observed, it is important to note that a majority of students in all of the subgroups persisted to the subsequent fall semester.

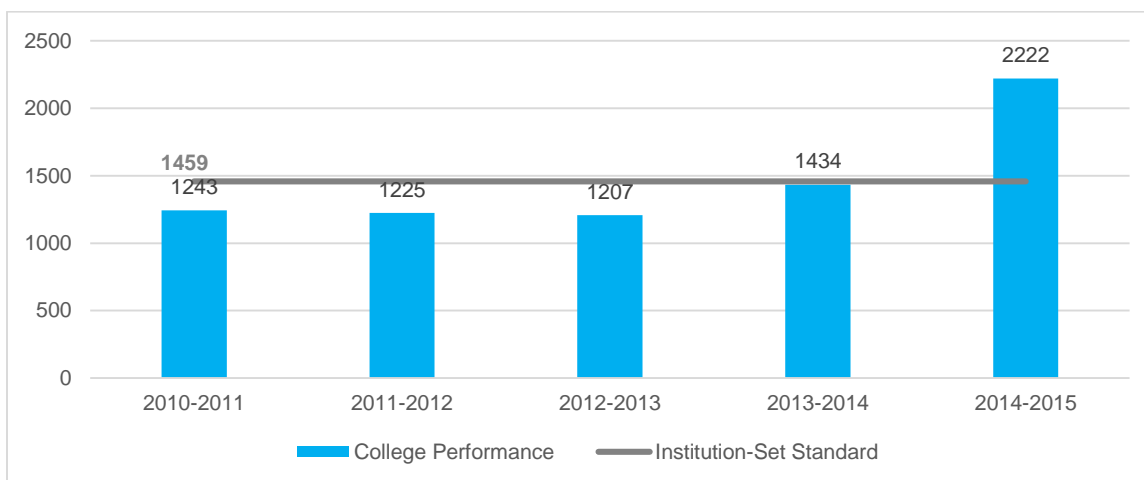
Institution-Set Standard and Target Goal

The institution-set 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 (74.0%) for the 2016 performance year (74.0%).

The target goal for IE Indicator 1.1 is to meet or exceed 75% by report year 2015-2016. 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 percentage 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 is within 1% of the target goal of 75%.

1.2 DEGREES AWARDED



Data source: Management Information Systems (MIS) database

Metric crosswalk: IEPI 5

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 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. 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 Analyses

Table 1.2: Degrees Awarded

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five-Year Average
Degrees Awarded	1,243	1,225	1,207	1,434	2,222	1,466

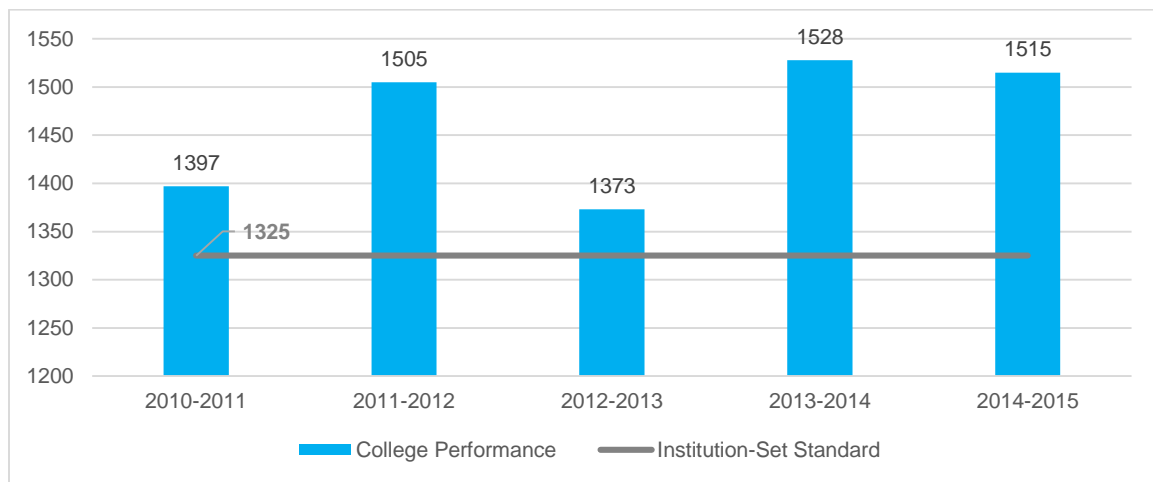
On average, SMC awarded 1,466 degrees annually over the last five academic years. In 2014-2015, the College awarded 2,222 associate degrees, an increase of 788 degrees when compared with the number of degrees awarded in the prior year, 2013-2014.

The increase in degrees awarded can be directly attributed to the successful implementation of the “Fast-Track” or auto-award degree initiative implemented by the Offices of Admissions and Records and Management Information Systems (MIS). The project involved regressive degree audits for all former students who stopped attending the college during the 2013-2014 academic year. The degree audit program identified potential candidates for “graduation” based on coursework completed at SMC. Evaluators then reviewed student transcripts to verify that the potential candidates were indeed qualified to receive the degree/certificate, and contacted former students to inform them of the award they earned. In 2014-2015, a total of 791 degrees were auto-awarded. Thus, the increase in degrees awarded when compared with the prior academic year can be fully attributed to the new auto-award degree program.

Institution-Set Standard

The institution-set standard for IE Indicator 1.2 (Degrees Awarded) is 1,434. The standard was revised in 2015-2016 in response to the new auto-award degree program. The standard was calculated by multiplying the average number of degrees awarded over the last three academic years (2012-2013 to 2014-2015) by 90%. The College meets the institution-set standard for the most recently reported year (2014-2015)

1.3 CERTIFICATES AWARDED



Data source: Management Information Systems (MIS) database

Metric crosswalk: IEPI 6

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). The data include performance in years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. The award counts are duplicated by students (i.e., students were counted once for each certificate they earned in the observed year) and do not take into account when students began their academic career.

Data Analyses

Table 1.3: Certificates Awarded

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five-Year Average
Certificates Awarded	1,397	1,505	1,373	1,528	1,515	1,464

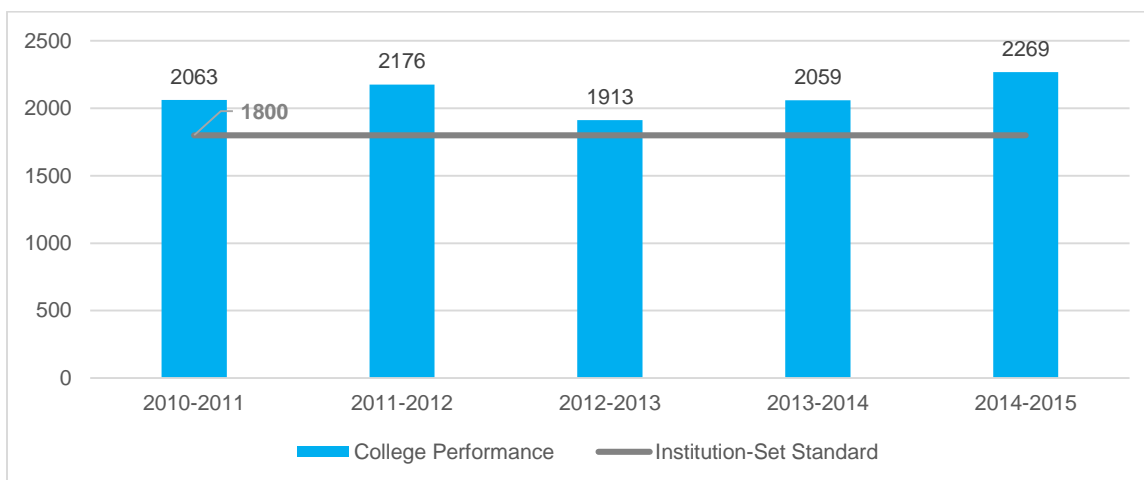
On average, SMC awarded 1,464 certificates annually over the last five academic years. In 2014-2015, the College awarded 1,515 certificate, a decrease of 13 certificates when compared with the number of certificates awarded in the prior year, 2013-2014.

In 2014-2015, the Offices of Admissions and Records and Management Information Systems (MIS) implemented the "Fast-Track" or auto-award degree program. The project involved regressive degree audits for all former students who stopped attending the college during the 2013-2014 academic year. The degree audit program identified potential candidates for "graduation" based on coursework completed at SMC. Evaluators then reviewed student transcripts to verify that the potential candidates were indeed qualified to receive the degree/certificate, and contacted former students to inform them of the award they earned. In 2014-2015, a total of 127 certificates were auto-awarded. The College would have experienced a larger decline in terms of certificates awarded had the auto-award program not been implemented.

Institution-Set Standard

The institution-set standard for IE Indicator 1.3 (Certificates Awarded) is 1,325. The standard was revised in 2015-2016 in response to the new auto-award degree program. The standard was calculated by multiplying the average number of certificates awarded over the last three academic years (2012-2013 to 2014-2015) by 90%. The College meets the institution-set standard for the most recently reported year (2014-2015).

1.4 TRANSFERS TO PUBLIC FOUR-YEAR INSTITUTIONS



Data source: The data were obtained from the California State University (CSU) Analytic Studies website and the University of California (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).

Metric crosswalk: IEPI 7

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 academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. In addition to transfers to public four-year institutions, the number of SMC transfers to California private and out-of-state institutions are reported for academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015.

Data Analyses

Table 1.4: Transfers to Public Four-Year Institutions

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five-Year Average
UC	1,009	1,076	1,059	1,037	1,074	1,051
CSU	1,054	1,100	854	1,022	1,195	1,045
Total	2,063	2,176	1,913	2,059	2,269	2,096

In 2014-2015, SMC transferred 1,074 and 1,195 students to the UC and CSU systems, respectively, representing an increase of 37 and 173 transfers when compared with the prior academic year. Transfer volume is influenced by numerous external factors such as impacted status and limited capacities, system budget cuts, and change in admission standards at the UC/CSU systems. In 2014-2015, the transfer volume was affected by the following factors:

- The top CSU feeder, Northridge, did not admit transfer students in the Spring 2015 semester with the exception of students who completed the Associate Degrees for Transfer, international students, and US veteran students;
- In 2014-2015, the total number of transfer students to CSU Los Angeles increased by 54% over the prior academic year (from 149 in 2013-14 to 229 in 2014-15). CSU Los Angeles has been aggressively admitting students year round in preparation for the change from a quarter to a semester system; and,
- More CSU campuses have been enforcing 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

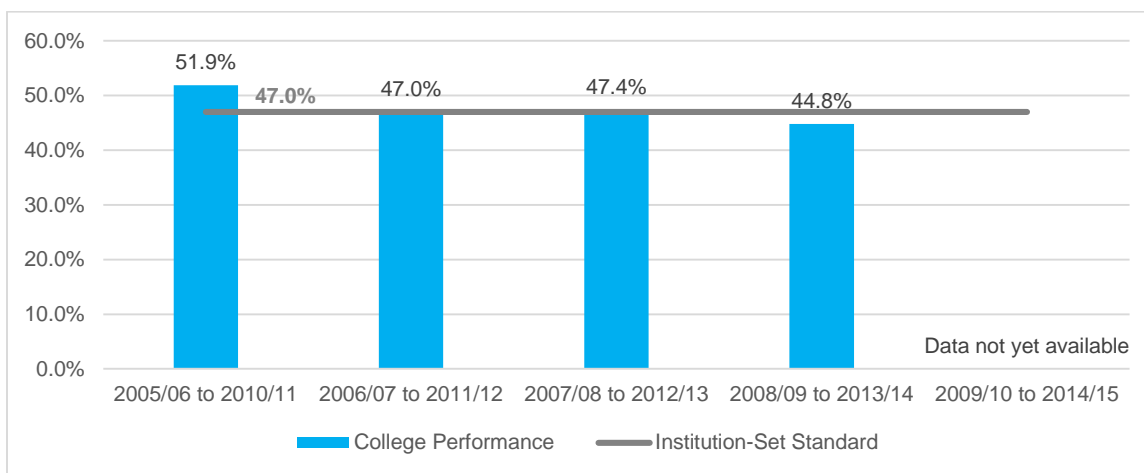
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five-Year Average
Cali. Privates	385	311	357	250	365	334
Out-of-states	318	306	320	297	473	343
Total	703	617	677	547	838	676

The College transferred an average of approximately 334 students annually to in-state privates and 343 students to out-of-state four-year institutions over the last five academic years. In 2014-2015, the College transferred the most students to private and out-of-state colleges/universities in the last five years.

Institution-Set Standard

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, 2010-2011, 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 2016 performance year (2,269).

1.5 TRANSFER RATE



Data source: The data were obtained from the California Community College Chancellor's Office (CCCCO) Data Mart.

Methodology

IE Indicator 1.5 (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 enrolled at a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the CCC system were counted as having successfully transferred.

Data Analyses

Table 1.5: Transfer Rate

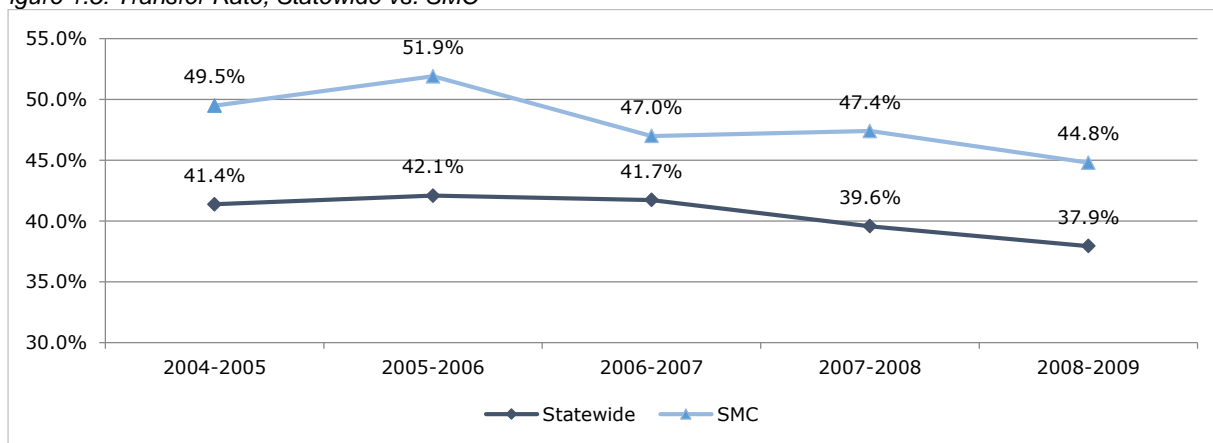
	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015
Cohort	2,474	3,236	2,673	2,898	NA
Transferred	1,284	1,522	1,267	1,297	NA
Transfer Rate	51.9%	47.0%	47.4%	44.8%	NA

At the time of this report, the transfer rate data for the 2009-2010 had not yet been published on the Chancellor's Office Data Mart. In the most recently reported year (2008-2009), the transfer rate was 44.8%, reflecting a decrease of 2.6% over the prior year's performance.

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).

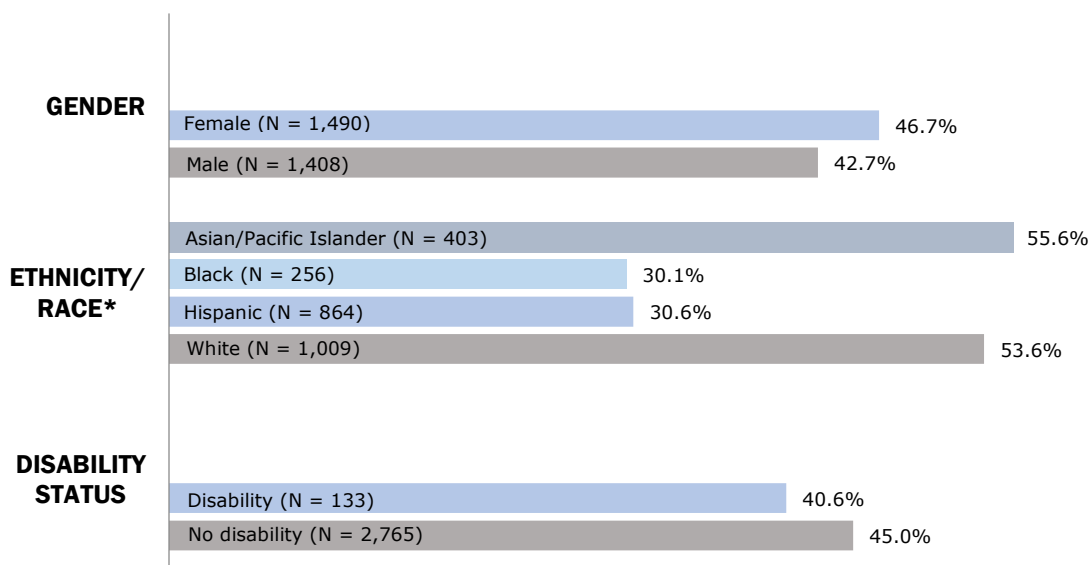
Figure 1.5: Transfer Rate, Statewide vs. SMC



The following figure describes the transfer rate for the most recent cohort (2008-2009) by student subgroups, including rates by gender, ethnicity/race, and disability status. Low-income, veteran, and foster youth status data were not available for this metric.

