SANTA MONICA COLLEGE
Institutional Research

SANTA MONICA COLLEGE
Institutional Effectiveness Report

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EXECUTIVE SUMMARY

Santa Monica College (SMC) serves a large and diverse student population, enrolling approximately 45,000 students annually. With the highest transfer volume to the University of California system, UCLA, USC, and Loyola Marymount University in the state, SMC prides itself on academic excellence, student success, and global responsibility. To ensure educational quality, the college engages in a systematic process of assessing institutional effectiveness. The process involves analyses of longitudinal data related to the fundamental areas of the College and identification and prioritization of the areas needing critical attention. The current report provides an analysis of the College's performance on 46 indicators on the 2017 Institutional Effectiveness Dashboards. The Dashboards are published as a separate document from the current report.

The Academic Senate Joint Institutional Effectiveness Committee conducted a comprehensive and systematic review of all the IE indicators, including institution-set standards and target goals. The review resulted in the following changes:

- Methodology for two of the IE indicators was revised:
  - 1.1 Fall-to-Fall Persistence
  - 1.6 Semesters to Associate Degree
- Eight new indicators were added to the dashboards:
  - 1.20 Employment Rate
  - 1.21 Median Wage Gain
  - 1.22 Living Wage Attainment Rate
  - 1.26 Percentage of Weekly Teacher Hours Taught by Full-time Instructional Faculty
  - 1.27 Percentage of Counseling Hours Fulfilled by Full-time Counselors (Non-Teaching)
  - 3.7 FTES
  - 5.1 Average Length of Service
  - 5.2 Faculty Diversity Gap
- Institution-set standards and target goals were recalculated based on more recent data.

A summary of SMC's performance on the IE Dashboards are discussed below.

Academics Dashboard

- SMC meets or exceeds the institution-set standards (ISS) for 20 of the 24 student success and achievement indicators. The College's performance fell below the institution-set standard for the following indicators:
  - 1.6 Semester to Associate Degree Completion: The average "semesters to completion" for degrees earned in 2015-2016 was 10.59 semesters, 0.36 below the ISS of 10.23 semesters.
  - 1.15 ESL Basic Skills Success in Freshman Composition: The most recent cohort performed at a rate of 53.1%, falling short of the ISS of 55%. However, the data shows improvement for this metric when compared to the prior year's performance.
  - 1.18 Registered Nursing License Exam Pass Rate: In 2016, 85.1% of graduates from the nursing program passed the national nursing licensure exam on the first attempt, falling short of the ISS of 89%.
  - 1.22 Living Wage Attainment: The living wage attainment rate (34%) fell slightly below the ISS (35%).
- The College set five-year target goals (2020-2021) for eight indicators on the Academics Dashboard, including:
  - 1.1 Fall-to-Fall Persistence
  - 1.4 Completion Rate
  - 1.6 Semesters to Associate Degree Completion
  - 1.7 Course Success Rate
  - 1.13 English Basic Skills Success in Freshman Composition
  - 1.14 Math Basic Skills Success in Intermediate Algebra or Higher
  - 1.16 CTE Completion
  - 1.20 Employment Rate
- The College is making progress or improvement towards the goal for five of the eight indicators (1.1, 1.4, 1.14, 1.16, 1.20); however, performance on three of the eight indicators declined in the most recent year (1.6, 1.7, 1.13).
- In 2015-2016, the College awarded 3,362 associate degrees, the most in the College's history. The increase in degrees awarded is likely a direct impact of the auto-award program implemented in 2014-2015.

- The percentage of graduates from the Santa Monica Unified School District (SMMUSD) who subsequently enrolled at SMC increased by 7%, from 30.1% (class of 2014) to 37.1% (class of 2015).

Student Support Dashboard

- Overall, the data reveal that SMC effectively provides students access to student support services.
- SMC orients and assesses 96.9% and 96.8% of all incoming freshmen who are not exempted from orientation/placement services, respectively.
- However, there is room for improvement on the indicator related to education plan completion. Currently, approximately 59% of non-exempted first-time freshmen completed an abbreviated and/or comprehensive educational plan within one year of enrollment.
- Disproportionately fewer credit students were on academic or progress probation in fall of 2016 when compared to previous fall terms. The improvement on this indicator may be related to recent changes to the administrative regulations.

Fiscal Dashboard

- The College ended fiscal year 2015-2016 with an operating surplus, with one-time items, of $10,144,014.
- Approximately 90% of unrestricted general fund expenditures (excluding other outgoing expenditures) were spent on employee salaries and benefits.
- 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 (600.60 WSCH/FTEF in fall 2016).
- SMC's fund balance ratio for the 2015-2016 fiscal year was 14.4%, above the 5% minimum recommended by the Chancellor's Office.

College Infrastructure Dashboard

- The data indicate that SMC has effectively reduced the amount of energy (both electricity and gas) utilized on campus. SMC recently implemented an energy conservation projection which resulted in the reduction of electricity and gas usage over the last two years.
- In 2016, the average vehicle ridership (AVR) for employees improved by 0.7 employees per vehicle when compared to the prior year's AVR, from 1.51 in 2015 to 1.58 in 2016. The employee AVR falls short of the target of 1.75 AVR set by the City of Santa Monica.

Collegiality Dashboard

- The average length of service for all full-time employees is 12.21.
- About 23% of faculty (full-time and part-time) identified as being a member of a historically underrepresented minority (URM) group; 49% of credit students belonged to URM groups. The data indicate a "diversity gap".

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 (2017) report assesses Santa Monica College's (SMC) performance on the 2016-2017 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 at SMC:

The primary purpose of the institutional effectiveness process is self-review for institutional improvement and not to satisfy accountability requirements or comply with external manates (for example, ACCJC, IEPI, or Student Success Scorecard)

The institutional effectiveness process is not designed to replace ongoing college planning and evaluation processes such as program review of assessment of student learning outcome;

The institutional effectiveness data are 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 metrics measuring institutional effectiveness are purely descriptive and do not provide a causal or scientific explanation for trends in performance. Instead, the goal of institutional effectiveness is to spark robust dialogue among campus groups and encourage the College to engage in further inquiry to examine some of the "why" and "how" questions; and,

Institutional effectiveness involves an ongoing and dynamic process that responds to the changing needs and priorities of the College.

The institutional effectiveness process documents the College's performance against its goals. SMC aims to achieve its vision and mission by addressing five supporting goals.

Vision   Santa Monica College will be a leader of and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission   Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Supporting Goals
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, college 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 2017 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 by 2020-2021.

Performance Year: the indicator value of the most recently reported year of institutional effectiveness.

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 as target goals are set for five year timelines. The last five-year cycle concluded in 