2008-2009 Performance by Student Demographic Variables

Figure 1.5a: Transfer Rate by Student Subgroups



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

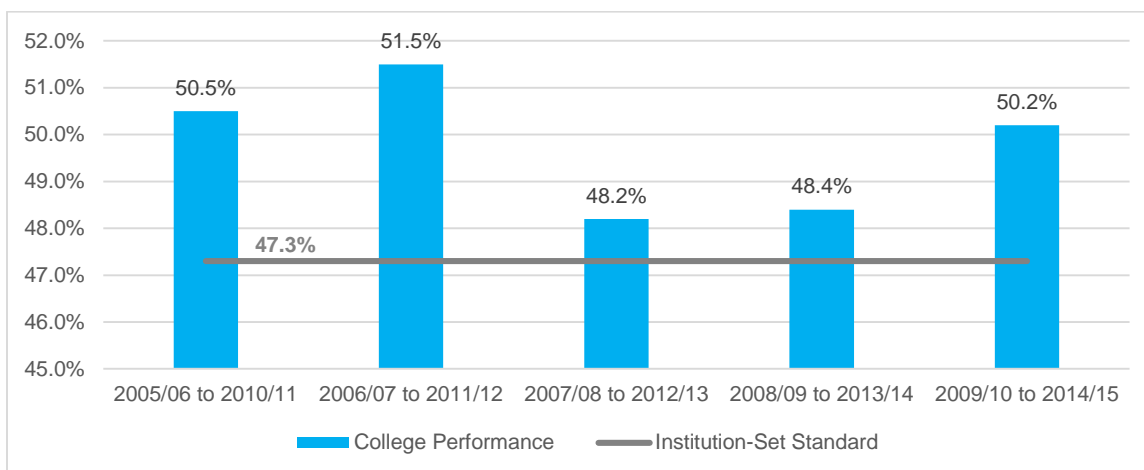
The transfer rates by subgroup reveal that, on average, female students in the cohort transferred at higher rates than male students. In terms of performance by ethnicity/race, Asian/Pacific Islander (55.6%) and White (53.6%) students transferred at the highest rates. Students without disabilities transferred at higher rates (45.0%) when compared to students with disabilities (40.6%).

Institution-Set Standard and Target

The institution-set or minimum standard for IE Indicator 1.5 (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%. Last year, the College did not meet the minimum standard of 47.0% as the transfer rate was 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 1.5 (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.

1.6 COMPLETION RATE



Data source: The data were obtained from the California Student Success Scorecard.

Metric crosswalk: IEPI 2, SC 1

Methodology:

IE Indicator 1.6 (Completion Rate) describes the percentage of degree, certificate, and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within six years.

Denominator (Cohort):

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

- Reported a valid social security number;
- Enrolled in college for the first time after high school in academic years (2006-2007, 2007-2008, 2008-2009, 2009-2010, or 2010-2011);
- Enrolled at SMC as their first college;
- Earned 6 or more credit units within three years with grade of C or pass or better at SMC and/or anywhere in the CCC system; and,
- Attempted any math and/or English course within three years at SMC and/or anywhere in the CCC system.

Numerator (Outcome):

Students in the cohort who achieved one or more of the following outcomes within six years of entry:

- 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 at any California Community College; and/or,
- Achieved "Transfer Prepared" status (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).

Data Analyses

Table 1.6: Completion Rate

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015	Five-Year Total
Cohort	3,790	3,919	3,909	4,211	4,574	20,403
Completed	1,914	2,018	1,884	2,038	2,296	10,150
Completion Rate	50.5%	51.5%	48.2%	48.4%	50.2%	49.7%

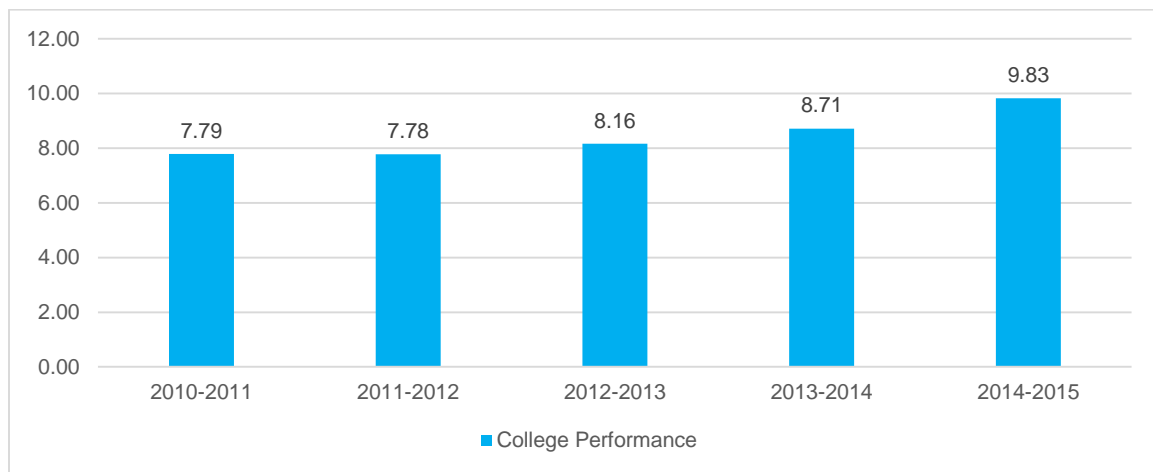
The five-year completion rate is 49.7%; approximately half of degree/certificate/transfer-seeking students complete an outcome within six years. The rate increased by 1.8% in the most recent year (2009-2010 cohort) when compared

with the performance in the prior year (2008-2009 cohort). As with IE Indicator 1.4 (Transfers to Public Four-Year Institutions), the completion rate data are influenced by external factors, including economic climate, budget cuts, and changes in admission policies at four-year institutions. The improvement in the completion rate for the most recent cohort may be attributed to the successful implementation of the "Fast-Track" or Auto-Award Degree Systems which has resulted in an increase in degree and certificate completers.

Institution-Set Standard:

The institution-set standard for IE Indicator 1.6 (Completion Rate) is 47.3%. The minimum standard was revised in 2015-2016 due to the change in methodology of the metric. The standard was calculated by multiplying the average rates (49.7%) of the last five years (2005-2006 to 2009-2010 cohort years) by 95%. The College is meeting the minimum institutional standard (47.3%) for the 2016 performance year (50.2%).

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 semesters.

Semesters to degree was calculated for students who earned an Associate Degree in academic years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015.

Data and Analyses:

Table 1.7: Semesters to Associate Degree Completion

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five Year Average
# Students	698	735	743	807	1,295	856
Avg. Semesters	7.79	7.78	8.16	8.71	9.83	8.45

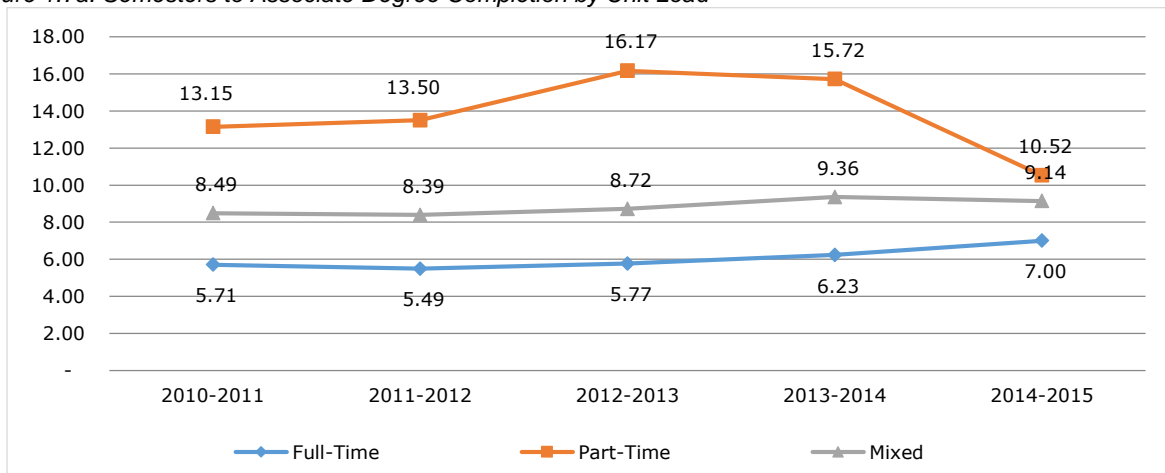
The average numbers of semesters to associate degree completion have increased over the last five academic years from an average of 7.79 semesters (or approximately 4 years) in 2010-2011 to 9.83 semesters (or approximately 5 years) in 2014-2015. The Auto-Award Initiative has likely impacted the average numbers of semesters to degree completion in 2014-2015.

The Auto-Award Initiative, first implemented in 2014-2015, involves awarding degrees and certificates to former students who were qualified for degrees/certificates based on their completed coursework at SMC, yet did not petition

for an award. In the first year of the initiative, a total of 791 degrees were auto-awarded. These awards were designated as having been earned in the 2014-2015 academic year, regardless of when the requirements for the degree were completed. As a result, the average numbers of semesters from students' initial semester to degree completion may be inflated for the 2014-2015 year.

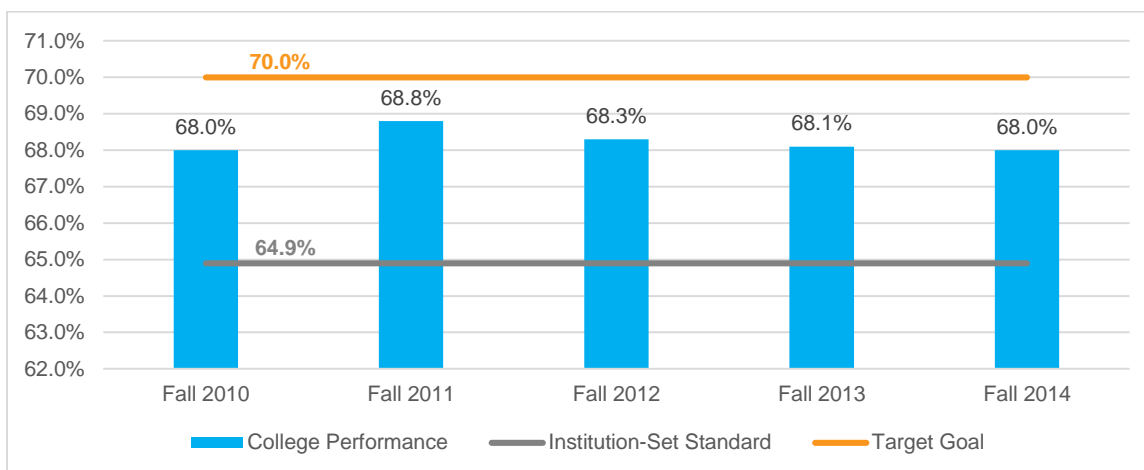
Figure 1.7a describes the average terms to degree completion by students' unit load. Students who enrolled in 12 or more units each primary semester (fall/spring) were identified as being "exclusively full-time". Students who enrolled in fewer than 12 units each primary semester were identified as being "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 1.7a: 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.

1.8 COURSE SUCCESS RATE



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

Metric crosswalk: IEPI 1

Methodology:

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

Denominator:

Credit course enrollments in fall terms 2010 to 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):

Credit course enrollments in fall terms 2010 to 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.

Data and Analyses:

Table 1.8: Course Success Rate

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Five-Year Total
Enrollments	88,091	87,017	85,760	85,090	84,853	430,811
Success	60,143	59,853	58,610	57,905	57,721	294,232
%Success	68.3%	68.8%	68.3%	68.1%	68.0%	68.3%

Over the last five academic years, the college-wide course success rates have remained relatively stable. In Fall 2014, the course success rate was 68.0%, a decrease of 0.1% when compared with the prior year's performance.

The course success data for the most recent fall semester were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
Non-resident students attending college on a student visa were considered a distinct group as SMC enrolls a large percentage of international students.
- **Disability status**

Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.

- **Low-income status**

Students were identified as being low-income 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 an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

- **Veteran status**

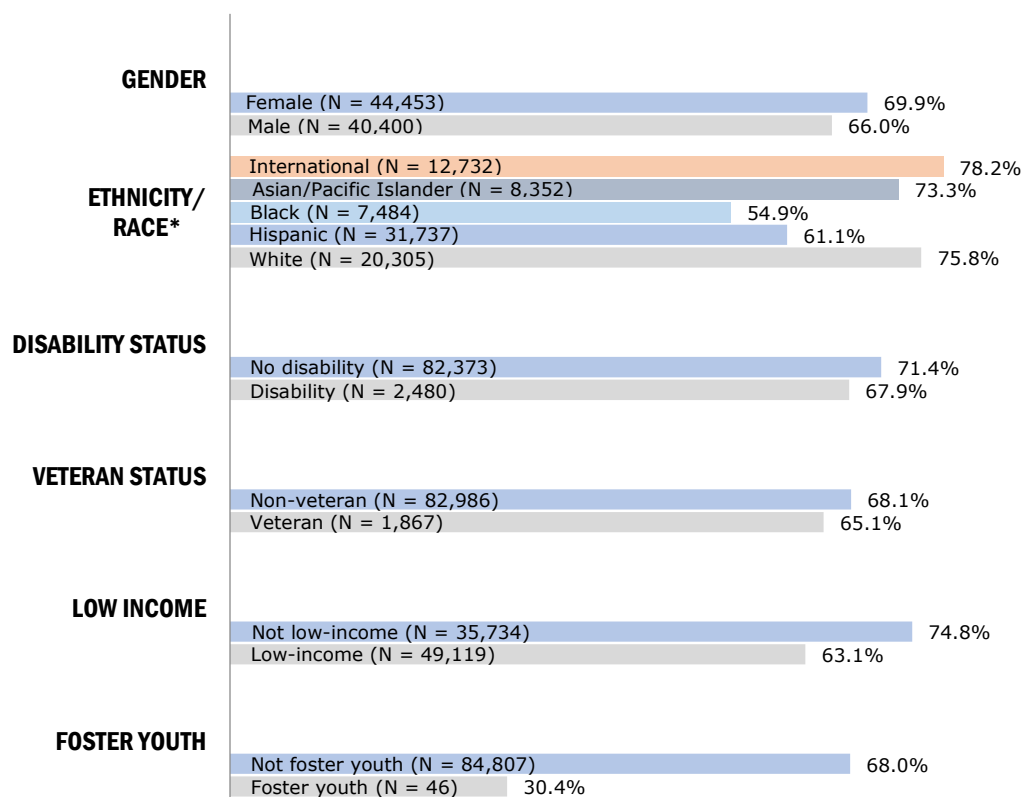
Students who self-identified as being a veteran of a branch of the U.S. military on the college application and/or received services from the Veteran's Resource Center were identified as being a veteran student.

- **Foster youth status**

Students who self-identified as being currently in or have ever been in 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.

Fall 2014 Performance by Student Demographic Variables

Figure 1.8a: Course Success Rate by Student Subgroups



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

The course success data reveal the following differences in performance by student subgroup:

- Female students completed their courses at higher rates (69.9%) when compared to male students (66.0%);
- Black (54.9%) and Hispanic (61.1%) students completed their courses at the lowest rates when compared to other ethnic/race groups;
- Students with disabilities (67.9%) completed their courses at lower rates when compared to students without disabilities (71.4%);
- Veteran students completed their courses at lower rates (65.1%) when compared to non-veteran students (68.1%);

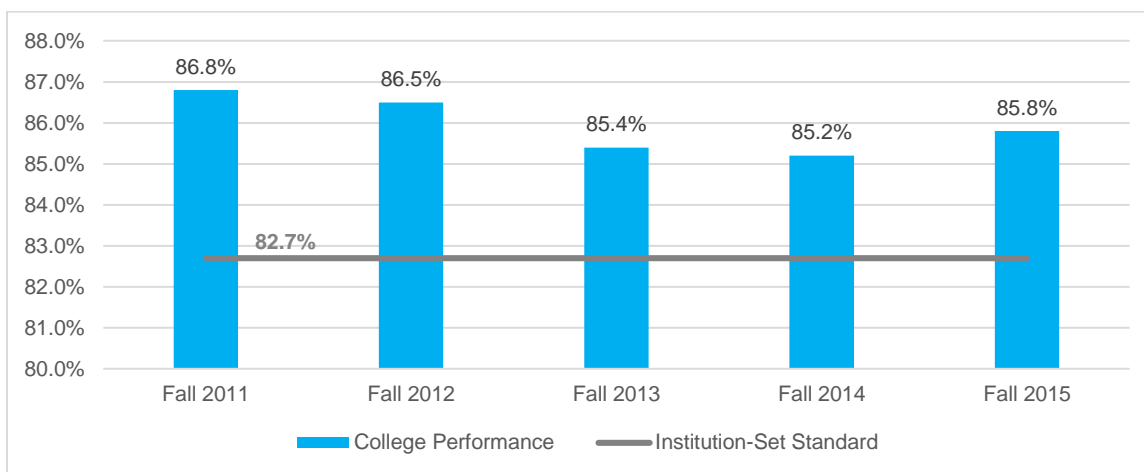
- Low-income students completed their courses at lower rates (63.1%) when compared to non-low-income students (74.8%); and,
- Current/former foster youth students completed their courses at lower rates (30.4%) when compared to non-foster youth students (68.0%).

Institution-Set Standard and Target Goal

The institution-set standard for IE Indicator 1.8 (Course Success Rate) is 64.9%. The minimum standard was revised in 2015-2016 due to the change in methodology of the metric. The standard was calculated by multiplying the average rates (68.3%) of the last five years (Fall terms 2010 to 2014) by 95%. The College is meeting the minimum institutional standard (64.9%) for the 2016 performance year (68.0%).

The target goal for the course success metric is 70.0%. This goal was established in 2014-2015 after input from several central stakeholders, including the Academic Senate and DPAC. The data reveal that the College is performing 2% below the target goal of 70% for the most recently reported year (Fall 2014).

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 2011, 2012, 2013, 2014, and 2015.

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 2011, 2012, 2013, 2014, and 2015.

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Five-Year Total
Course SLO Assessments	36,844	51,007	71,486	72,757	98,794	330,888
Mastered SLO	31,974	44,113	61,060	61,963	84,785	283,895
%Mastery	86.8%	86.5%	85.4%	85.2%	85.8%	85.8%

Over the past five years, the numbers of course SLO assessments measuring ILO #1 increased by 61,950, from 36,844 in Fall 2011 to 98,794 in Fall 2015. The mastery rates for ILO #1 have remained relatively stable over the last five years. 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

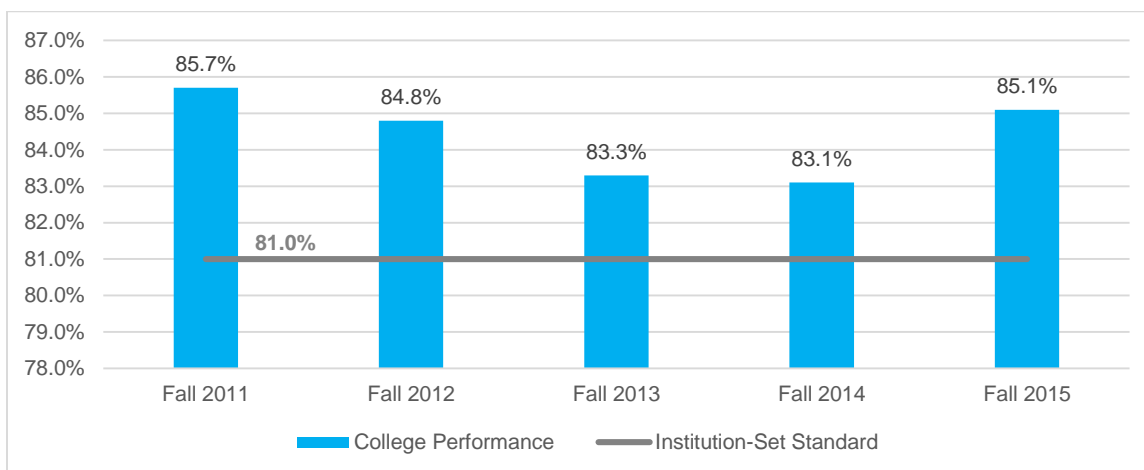
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Core Competency #1: Self-discipline	Assessments	33,153	45,763	57,059	53,365	51,766
	Mastered	28,653	39,520	48,883	45,273	44,616
	% Mastered	86.4%	86.4%	85.7%	84.8%	86.2%
Core Competency #2: Academic Honesty	Assessments	27,548	39,836	52,138	45,832	41,948
	Mastered	23,715	34,212	44,790	38,875	36,037
	% Mastered	86.1%	85.9%	85.9%	84.8%	85.9%
Core Competency #3: Teamwork & Interpersonal Skills	Assessments	23,317	29,505	38,797	37,398	36,527
	Mastered	20,648	25,903	33,937	32,344	32,046
	% Mastered	88.6%	87.8%	87.5%	86.5%	87.7%
Core Competency #4: Self-Confidence	Assessments	2,985	11,431	92,217	88,163	87,415
	Mastered	2,418	10,151	78,621	75,173	75,878
	% Mastered	81.0%	88.8%	85.3%	85.3%	86.8%

In Fall 2015, course SLOs mapped to the core competency related to teamwork and interpersonal skills had the highest mastery rate (87.7%) when compared to the other core competencies mapped to ILO #1, however the differences are small. All mastery rates for all four core competencies have remained relatively stable (around 85%) over the last five years.

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 2016 performance year (86.8%).

1.10 ANALYTIC & COMMUNICATION 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 & Communication 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 2011, 2012, 2013, 2014, and 2015.

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 2011, 2012, 2013, 2014, and 2015.

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Five-Year Total
Course SLO Assessments	59,549	84,806	110,951	107,294	101,388	463,988
Mastered SLO	51,005	71,886	92,467	89,137	86,231	390,726
%Mastery	85.7%	84.8%	83.3%	83.1%	85.1%	84.2%

Over the past five years, the numbers of course SLO assessments measuring ILO #2 increased by nearly 41,000, from 59,549 in Fall 2011 to 101,388 in Fall 2015. The mastery rates for ILO #2 steadily declined from 85.7% in Fall 2011 to 83.1% in Fall 2014, but improved to 85.1% in Fall 2015.

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

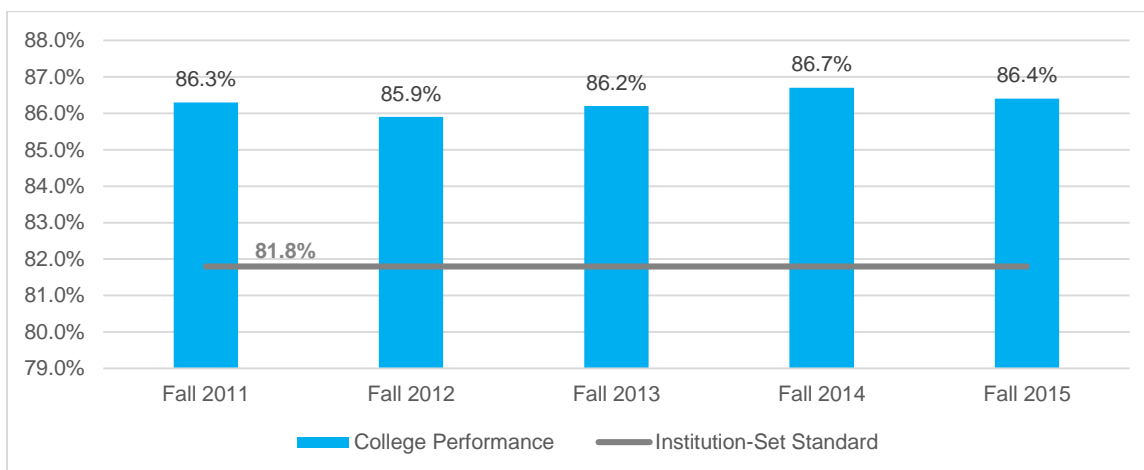
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Core Competency #5: Content Knowledge	Assessments	52,699	74,022	44,639	42,892	40,038
	Mastered	44,824	63,025	38,584	36,695	34,674
	% Mastered	85.1%	85.1%	86.4%	85.6%	86.6%
Core Competency #6: Information Literacy	Assessments	22,135	31,237	45,379	40,630	37,046
	Mastered	19,455	26,908	38,470	34,242	31,558
	% Mastered	87.9%	86.1%	84.8%	84.3%	85.2%
Core Competency #7: Skills (lab, CTE, etc.)	Assessments	23,917	33,886	30,642	30,826	30,295
	Mastered	20,424	28,996	26,683	26,356	26,308
	% Mastered	85.4%	85.6%	87.1%	85.5%	86.8%
Core Competency #8: Technology Literacy	Assessments	15,270	19,481	26,020	24,747	22,887
	Mastered	13,452	16,988	23,191	21,925	20,375
	% Mastered	88.1%	87.2%	89.1%	88.6%	89.0%
Core Competency #9: Aesthetic Engagement	Assessments	8,966	12,553	35,216	36,466	30,992
	Mastered	8,115	11,172	28,890	29,611	25,685
	% Mastered	90.5%	89.0%	82.0%	81.2%	82.9%
Core Competency #10: Quantitative Reasoning	Assessments	15,653	19,284	84,703	82,982	77,886
	Mastered	13,596	16,585	69,971	68,247	65,827
	% Mastered	86.9%	86.0%	82.6%	82.2%	84.5%
Core Competency #11: Critical Thinking	Assessments	47,844	65,311	82,982	74,968	70,575
	Mastered	40,774	55,205	69,932	62,955	59,996
	% Mastered	85.2%	84.5%	84.3%	84.0%	85.0%
Core Competency #12: Oral and Written Comm. Skills	Assessments	45,818	64,504	43,214	40,476	38,374
	Mastered	39,330	55,090	36,989	34,893	33,385
	% Mastered	85.8%	85.4%	85.6%	86.2%	87.0%

In Fall 2015, course SLOs mapped to the core competency related to technology skills had the highest mastery rate (89.0%) while the core competency related to aesthetic engagement had the lowest mastery rate (84.5%). The mastery rates for all core competencies mapped to ILO #2 have exceeded 80% each year.

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 2016 performance year (85.1%).

1.11 APPLIED SOCIAL KNOWLEDGE & VALUES 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 Knowledge & Values ILO #3 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge & Values.

Denominator:

The total assessments in all course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge & Values, in fall terms 2011, 2012, 2013, 2014, and 2015.

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 & Values, in fall terms 2011, 2012, 2013, 2014, and 2015.

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 & Values ILO #3 Mastery Rates

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Five-Year Total
Course SLO Assessments	28,038	43,831	51,776	47,993	43,346	214,984
Mastered SLO	24,208	37,640	44,655	41,614	37,439	185,556
%Mastery	86.3%	85.9%	86.2%	86.7%	86.4%	86.3%

Over the past five years, the numbers of course SLO assessments measuring ILO #3 increased by over 15,000, from 28,038 in Fall 2011 to 43,346 in Fall 2015. During the same period, the mastery rates for ILO #3 has remained relatively stable, around 86%

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

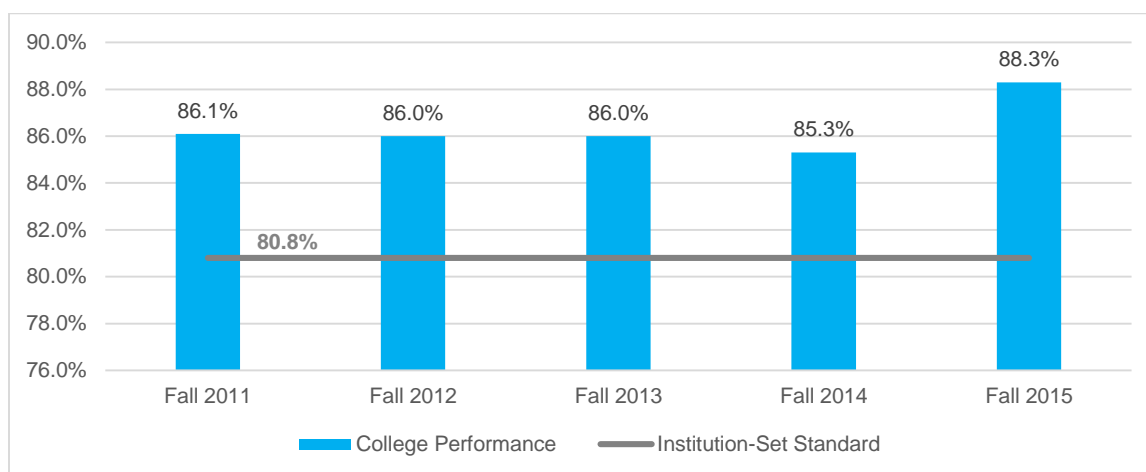
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Core Competency #13: Comparative & Global Perspective	Assessments	24,376	37,647	44,903	40,500	39,315
	Mastered	20,938	32,141	38,515	34,812	34,194
	% Mastered	85.9%	85.4%	85.6%	86.0%	87.0%
Core Competency #14: Contemporary Significance	Assessments	24,639	36,606	5,190	4,511	4,044
	Mastered	21,212	31,356	4,609	3,895	3,562
	% Mastered	86.1%	85.7%	88.8%	86.3%	88.1%
Core Competency #15: Service Learning/Community	Assessments	2,469	2,257	9,088	11,991	11,995
	Mastered	2,334	2,094	7,435	9,486	9,986
	% Mastered	94.5%	92.8%	81.8%	79.1%	83.3%

The data show the SLO mastery rates in courses mapped to the core competency related to service learning was the lowest (83.3%) 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.

Institution-Set Standard:

The institution-set standard for IE Indicator 1.11 (Applied Social Knowledge and Values 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 2016 performance year (86.4%).

1.12 APPLIED KNOWLEDGE & VALUATION OF THE PHYSICAL 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 Knowledge & Valuation of the Physical World ILO #4 Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the fourth ILO, Applied Knowledge & Valuation of the Physical World.

Denominator:

The total assessments in all course SLOs mapped to core competencies of the fourth ILO, Applied Knowledge & Valuation of the Physical World, in fall terms 2011, 2012, 2013, 2014, and 2015.

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 & Valuation of the Physical World, in fall terms 2011, 2012, 2013, 2014, and 2015.

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Five-Year Total
Course SLO Assessments	14,617	24,429	26,996	28,586	50,323	144,951
Mastered SLO	12,589	21,021	23,207	24,386	44,460	125,663
%Mastery	86.1%	86.0%	86.0%	85.3%	88.3%	86.7%

Over the past five years, the numbers of course SLO assessments measuring ILO #4 nearly quadrupled, from 14,617 in Fall 2011 to 50,323 in Fall 2015. During the same period, the mastery rates for ILO #3 remained stable, but experienced a peak in Fall 2015.

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

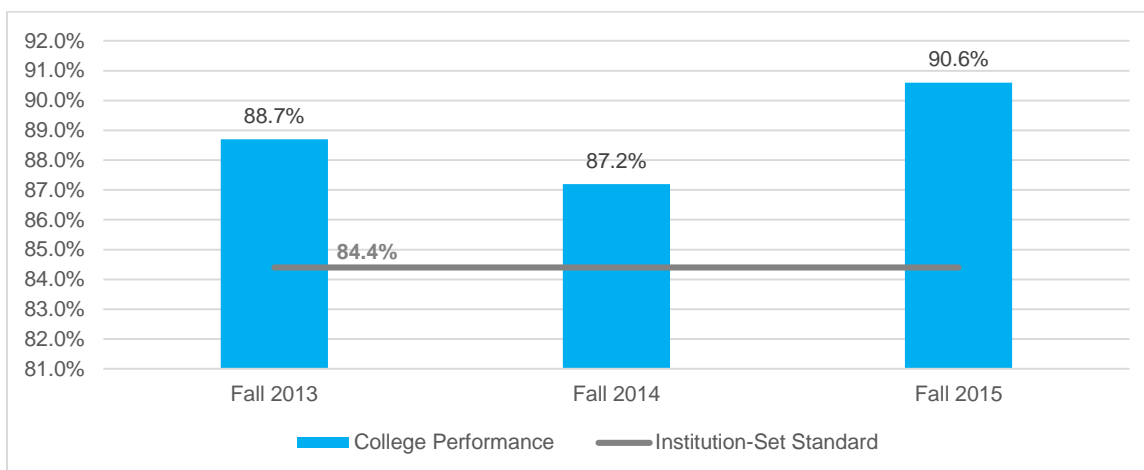
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Core Competency #16: Scientific - Earth	Assessments	4,734	6,468	17,518	20,363	18,963
	Mastered	4,053	5,303	15,206	17,635	16,554
	% Mastered	85.6%	82.0%	86.8%	86.6%	87.3%
Core Competency #17: Human Impact	Assessments	9,229	16,116	2,883	2,678	2,325
	Mastered	8,076	14,024	2,491	2,226	2,024
	% Mastered	87.5%	87.0%	86.4%	83.1%	87.1%
Core Competency #18: Service Learning – Environ.	Assessments	848	786	15,189	15,145	14,617
	Mastered	829	712	13,091	12,708	12,519
	% Mastered	97.8%	90.6%	86.2%	83.9%	85.6%
Core Competency #19: Environ. Attitudes, Values...	Assessments	7,699	12,391	6,267	34,856	4,722
	Mastered	6,643	10,669	5,398	29,769	4,090
	% Mastered	86.3%	86.1%	86.1%	85.4%	86.6%
Core Competency #20: Optimizes Use of Resources	Assessments	1,145	2,625	30,557	34,856	34,846
	Mastered	1,157	2,259	26,182	29,769	30,814
	% Mastered	80.1%	86.1%	85.7%	85.4%	87.7%

In Fall 2015, a large majority of course SLOs for all core competencies mapped to ILO #4 was assessed as being mastered.

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 2016 performance year (88.3%).

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, 2014, and 2015.

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, 2014, and 2015.

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 to 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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Five-Year Total
Course SLO Assessments	NA	NA	12,570	23,692	27,514	NA
Mastered SLO	NA	NA	11,150	20,661	24,926	NA
%Mastery	NA	NA	88.7%	87.2%	90.6%	NA

Approximately 90% of course SLOs of the fifth ILO were assessed as being “mastered”. In Fall 2015, over 27,000 course SLO assessments were mapped to core competencies of the Authentic Engagement ILO, an increase of nearly 15,000 course SLO assessment when compared to Fall 2013. The following table describes the Authentic Engagement ILO mastery rates by core competency.

Table 1.13a: Authentic Engagement ILO #5 Mastery Rates

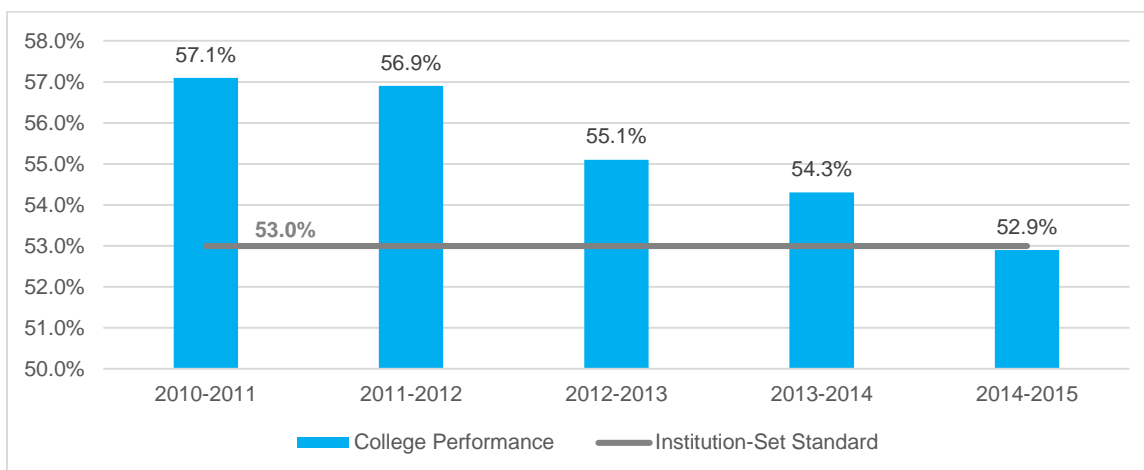
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Core Competency #21: Interest	Assessments	NA	NA	9,865	14,062	13,289
	Mastered	NA	NA	8,572	11,921	11,638
	% Mastered	NA	NA	86.9%	84.8%	87.6%
Core Competency #22: Value Academic Task	Assessments	NA	NA	9,810	17,545	18,259
	Mastered	NA	NA	8,723	15,231	16,551
	% Mastered	NA	NA	88.9%	86.8%	90.6%
Core Competency #23: Self-Efficacy	Assessments	NA	NA	9,389	17,139	19,286
	Mastered	NA	NA	8,338	14,871	17,460
	% Mastered	NA	NA	88.8%	86.8%	90.5%
Core Competency #24: Professional Relevance	Assessments	NA	NA	NA	16,671	19,543
	Mastered	NA	NA	NA	14,290	17,605
	% Mastered	NA	NA	NA	85.7%	90.1%

The mastery rates for the four core competencies of the fifth ILO are high; about nine 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.

Institution-Set Standards:

The institution-set standard for IE Indicator 1.13 (Authentic Engagement ILO Mastery Rate) is 84.4%. The institution-set standard was established in 2015-2015 and was calculated by multiplying the average rates (88.8%) of the three baseline years (fall terms 2013, 2014, 2015) by 95%. The data for this indicator shows that the College is meeting the institutional standard of satisfactory performance (84.4%) for the 2016 performance year (90.6%).

1.14 BASIC SKILLS COURSE SUCCESS RATE



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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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.

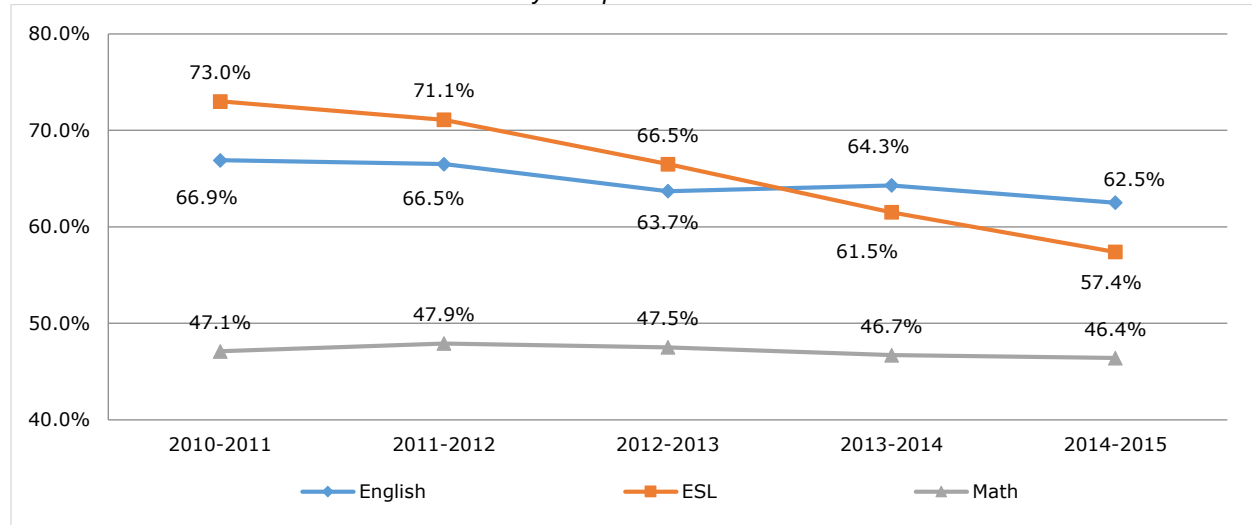
Data and Analyses:

Table 1.14: Basic Skills Course Success Rate

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five-Year Total
Enrollments	22,186	20,818	19,077	18,908	18,135	99,124
Successful	12,667	11,842	10,507	10,260	9,593	54,869
%Success	57.1%	56.9%	55.1%	54.3%	52.9%	55.4%

The basic skills course success rate has decreased by 4.2% over the last five years, from 57.1% in 2010-2011 to 52.9% in 2014-2015. The following figure compares the basic skills course success rates by discipline.

Table 1.14a: Basic Skills Course Success Rate by Discipline



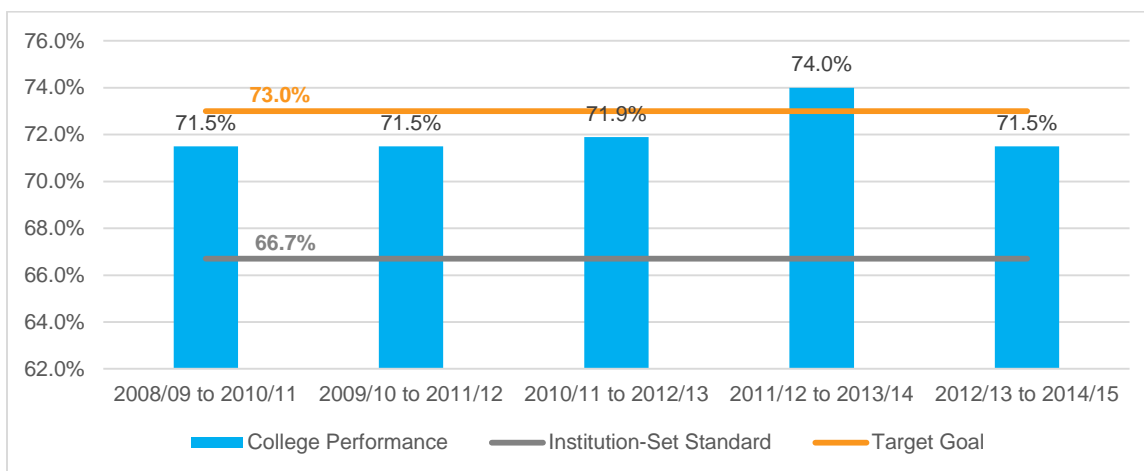
The course success rates in basic skills English and math courses have experienced a small decline over the last five year. Course success rates in ESL have decreased by 15.6 % over the last five years, from 73.0% in 2010-2011 to 57.4% in 2014-2015. According to the ESL department, the drop in basic 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.

In 2014-2015, the highest performance in basic skills course success was in English. 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 College falls slightly below the standard of 53% for the 2016 performance year (52.9%).

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 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013;
- 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 successfully completed a higher level course in the same discipline with a grade of C or better were counted as having made improvement in the basic skills sequence.

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.

The following chart 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 courses 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

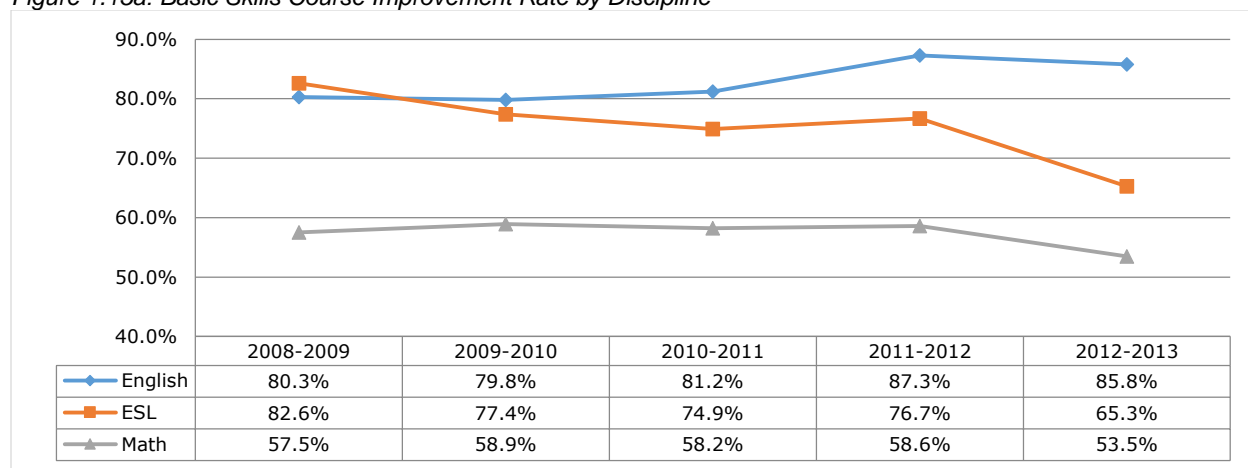
Data and Analyses:

Table 1.15: Basic Skills Course Improvement Rate

	2008-2009 by 2010-2011	2009-2010 by 2011-2012	2010-2011 by 2012-2013	2011-2012 by 2013-2014	2012-2013 by 2014-2015	Five-Year Total
Cohort	5,036	5,444	5,177	4,880	4,626	25,163
Improved	3,600	3,891	3,721	3,612	3,322	18,146
%Improved	71.5%	71.5%	71.9%	74.0%	71.5%	72.1%

In the performance year (2012-2013), the basic skills improvement rate was 71.5% which represents a decrease of 2.5% over the prior year's performance of 74.0%. The data disaggregated by discipline reveal that the decline in performance may be due to the decreasing improvement rate in math and ESL courses.

Figure 1.15a: Basic Skills Course Improvement Rate by Discipline



Over the last five years, the English basic skills course improvement rate increased by 5.5%, from 80.3% in 2008-2009 to 85.8% in 2012-2013. During the same period, the ESL and math basic skills course improvement rate decreased by 17.3% and 4.0%, respectively.

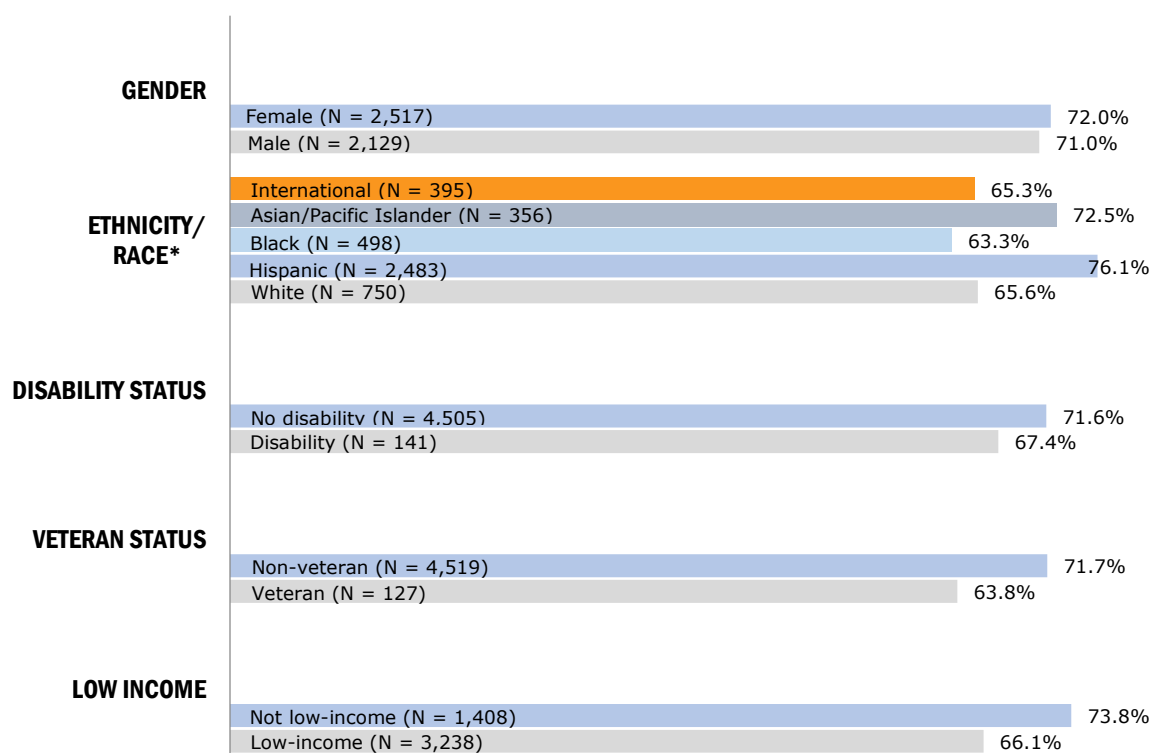
The basic skills course improvement data for the most recent cohort (2012-2013) were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
Non-resident students attending college on a student visa were considered a distinct group as SMC enrolls a large percentage of international students.
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.
- **Low-income status**
Students were identified as being low-income 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 an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.
- **Veteran status**
Students who self-identified as being a veteran of a branch of the U.S. military on the college application and/or received services from the Veteran's Resource Center were identified as being a veteran student.

Foster youth status data were not available for this metric.

2012-2013 Cohort Performance by Student Demographic Variables

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



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

The basic skills course improvement data reveal the following differences in performance by student subgroup:

- Female and male students performed similarly in terms of basic skills course improvement;
- Black (63.3%), international (65.3%), and White (65.6%) basic skills students improved through the basic skills sequence at lower rates than the Asian/Pacific Islander and Hispanic groups; and,
- Students with disabilities (67.4%), veteran students (63.8%), and low-income (66.1%) students performed lower on the basic skills course improvement metric than their counterparts.

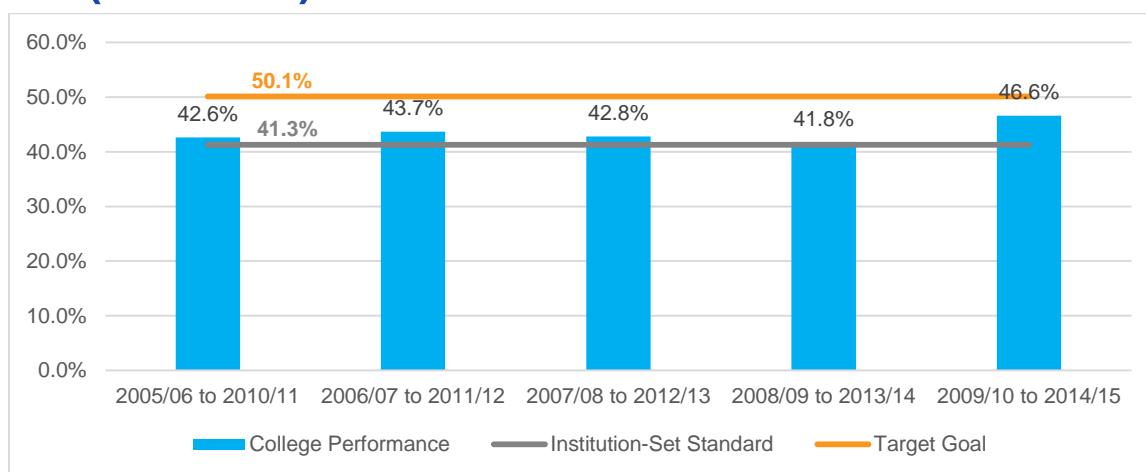
Institution-Set Standard and Target

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 2016 performance year (71.5%).

The target goal for IE Indicator 1.15 is to meet or exceed 73%. The target was initially discussed at a meeting of the Student Success Committee (formerly the Basic Skills Initiative Committee). The members of the committee chose to set a target reflecting an improvement in the metric. The target of 73% was set by improving the rate of the two lowest performing ethnicity/race 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 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 exceeded the target goal for the 2011-2012 cohort; however, performance on the metric decreased for the most recent cohort (2012-2013), falling short of the target by 1.5%.

1.16 BASIC SKILLS SUCCESS IN COLLEGE COURSE RATE (ENGLISH)



Data source: The data were obtained from the California Student Success Scorecard.

Metric crosswalk: IEPI 3b, SC 5

Methodology

IE Indicator 1.16 (Basic Skills Success in College Course Rate – English) describes the percentage of credit students who started below transfer level in English and completed a college-level course in the same discipline within six years.

Denominator (Cohort): The cohort included students who met all of the following criteria:

- First attempt of a credit English writing course was in a course that was two to four levels below transfer (English 81A, English 81B, English 84W, or English 21A) in academic years 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013; and,
- Reported a valid SSN.

Numerator (Outcome): Students in the cohort who earned a C or Pass or better grade in any UC/CSU transferable English course within six years anywhere in the California Community College system was counted as having successfully completed a college level course.

Data and Analyses

Table 1.16: Basic Skills Success in College Course Rate - English

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015	Five-Year Total
Cohort	3,262	3,130	3,338	3,546	3,674	16,950
Success in College Level	1,391	1,367	1,430	1,483	1,712	7,383
%Success in College Level	42.6%	43.7%	42.8%	41.8%	46.6%	43.6%

Over the last five years, the percentage of basic skills English students who successfully completed a college-level English course improved by 4%, from 42.6% for the 2005-2006 cohort to 46.6% for the 2009-2010 cohort. The improvement for this metric may be attributed to recently implemented strategies and programs to improve the success of basic skills students, including accelerated courses English 85 (implemented Fall 2011) and English 20 (implemented Spring 2012) and the launch of new summer bridge and cohort programs targeting basic skills students (Summer Jams, implemented Summer 2013; First-Year Experience, implemented Fall 2014).

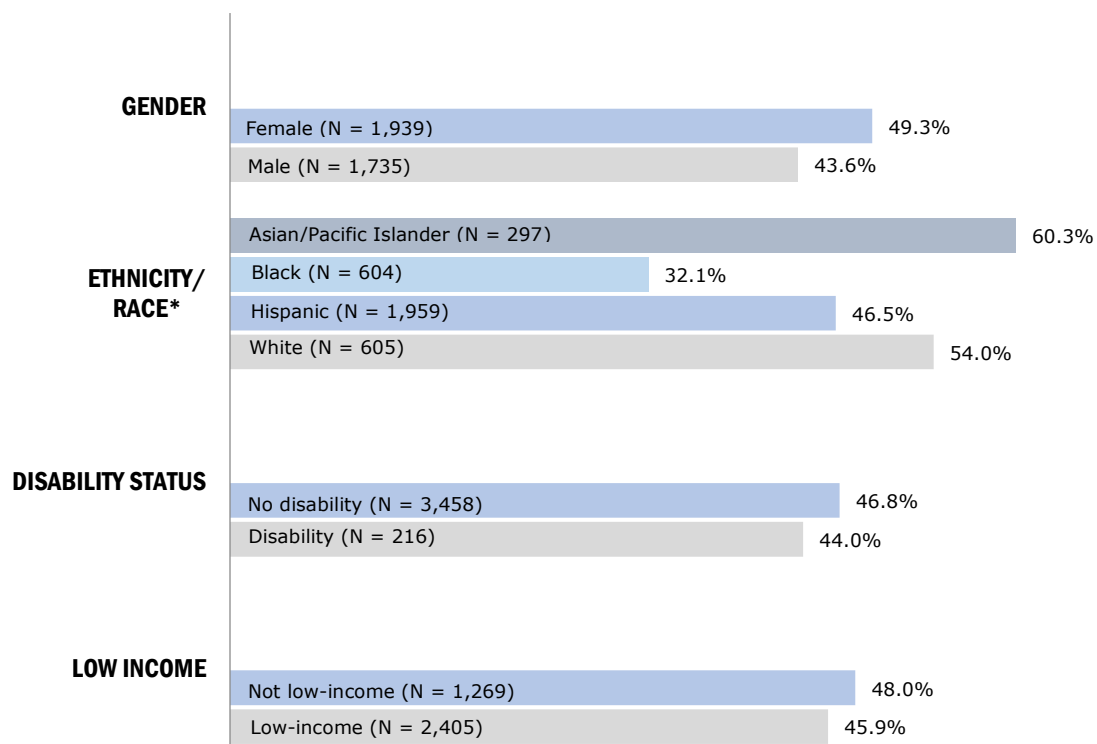
The basic skills English data for the most recent cohort (2009-2010) were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.
- **Low-income status**
Students were identified as being low-income 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 an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

Foster youth status and veteran status data were not available for this metric.

2009-2010 Cohort Performance by Student Demographic Variables

Figure 1.16a: Basic Skills Success in College Course Rate – English by Student Subgroups



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

The data reveal the following differences in performance by student subgroup:

- Female students successfully completed the college-level English course at higher rates (49.3%) when compared to male students (43.6%);
- Black (32.1%) and Hispanic (46.5%) students completed the college-level English course at the lowest rates when compared to the other ethnicity/race groups;
- Students with disabilities completed the college-level English course at lower rates (44.0%) when compared to students without disabilities (46.8%); and,
- Low-income students completed the college-level English course at lower rates (45.9%) when compared to students who are not low-income (48.0%).

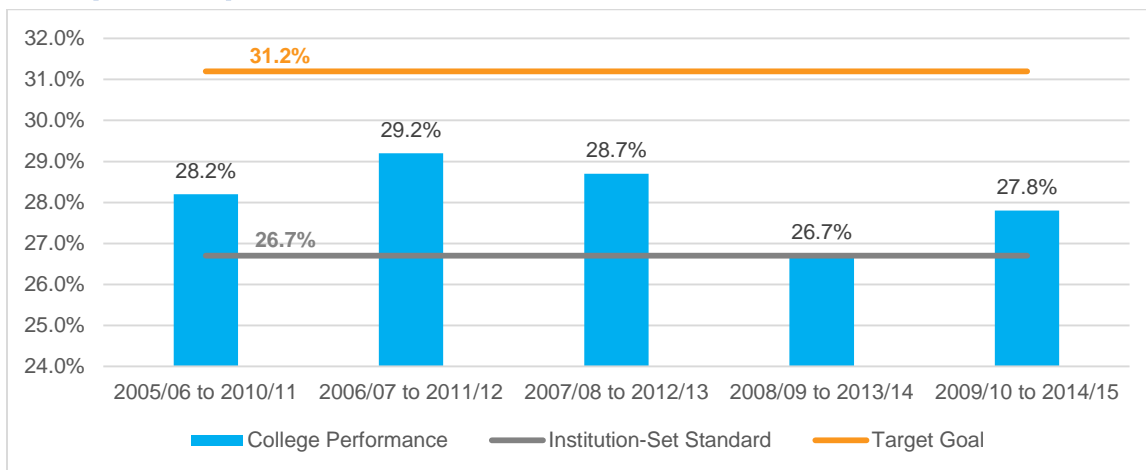
Institution-Set Standard and Target

The institution-set or minimum standard for IE Indicator 1.16 (Basic Skills Success in College Course Rate – English) is 41.3%. The institution-set standard was revised in 2015-2016 due to the change in methodology of this metric. The standard was calculated by multiplying the average rate (43.5%) of the last five years (cohorts 2005-2006 to 2009-2010) by 95%. The data reveal that the College meets the institution-set standard (41.3%) for the 2016 performance year (46.6%)

The target goal for IE Indicator 1.16 is to meet or exceed 50.1%. The target goal was revised in 2015-2016 in response to the change in the methodology for this metric. The central stakeholders, the Student Success Committee, recommended setting a target that reflected an improvement in performance for the two lowest performing ethnicity/race groups by 5% each. If the 2009-2010 African American/Black student group rate improved by 5%, the rate would be 37.1%. If the 2009-2010 Hispanic student group rate improved by 5%, the rate would be 51.5%. Improving the rate by 5% for these groups translates into an additional 128 who are successful in the cohort (30 and 98 additional successful students in the African American/Black and Hispanic student groups, respectively). If an additional 128 students were successful in the cohort, the basic skills success in college course rate for English would be 50.1%. The target for this indicator is to improve the rate to 50.1%.

The data reveal that for the most recent cohort (2009-2010), the College's performance (46.6%) falls short of the target goal of 50.1% by 3.5%.

1.17 BASIC SKILLS SUCCESS IN COLLEGE COURSE RATE (MATH)



Data source: The data were obtained from the California Student Success Scorecard.

Metric crosswalk: IEPI 3a, SC 4

Methodology

IE Indicator 1.17 (Basic Skills Success in College Course Rate – Math) describes the percentage of credit students who started below transfer level in Math and completed a college-level course in the same discipline within six years.

Denominator (Cohort): The cohort included students who met all of the following criteria:

- First attempt of a credit math course was in a course that was two to four levels below transfer (Math 81, Math 84, or Math 31) in academic years 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013; and,
- Reported a valid SSN.

Numerator (Outcome): Students in the cohort who earned a C or Pass or better grade in any UC/CSU transferable math course within six years anywhere in the California Community College system was counted as having successfully completed a college level course.

Data and Analyses

Table 1.17: Basic Skills Success in College Course Rate - Math

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015	Five-Year Total
Cohort	3,129	3,068	3,270	3,517	3,599	16,583
Success in College Level	881	896	940	940	1,001	4,658
%Success in College Level	28.2%	29.2%	28.7%	26.7%	27.8%	28.1%

Over the last five years, the percentage of basic skills math students who successfully completed a college-level math course has remained relatively stable.

The basic skills math data for the most recent cohort (2009-2010) were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
- **Disability status**

Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.

- **Low-income status**

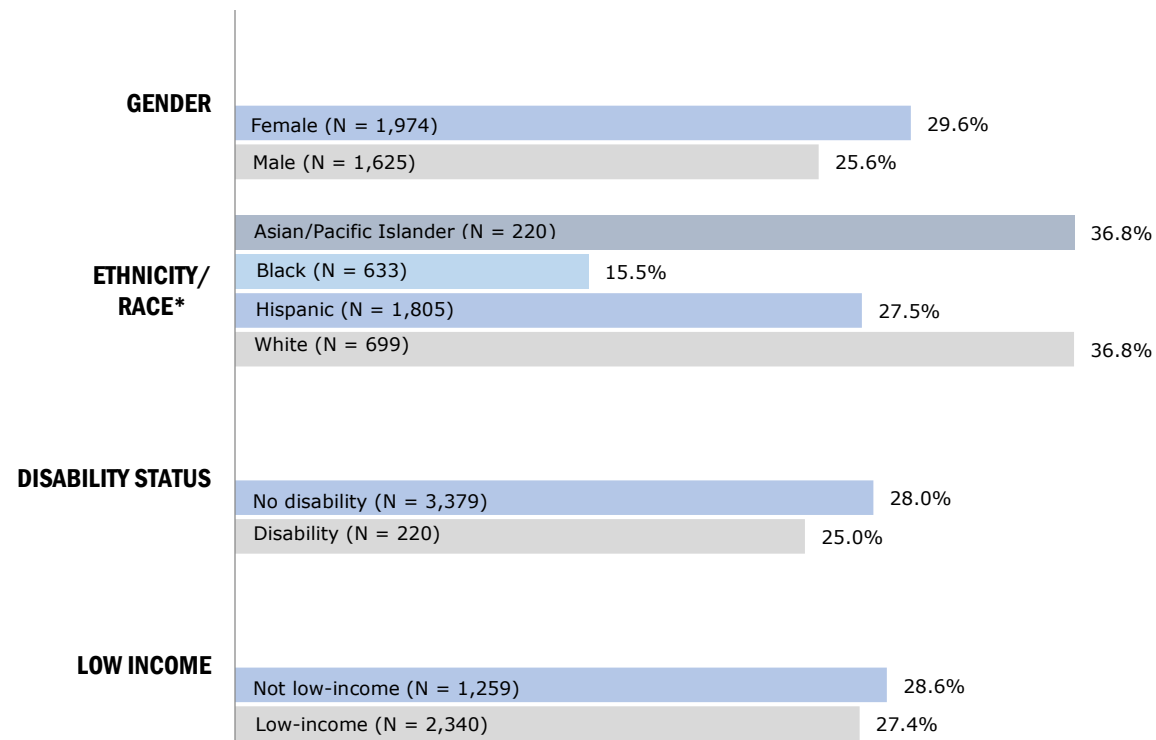
Students were identified as being low-income if they met one or more of the following criteria:

- Received a BOG fee waiver;
- Received a Pell grant;
- Reported being a CalWORKs student; and/or,
- Reported being an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

Foster youth status and veteran status data were not available for this metric.

2009-2010 Cohort Performance by Student Demographic Variables

Figure 1.17a: Basic Skills Success in College Course Rate – Math by Student Subgroups



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

The data reveal the following differences in performance by student subgroup:

- Female students successfully completed the college-level math course at higher rates (29.6%) when compared to male students (25.6%);
- Black (15.5%) and Hispanic (27.5%) students completed the college-level math course at the lowest rates when compared to the other ethnicity/race groups;
- Students with disabilities completed the college-level math course at lower rates (25.0%) when compared to students without disabilities (28.0%); and,
- Low-income students completed the college-level math course at lower rates (27.4%) when compared to students who are not low-income (28.6%).

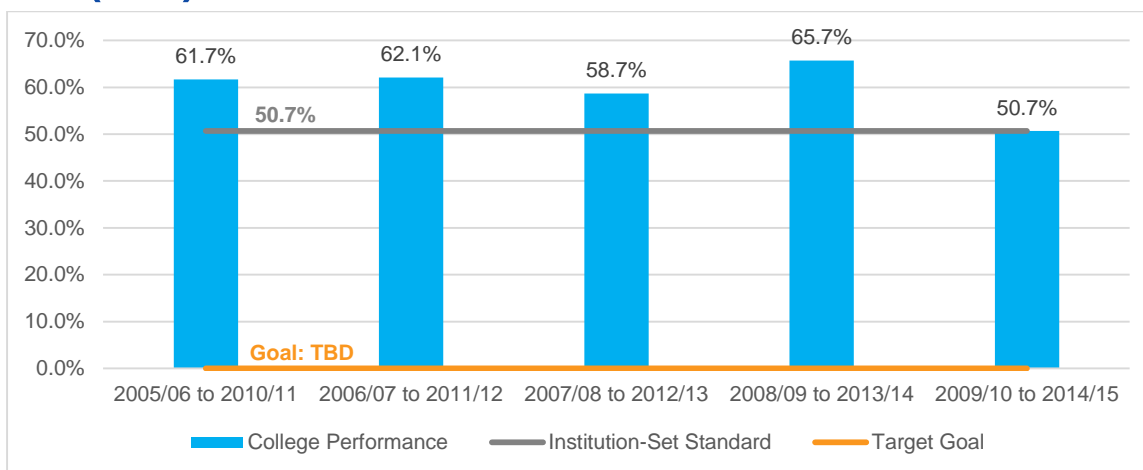
Institution-Set Standard and Target

The institution-set or minimum standard for IE Indicator 1.17 (Basic Skills Success in College Course Rate – Math) is 26.7%. The institution-set standard was revised in 2015-2016 due to the change in methodology of this metric. The standard was calculated by multiplying the average rate (28.1%) of the last five years (cohorts 2005-2006 to 2009-2010) by 95%. The data reveal that the College meets the institution-set standard (26.7%) for the 2016 performance year (27.8%)

The target goal for IE Indicator 1.17 is to meet or exceed 31.2%. The target goal was revised in 2015-2016 in response to the change in the methodology for this metric. The central stakeholders, the Student Success Committee, recommended setting a target that reflected an improvement in performance for the two lowest performing ethnicity/race groups by 5% each. If the 2009-2010 African American/Black student group rate improved by 5%, the rate would be 20.5%. If the 2009-2010 Hispanic student group rate improved by 5%, the rate would be 32.5%. Improving the rate by 5% for these groups translates into an additional 122 who are successful in the cohort (32 and 90 additional successful students in the African American/Black and Hispanic student groups, respectively). If an additional 122 students were successful in the cohort, the basic skills success in college course rate for math would be 31.2%. The target for this indicator is to improve the rate to 31.2%.

The data reveal that for the most recent cohort (2009-2010), the College's performance (27.8%) falls short of the target goal of 31.2% by 3.4%.

1.18 BASIC SKILLS SUCCESS IN COLLEGE COURSE RATE (ESL)



Data source: The data were obtained from the California Student Success Scorecard.

Metric crosswalk: IEPI 3c, SC 6

Methodology

IE Indicator 1.18 (Basic Skills Success in College Course Rate – ESL) describes the percentage of credit students who started below transfer level in ESL and completed a college-level ESL or English course within six years.

Denominator (Cohort): The cohort included students who met all of the following criteria:

- First attempt of a credit ESL course was in a course that was two to four levels below transfer (ESL 10 G, ESL 10W, ESL 11A, ESL 15, ESL 17, ESL 23) in academic years 2008-2009, 2009-2010, 2010-2011, 2011-2012, or 2012-2013; and,
- Reported a valid SSN (excludes F1 international students and others who do not have a social security number).

Numerator (Outcome): Students in the cohort who earned a C or Pass or better grade in any UC/CSU transferable ESL or English course within six years anywhere in the California Community College system was counted as having successfully completed a college level course.

Data and Analyses

Table 1.18: Basic Skills Success in College Course Rate - ESL

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015	Five-Year Total
Cohort	347	327	305	388	365	1,732
Success in College Level	214	203	179	255	185	1,036
%Success in College Level	61.7%	62.1%	58.7%	65.7%	50.7%	59.8%

Over the last five years, the percentage of basic skills ESL students who successfully completed a college-level ESL or English course decreased by 11%, from 61.7% for the 2005-2006 cohort to 50.7% for the 2009-2010 cohort. The decline may be related to several efforts that were implemented by the ESL department beginning in Fall 2011, including:

- Common mid-term and final exams that are normed and graded together using a common rubric;
- Increased efforts to report students who cheat and assigning zero grades on the assignments in which they cheat; and,

- Departmental dialogue focused on learning outcomes and preventing grade inflations.

These efforts resulted in a decrease in overall success rates in ESL courses. Between Fall 2010 (pre-efforts) and Fall 2011 (post-efforts), the overall ESL course success rates fell by 7.5%. The decrease in course success likely negatively impacted the College's performance on this metric for the most recent cohort (2009-2010).

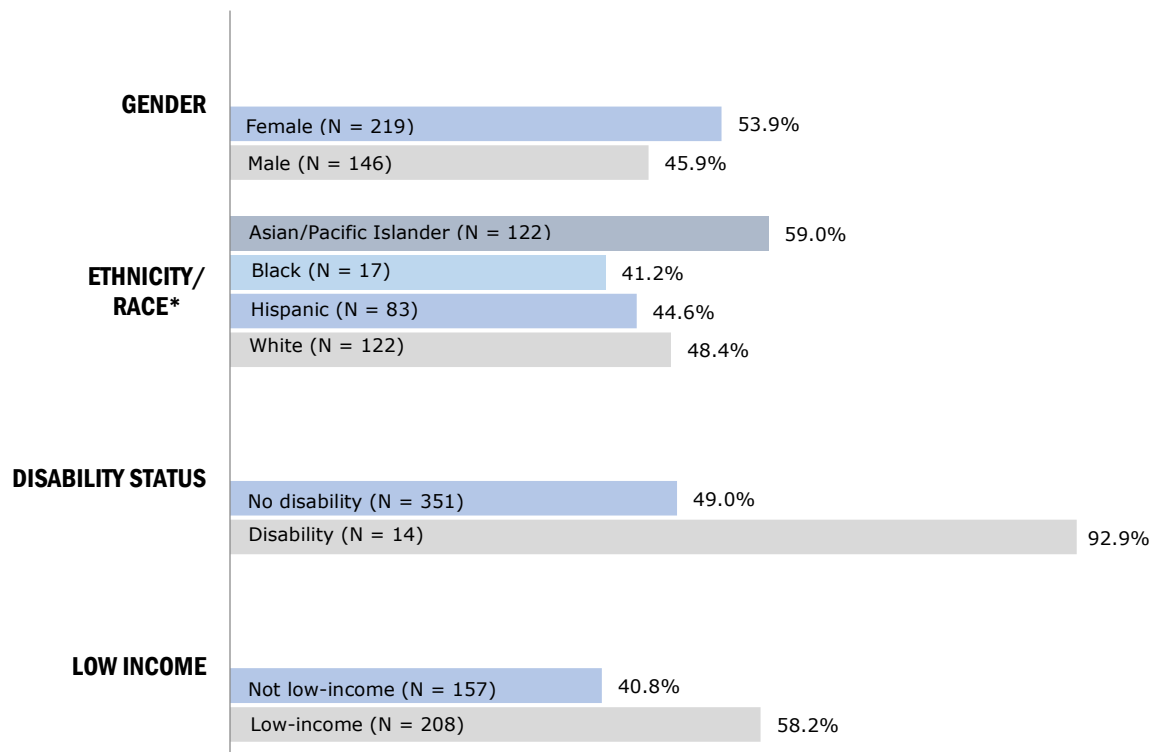
The basic skills ESL data for the most recent cohort (2009-2010) were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.
- **Low-income status**
Students were identified as being low-income 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 an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

Foster youth status and veteran status data were not available for this metric.

2009-2010 Cohort Performance by Student Demographic Variables

Figure 1.18a: Basic Skills Success in College Course Rate – ESL by Student Subgroups



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

The data reveal the following differences in performance by student subgroup:

- Female students successfully completed the college-level ESL/English course at higher rates (53.9%) when compared to male students (45.9%);
- Black (41.2%) and Hispanic (44.6%) students completed the college-level ESL/English course at the lowest rates when compared to the other ethnicity/race groups;

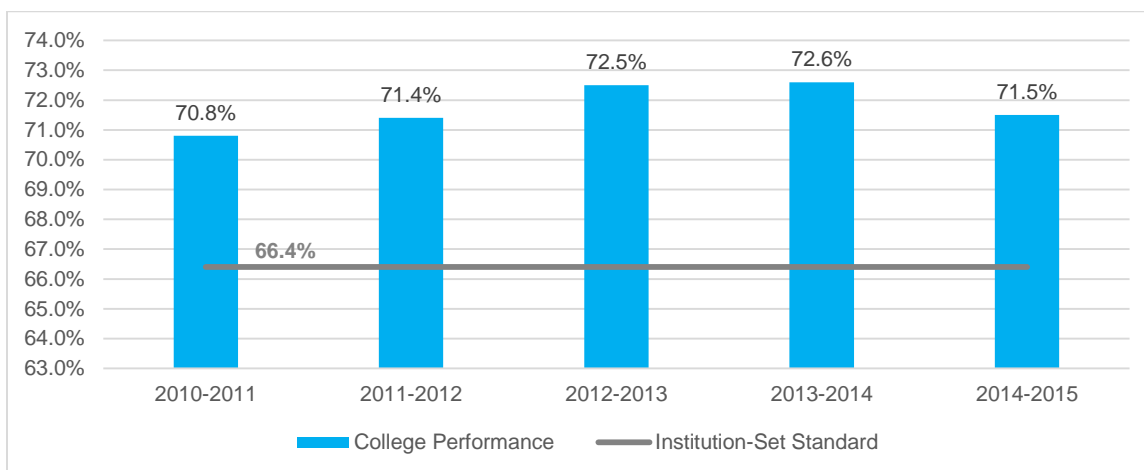
- Thirteen of the fourteen (92.9%) students with disabilities in the cohort completed the college-level ESL/English course, a higher rate when compared to the performance of students without disabilities (49.0%).
- Low-income students completed the college-level ESL/English course at higher rates (58.2%) when compared to students who are not low-income (40.8%).

Institution-Set Standard and Target

The institution-set or minimum standard for IE Indicator 1.18 (Basic Skills Success in College Course Rate – ESL) is 50.7%. The institution-set standard was revised in 2015-2016 due to the change in methodology of this metric. The minimum standard was set as the lowest performance in the last five years 50.7%.

The revised target goal for IE Indicator 1.18 has not yet been determined at the time of this report. Additional discussions with central stakeholders need to occur before setting an appropriate target goal for this indicator.

1.19 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 1.19 (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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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 1.19: CTE Course Success Rate

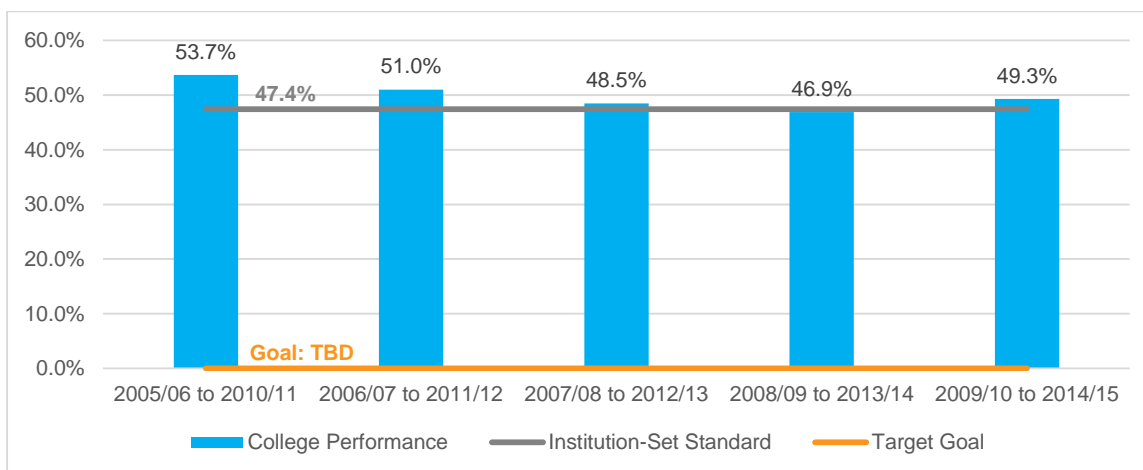
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Five-Year Total
Enrollments	40,481	38,992	37,187	36,612	36,959	190,231
Success	28,660	27,827	26,955	26,586	26,409	136,437
%Success	70.8%	71.4%	72.5%	72.6%	71.5%	71.7%

The CTE course success rate has remained relatively stable over the last five academic years with a five-year total rate of 71.7%. In the performance year (2014-2015), the CTE course success rate was 71.5%

Institution-Set Standard

The institution-set standard for IE Indicator 1.19 (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 2016 performance year (71.5%).

1.20 CAREER TECHNICAL EDUCATION (CTE) COMPLETION RATE



Data source: The data were obtained from the California Student Success Scorecard.

Metric crosswalk: IEPI 4, SC 7

Methodology

IE Indicator 1.20 (CTE Completion Rate) describes the percentage of CTE students who successfully completed a degree, certificate, apprenticeship, or a transfer-related outcome within six years.

Denominator (Cohort): The cohort included students who met all of the following criteria:

- First-time college student at SMC during academic years 2005-2006, 2006-2007, 2007-2008, 2008-2009, or 2009-2010;
- Earned eight or more credit units in a single discipline at SMC and/or anywhere in the system (same 2-digit vocational TOP code) during the first three years of enrollment where at least one of the courses is designated as “clearly” or “advanced” occupational; and,
- Reported a valid SSN (excludes F1 international students and others who do not have a social security number).

Numerator (Outcome): Students in the cohort who met one or more of the following criteria within six years of entering the CCC system for the first time were counted as having completed a CTE outcome:

- Earned an Associate Degree or Chancellor’s Office approved Certificate of Achievement at any CCC;
- Transferred to a four-year institution;
- Completed an apprenticeship; and/or,
- Completed 60 or more UC/CSU transferable units with a GPA of 2.0 or higher anywhere in the CCC system.

Data and Analyses

Table 1.20: CTE Completion Rate

	2005-2006 by 2010-2011	2006-2007 by 2011-2012	2007-2008 by 2012-2013	2008-2009 by 2013-2014	2009-2010 by 2014-2015	Five-Year Total
Cohort	1,855	1,989	2,203	2,421	2,357	10,825
CTE Outcome	997	1,014	1,068	1,136	1,161	5,376
%CTE Completion	53.7%	51.0%	48.5%	46.9%	49.3%	49.7%

Approximately half of CTE students complete a CTE outcome within six years of entering the CCC system. The CTE completion rate decreased by 4.4% in the last five years, from 53.7% for the 2005-2006 cohort to 49.3% for the 2009-2010 cohort. 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 CCCCCO, and therefore, are not counted toward completion.

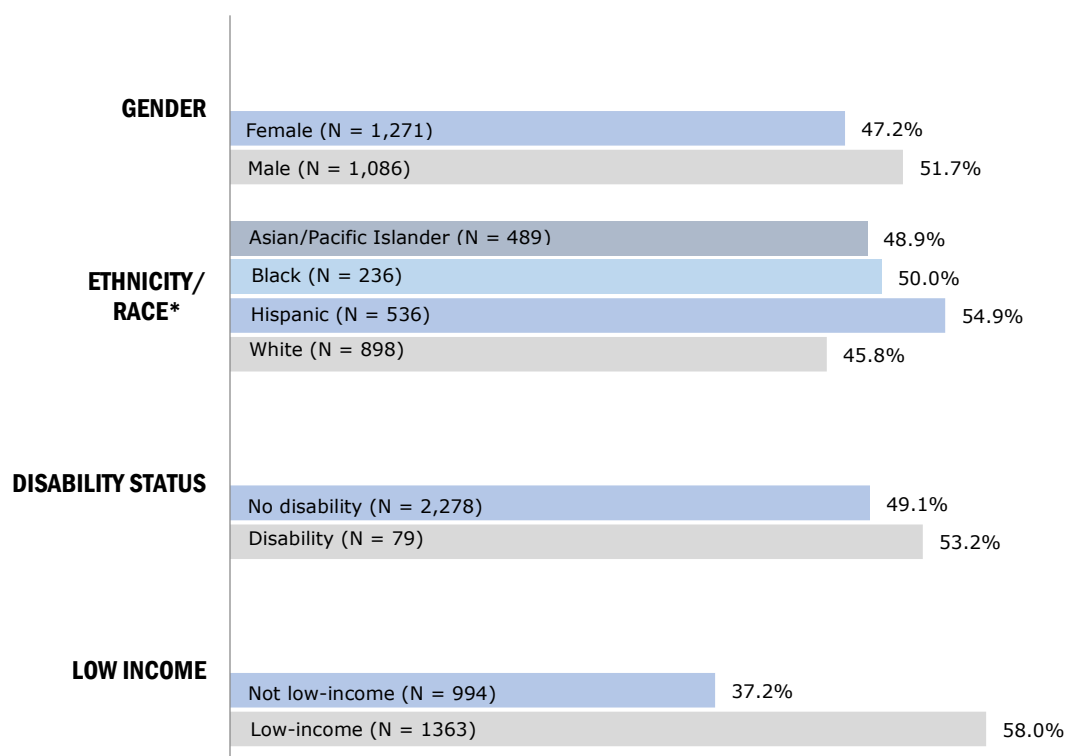
The CTE completion data for the most recent cohort (2009-2010) were disaggregated by the following demographic variables examined in the College's Student Equity Plan:

- **Gender**
- **Ethnicity/race**
- **Disability status**
Students who received services from Disabled Students Programs & Services (DSPS) were classified as having a disability.
- **Low-income status**
Students were identified as being low-income 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 an economically disadvantaged student on the Perkins Career and Technical Education Improvement Act Programs survey.

Foster youth status and veteran status data were not available for this metric.

2009-2010 Cohort Performance by Student Demographic Variables

Figure 1.20a: CTE Completion Rate by Student Subgroups



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

The data reveal the following differences in performance by student subgroup:

- Female students successfully completed a CTE outcome at lower rates (47.2%) when compared to male students (51.7%);

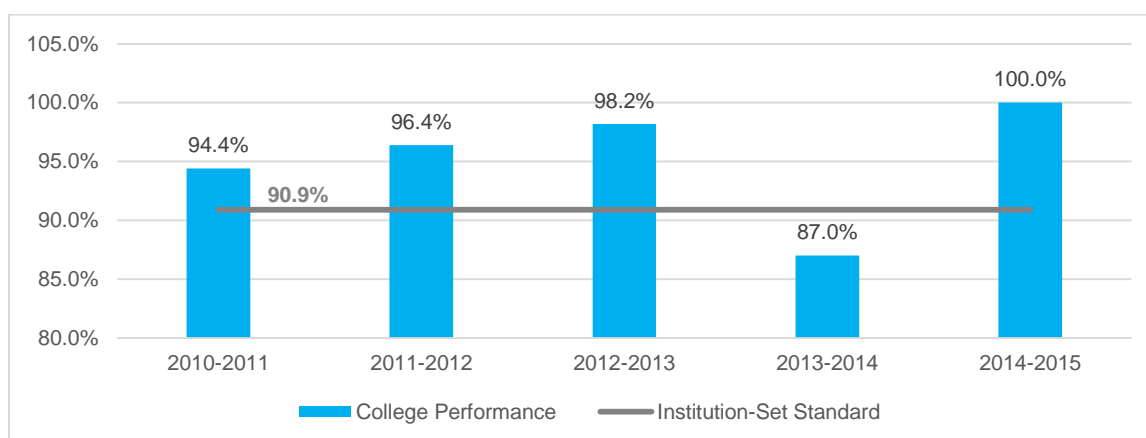
- Black (50.0%) and Hispanic (54.9%) students completed a CTE outcome at the highest rates when compared to the other ethnicity/race groups;
- Students with disabilities (53.1%) completed a CTE outcome at higher rates than students without disabilities (49.1%); and,
- Low-income students completed a CTE outcome at higher rates (58.0%) when compared to students who are not low-income (37.2%).

Institution-Set Standard and Target

The institution-set or minimum standard for IE Indicator 1.20 (CTE Completion Rate) is 47.4%. The institution-set standard was revised in 2015-2016 due to the change in methodology of this metric. The standard was calculated by multiplying the average rate (49.9%) of the last five years (cohorts 2005-2006 to 2009-2010) by 95%. The data reveal that the College meets the institution-set standard (47.4%) for the 2016 performance year (49.3%)

The revised target goal for IE Indicator 1.20 has not yet been determined at the time of this report. Additional discussions with central stakeholders need to occur before setting an appropriate target goal for this indicator.

1.21 REGISTERED NURSING LICENSE EXAM PASS RATE



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

Methodology

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

Denominator (Cohort):

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

- Earned an RN Associate Degree at Santa Monica College at any time; and,
- Took the NCLEX for the first time in academic years (July 1 to June 30) 2010-2011, 2011-2012, 2012-2013, 2013-2014, or 2014-2015.

Numerator (Outcome): Students in the cohort who earned a passing score on the NCLEX examination on their first attempt.

Data and Analyses

Table 1.21: Registered Nursing License Exam Pass Rate

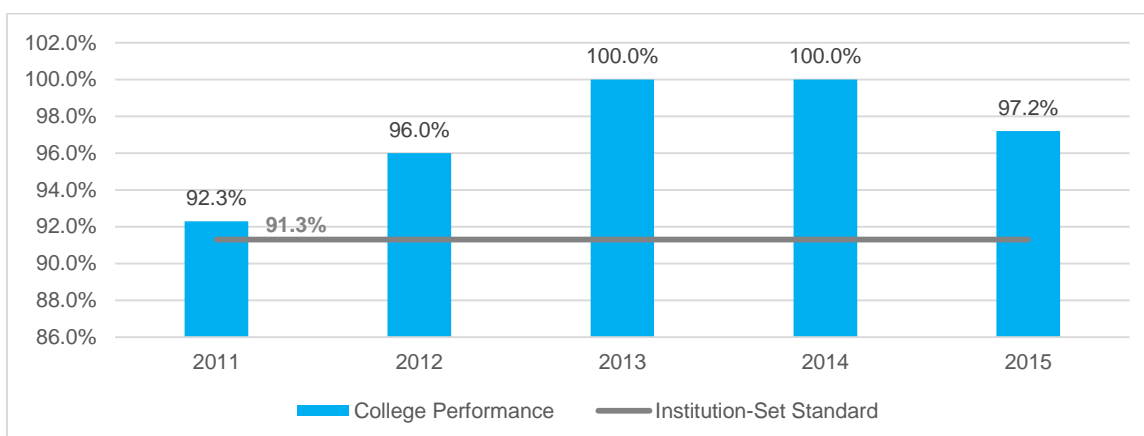
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Taken	72	55	54	54	54
% Passed	94.4%	96.4%	98.2%	87.0%	100.0%

The five-year average of the first attempt pass rates on the NCLEX examination is 95.2%. The pass rate decreased by 11.2% in 2013-2014 when compared to the rate in the previous year (2012-2013), however, by 2014-2015, the rate improved to 100%. According to the central stakeholders the decline in performance in 2013-2014 may be a result of the changes made to the NCLEX exam in April 2013. 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. In response to the changes made to the NCLEX, the nursing faculty revised the existing curriculum to align with the new license exam requirements.

Institution-Set Standard

The institution-set or minimum standard for IE Indicator 1.21 (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 meeting the standard for the 2016 performance year (100.0%).

1.22 RESPIRATORY THERAPY LICENSE EXAM PASS RATE



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

Methodology

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) 2011, 2012, 2013, 2014, 2015.

Numerator (Outcome):

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

Data and Analyses

Table 1.22: Respiratory Therapy License Exam Pass Rate

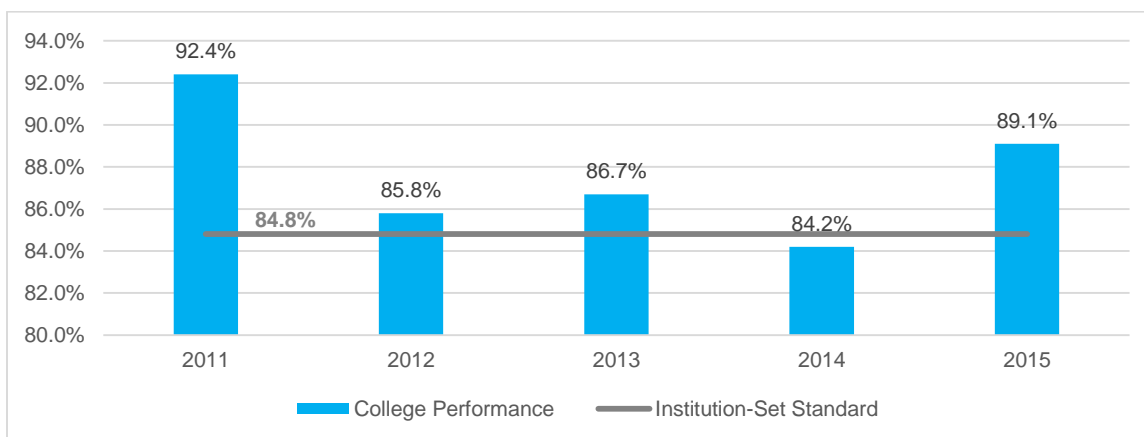
	2011	2012	2013	2014	2015
Taken	52	50	27	47	36
%Passed	92.3%	96.0%	100.0%	100.0%	97.2%

In the performance year (2015), 35 out of 36 or 97.2% of the graduates of the respiratory therapy program passed the CRT examination.

Institution-Set Standard

The institution-set or minimum standard for IE Indicator 1.22 (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 2016 performance year (97.2%).

1.23 COSMETOLOGY LICENSE EXAM PASS RATE



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

Methodology

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

Denominator:

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

- Completed the cosmetology program coursework (no formal award is necessary); and,
- Took one or more of the state cosmetology board examinations in calendar years (January 1 – December 31) 2011, 2012, 2013, 2014, or 2015.

Students were counted once for each separate test taken in the same calendar year.

Numerator (Outcome): The total number of passes on the state board examinations in cosmetology taken by students in the denominator.

Data and Analyses

Table 1.23: Cosmetology License Exam Pass Rate

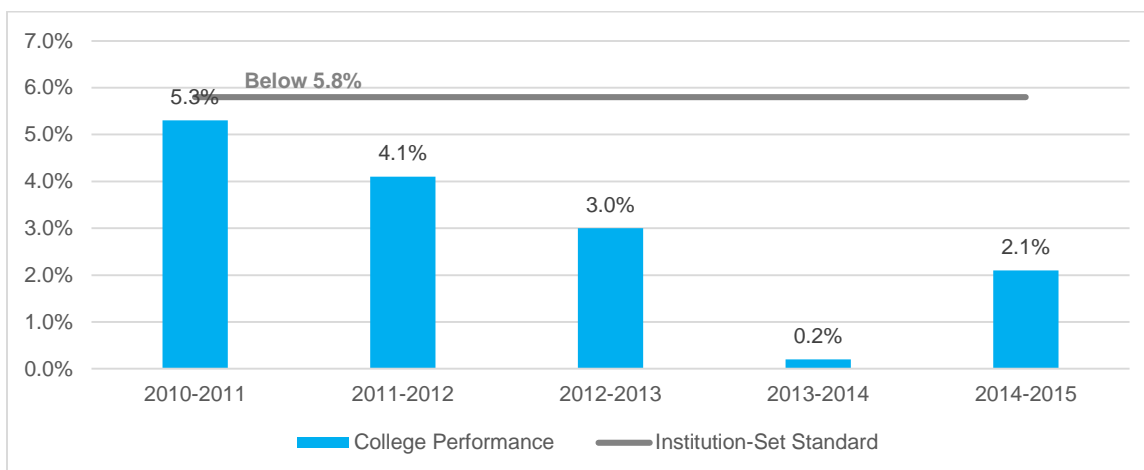
	2011	2012	2013	2014	2015
Taken	185	226	105	165	183
Passed	171	194	91	139	163
%Passed	92.4%	85.8%	86.7%	84.2%	89.1%

In the performance year (2015), 89.1% of the graduates of the cosmetology program passed the state cosmetology board exams, an increase of 4.9% over the prior year. A large majority of students each year (over 80%) pass the board exams.

Institution-Set Standard

The institution-set or minimum standard for IE Indicator 1.23 (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 meets the standard of satisfactory performance (84.8%) for the 2016 performance year (89.1%).

1.24 DISTANCE LEARNING COURSE SUCCESS RATE GAP



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

Methodology

IE Indicator 1.24 (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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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.

Data and Analyses

Table 1.24: Distance Learning Course Success Rate Gap

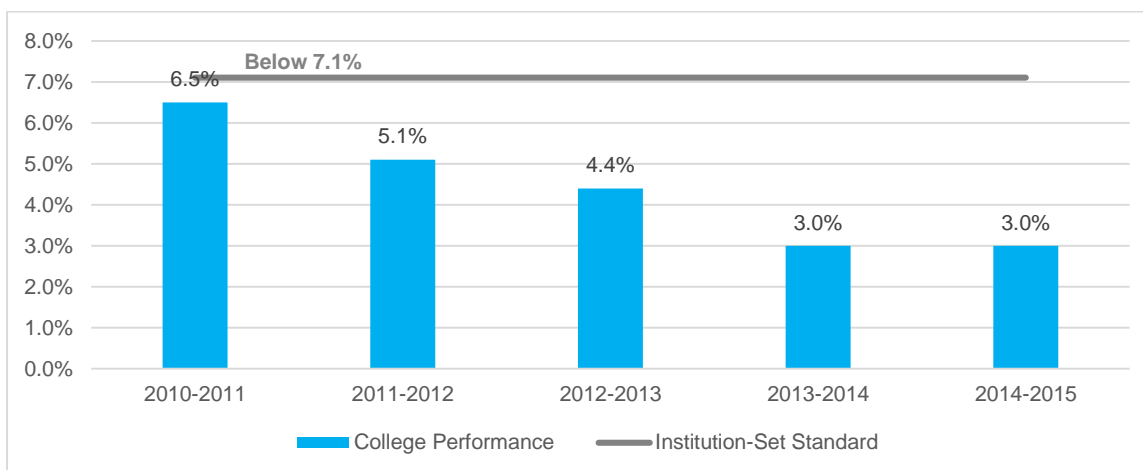
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
DL Enrollments	14,781	14,884	14,075	14,987	16,278
DL Success	9,767	10,051	9,546	10,402	11,093
%DL Success	66.1%	67.5%	67.8%	69.4%	68.1%
Non-DL Enroll	51,322	51,632	49,000	51,119	54,392
Non-DL Success	36,659	36,950	34,690	35,561	38,194
% Non-DL Success	71.4%	71.6%	70.8%	69.6%	70.2%
Gap (Non-DL – DL)	5.3%	4.1%	3.0%	0.2%	2.1%

The gap between success in non-distance learning courses and distance learning courses has decreased by 3.2% over the last five years which shows improvement in this indicator.

Institution-Set Standard

The institution-set or minimum standard for IE Indicator 1.24 (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 2016 performance year (2.1%). The Academic Senate Joint Distance Education Committee plans to revise the standard (and make more rigorous) after the implementation of the new learning management system, Canvas, in 2016-2017.

1.25 DISTANCE LEARNING COURSE RETENTION RATE GAP



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

Methodology

IE Indicator 1.25 (Distance Learning Course Retention 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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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) 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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.

Data and Analyses

Table 1.25: Distance Learning Course Retention Rate Gap

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
DL Enrollments	14,781	14,884	14,075	14,987	16,278
DL Retention	11,928	12,333	11,359	12,211	13,277
%DL Retention	80.7%	82.9%	80.7%	81.5%	81.6%
Non-DL Enroll	51,322	51,632	49,000	51,119	54,392
Non-DL Retention	44,764	45,419	41,708	43,216	45,993
% Non-DL Retention	87.2%	88.0%	85.1%	84.5%	84.6%
Gap (Non-DL – DL)	6.5%	5.1%	4.4%	3.0%	3.0%

The gap between retention in non-distance learning courses and distance learning courses has decreased by 3.5% over the last five years which shows improvement in this indicator.

Institution-Set Standard

The institution-set or minimum standard for IE Indicator 1.25 (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 2016 performance year (3.0%). The Academic Senate Joint Distance Education Committee plans to revise the standard (and make more rigorous) after the implementation of the new learning management system, Canvas, in 2016-2017.

1.26 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 1.26 (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, 2014, and 2015.

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 1.26: Percentage of Students Enrolled in Sustainability Related or Focused Courses

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cohort	29,977	30,260	30,000	30,159	30,619
Completed	18,341	19,185	20,079	19,738	21,885
% Completed	61.2%	63.4%	66.9%	65.4%	71.5%

The percentage of students who enrolled in a sustainability-related or focused course increased by 10.3% over the last five fall semesters, from 61.2% in Fall 2011 to 71.5% in Fall 2015.

1.27 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 1.27 (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 terms 2014 and 2015. 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);
- Global-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 1.27: Percentage of Students Enrolled in Global Related or Focused Courses

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cohort	--	--	--	30,159	30,619
Completed	--	--	--	23,616	19,814
% Completed	--	--	--	78.3%	64.7%

Between Fall 2014 and Fall 2015, the percentage of students who enrolled in a global-related or focused course decreased by 13.6% over the last two fall semesters.

1.28 SMMUSD HIGH SCHOOL GRADUATES TO SMC RATE

Data Source

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

Methodology

IE Indicator 1.28 (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 2009-2010, 2010-2011, 2011-2012, 2012-2013, or 2013-2014.

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 1.28: SMMUSD High School Graduates to SMC Rate

	Class of 2009-2010	Class of 2010-2011	Class of 2011-2012	Class of 2012-2013	Class of 2013-2014
HS Grads	927	916	898	930	864
Enrolled at SMC	279	277	297	297	260
% Enrolled at SMC	30.1%	30.2%	33.1%	31.9%	30.1%

Over the last five years, Santa Monica College enrolled an average of 31.1% 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.

1.29 GEOGRAPHIC AREA HS GRADUATES TO SMC RATE

Data Source

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

Methodology

IE Indicator 1.29 (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 2009-2010, 2010-2011, 2011-2012, 2012-2013, or 2014-2015.

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	LA Center For Enriched Studies
Animo Leadership High	Los Angeles Senior High
Arena High (Continuation)	Marlton
Beverly Hills High	Mira Costa High
Cheviot Hills Continuation	Moreno High (Continuation)
City Honors High	Morningside High
Crenshaw Senior High	Olympic High (Continuation)
Culver City High	Phoenix Continuation
Culver Park High	Santa Monica High
El Segundo High	Susan Miller Dorsey Senior High
Ellington (Duke) High (Continuation)	University Senior High
Fairfax Senior High	Venice Senior High
Foshay Learning Center	View Park Continuation
George Washington Preparatory High	Westchester Senior High
Hawthorne High	Whitman Continuation
Inglewood High	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 1.29 Geographic Area HS Graduates to SMC Rate

	Class of 2009-2010	Class of 2010-2011	Class of 2011-2012	Class of 2012-2013	Class of 2013-2014
HS Grads	8,096	8,047	7,631	7,659	6,811
Enrolled at SMC	1,775	1,613	1,638	1,608	1,342
% Enrolled at SMC	21.9%	20.0%	21.5%	21.0%	19.7%

Over the last five years, Santa Monica College enrolled an average of 20.8% 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.

SUPPORTIVE LEARNING ENVIRONMENT GOAL

2.1 FIRST-TIME FRESHMEN ORIENTATION RATE

Data Source

The data were obtained from the college's Management Information Systems (MIS). Starting in summer of 2014, the Chancellor's Office requirements for reporting student matriculation data were modified.

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 2010, 2011, 2012, 2013, or 2014;
- 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).

Data and Analyses

Table 2.1: First-time Freshmen Orientation Rate

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Freshmen	6,389	6,113	5,827	5,834	5,759
Oriented	6,389	6,113	5,827	5,834	5,535
% Oriented	100.0%	100.0%	100.0%	100.0%	96.1%

First-time freshmen in Fall 2014 who were not exempt from orientation services oriented at a rate of 96.1%, a decrease of 3.9% when compared with the previous year's cohort.

2.2 FIRST-TIME FRESHMEN ASSESSMENT RATE

Data Source

The data were obtained from the college's Management Information Systems (MIS). Starting in summer of 2014, the Chancellor's Office requirements for reporting student matriculation data were modified.

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 2010, 2011, 2012, 2013, or 2014;
- 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.

Data and Analyses

Table 2.2: First-time Freshmen Assessment Rate

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Freshmen	6,389	6,113	5,827	5,842	5,759
Assessed	6,389	6,113	5,827	5,842	5,663
% Assessed	100.0%	100.0%	100.0%	100.0%	98.3%

First-time freshmen in Fall 2014 who were not exempt from assessment received assessment services at a rate of 98.3%, a decrease of 1.7% when compared with the previous year's cohort.

2.3 FIRST-TIME FRESHMEN EDUCATION PLAN RATE

Data Source

The data were obtained from the college's Management Information Systems (MIS). Starting in summer of 2014, the Chancellor's Office requirements for reporting student matriculation data were modified.

Methodology

IE Indicator 2.3 (First-time Freshmen Education Plan Rate) describes the percentage of first-time freshmen who developed an abbreviated and/or comprehensive education plan 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 term 2014;
- Enrolled in at least one credit course in the initial term; and,
- Was not exempted from completing an education plan.

Numerator (Outcome): The students in the cohort who developed an abbreviated and/or comprehensive education plan were counted as having completed an education plan.

An abbreviated education plan is one or two terms in length and is typically used for entering first time students, students on academic or progress probation, or students who have short term educational goals at the college that can be completed by taking 1-4 courses. A comprehensive education plan is at least 2 terms in length and should reflect the number of terms required to achieve the student's declared course of study.

The College began systematically collecting data related to completion of education plans in summer of 2014.

Data and Analyses

Table 2.3: First-time Freshmen Education Plan Rate

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Freshmen	NA	NA	NA	NA	5,759
Completed Ed Plan	NA	NA	NA	NA	3,594
% Completed Ed Plan	NA	NA	NA	NA	62.4%

First-time freshmen in Fall 2014 who were not exempt from education planning completed an abbreviated and/or comprehensive education plan at a rate of 62.4%.

2.4 PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID

Data Source

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

Methodology

IE Indicator 2.4 (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 2010-2011, 2011-2012, 2012-2013, 2013-2014, or 2014-2015 (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 2.4: Percentage of Students Receiving Financial Aid

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Credit students	40,078	38,410	37,970	37,747	38,097
Received fin aid	16,196	17,723	19,435	20,312	20,458
% Received aid	40.4%	46.1%	51.2%	53.8%	53.7%

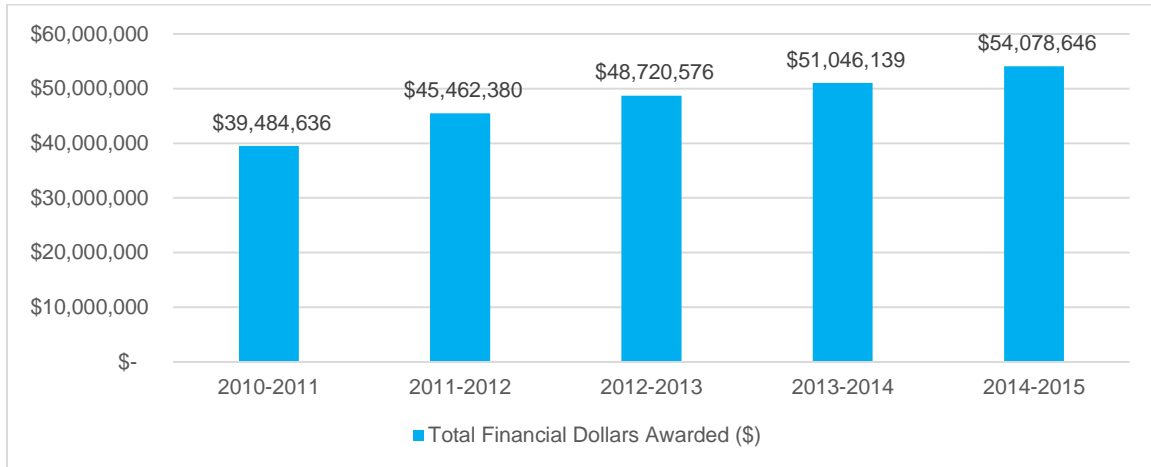
Between 2010-2011 and 2014-2015, the proportion of credit students who received financial aid increased by over 13%. In the most recently reported academic year (2014-2015), over half of the credit student population received financial aid.

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 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 (fall and spring terms only) who completed a financial aid application at SMC during the years observed.

Table 2.4a: Percentage of Students Completing Financial Aid Application

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Credit students	40,078	38,410	37,970	37,747	38,097
Completed app	16,196	18,498	20,662	21,224	21,519
% Completed app	40.4%	48.2%	54.4%	56.2%	56.5%

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.

Figure 2.4b Total Financial Aid Dollars Awarded to Students

The amount of financial aid dollars awarded to students has steadily increased by \$14,594,010 over the last five academic years, from approximately \$39.5 million in 2010-2011 to \$54.1 million in 2014-2015.

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.

2.5 STUDENT-COUNSELING RATIO

Metric crosswalk: SC College Profile

Data Source

The data were obtained from the Chancellor's Office Student Success Scorecard. The data for student-counseling ratio was first reported for the Fall 2012 term.

Methodology

IE Indicator 2.5 (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.

Data and Analyses

Table 2.5: Student Counseling Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Stu to Couns Ratio	NA	NA	373:1	361:1	330:1

The data reveal that Santa Monica College employs approximately one full-time equivalent counselor for every 330 students enrolled in the fall term, excluding DSPS and EOPS students/counselors. The student-to-counseling ratio has improved by 31 students in the performance year (fall 2014) when compared with the prior year's performance.

2.6 PERCENTAGE OF STUDENTS ON PROBATION AND/OR DISQUALIFICATION

Data Source

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

Methodology

IE Indicator 2.6 (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 2011, 2012, 2013, 2014, or 2015 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 2.6: Percentage of Students on Probation/Disqualification

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Cohort	29,977	30,260	30,000	30,159	30,619
Probation/disq.	3,763	4,088	4,104	4,100	4,312
% prob/disq.	12.6%	13.5%	13.7%	13.6%	14.1%

In Fall 2015, 14.1% of credit students were in poor academic standing, an increase of 0.5% over the prior year's performance.

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).

STABLE FISCAL ENVIRONMENT GOAL

3.1 ANNUAL OPERATING EXCESS/DEFICIENCY

Metric crosswalk: IEPI 11

Data Source

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

Methodology

IE Indicator 3.1 (Annual Operating Excess-Deficiency) measures the extent to which the college has a balanced budget or better for fiscal years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. 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: Annual Operating Excess/Deficiency (General Unrestricted Funds)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Revenues & Transfers	\$136,530,922	\$130,256,518	\$133,916,853	\$144,945,575	\$150,456,338
Expenditures & Transfers	\$133,912,184	\$139,096,992	\$138,533,415	\$141,494,606	\$150,646,540
Annual Operating Excess/Deficiency	\$2,618,738	(\$8,840,474)	(\$4,616,562)	\$3,450,969	(\$190,202)

The College ended the 2014-2015 fiscal year with an unrestricted general fund deficit, including one-time items, of \$190,202 as the College expended more than the generated revenue.

3.2 CASH BALANCE

Metric crosswalk: IEPI 12

Data Source

The data were obtained from the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators.

Methodology

IE Indicator 3.2 (Cash Balance) describes the ending 4th quarter total unrestricted and restricted general fund cash balance, excluding investments for fiscal years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015.

Data and Analyses:

Table 3.2: Cash Balance (General Unrestricted and Restricted Funds)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Cash Balance	\$17,561,926	\$15,248,105	\$35,967,135	\$24,252,853	\$37,648,157

In 2014-2015, the unrestricted and restricted general fund cash balance has increased by over \$13 million when compared with the cash balance in the previous year.

3.3 FUND BALANCE

Metric crosswalk: IEPI9

Data Source

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

Methodology

IE Indicator 3.3 (Fund Balance) describes the ratio of the general fund balance to the total expenditures, dollars spent for operating costs, for fiscal years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. 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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Expenditures & Transfers	\$133,912,184	\$139,096,992	\$138,533,415	\$141,494,606	\$150,646,540
General Fund Balance	\$23,088,841	\$15,137,372	\$10,520,810	\$13,971,779	\$13,781,577
Annual Operating Excess/Deficiency	17.24%	10.88%	7.59%	9.87%	9.15%

The size of the fund balance has decreased by \$9.31 million over the last five fiscal years. In the performance year (2014-2015), the fund balance ratio was 9.15%, a decrease of 0.72% 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.

Minimum Standard and Target Goal

The minimum standard for the fund balance is 5%. The standard follows the minimum ratio recommended by the Chancellor's Office. The DPAC Budget Committee is currently in discussions to revise the minimum standard and set a target goal for improvement.

3.4 SALARIES & BENEFITS

Metric crosswalk: IEPI 10

Data Source

The data were obtained from the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators.

Methodology

IE Indicator 3.4 (Salaries & Benefits) describes the percentage of unrestricted general fund expenditures, excluding other outgoing expenditure, spent on salaries and benefits for fiscal years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015.

Data and Analyses

Table 3.4: Salaries & Benefits

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Salaries & Benefits	89.5%	88.0%	89.5%	89.0%	89.4%

In 2014-2015, the percentage of unrestricted general fund expenditures spent on salaries and benefits was 89.4%, an increase of 0.4% over the prior year.

3.5 NON-RESIDENT TUITION/INTENSIVE ENGLISH REVENUE

Data Source

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

Methodology

IE Indicator 3.5 (Non-Resident Tuition/Intensive English Revenue) describes the revenue dollars generated from non-resident and Intensive English tuition in fiscal years 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. 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 3.5: Non-Resident Tuition/Intensive English Revenue

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Resident Revenue	\$21,387,129	\$24,544,282	\$24,731,024	\$27,182,917	\$31,065,989

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 2010-2011, the non-resident tuition was \$222 per unit (including enrollment fees); the cost increased to \$239, \$249, and \$269 per unit for the 2011-2012, 2012-2013, and 2013-2014 years, respectively. The non-resident tuition increased to \$279 per unit (including enrollment fees) in 2014-2015.

Table 3.5a: Percentage Total Revenue from Non-Resident Tuition/Intensive English Revenue

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Resident Revenue	\$21,387,129	\$24,544,282	\$24,731,024	\$27,182,917	\$31,065,989
Revenue and Transfers	\$136,530,922	\$130,256,518	\$133,916,853	\$144,945,575	\$150,456,338
% Non-Res Rev/Total Rev	15.7%	18.8%	18.5%	18.8%	20.6%

Table 3.5a 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 by nearly 5% from 15.7% in 2010-2011 to 20.6% in 2014-2015.

3.6 WSCH/FTEF

Data Source

The data were obtained from a TIMS (The Instructional Management System) report produced by the Office of Academic Affairs.

Methodology

IE Indicator 3.6 (WSCH/FTEF) describes the relationship between Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) for 2011, 2012, 2013, 2014, and 2015 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 3.6: WSCH/FTEF

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
WSCH	401,287	394,297	386,444	382,959	391,057
FTEF	631.95	626.63	623.77	634.10	652.20
WSCH/FTEF	635.00	629.23	619.53	603.94	599.59

In Fall 2015, the WSCH/FTEF was 599.59, a decrease of 4.35 WSCH/FTEF when compared to the prior fall semester. 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.

SUSTAINABLE PHYSICAL ENVIRONMENT GOAL

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 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. 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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Energy kWh Usage	13,510,336	14,520,011	13,282,472	13,806,906	12,725,123
Sq Ft	1,052,381	1,055,381	1,055,381	1,115,581	1,077,087
Usage by Sq Ft	12.84	13.76	12.59	12.38	11.81

Over the last five years, the electricity consumption by square foot decreased by 1.03 kWh/sq. foot, from 12.84 kWh/sq. foot in 2010-2011 to 11.81 kWh/sq. foot in 2014-2015. During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of energy consumption in 2012-2013, 2013-2014, and 2014-2015. 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 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015. 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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Gas (BTU)	27,213,600,000	23,065,200,000	16,428,900,000	15,505,600,000	12,288,000,000
Sq Ft	1,052,381	1,055,381	1,055,381	1,115,581	1,077,087
Usage by Sq Ft	25,859	21,855	15,567	13,899	11,409

Over the last five years, the gas consumption by square foot decreased by 14,450 BTU/sq. foot, from 25,859 kWh/sq. foot in 2010-2011 to 11,409 BTU/sq. foot in 2014-2015. During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of energy consumption in 2012-2013, 2013-2014, and 2014-2015. 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. In 2017, the target will increase to 1.75 based on business proximity to the new extension of the Metro Expo train line and other forms of transit.

Data and Analyses

Table 4.3: Average Vehicle Ridership - Employees

	2011	2012	2013	2014	2015
AVR	1.47	1.53	1.51	1.52	1.51

In 2015, the college's AVR (1.51) exceeded the mandated target AVR of 1.5. However, in order to meet the 2017 target AVR of 1.75, an additional 190 employees will need to commute to campus by alternative transportation.

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

	2011	2012	2013	2014	2015
AVR	NA	NA	2.59	2.47	2.64

In 2015, the ratio of students to vehicles arriving on campus was 2.64, an increase of 0.17 over the prior year's AVR. The College has demonstrated improvement on this indicator by increasing the ratio of students to vehicles over the last three years.

SUPPORTIVE COLLEGIAL ENVIRONMENT GOAL

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 2010-2011, 2011-2012, 2012-2013, 2013-2014, and 2014-2015 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

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Institutional Objectives	14	11	11	9	10
Completed/Substantially Completed	11	9	11	9	7
% Completed/Substantially Completed	78.6%	81.8%	100.0%	100.0%	70.0%

In 2014-2015, the College completed or substantially completed seven of 10 defined institutional objectives for a rate of 70%.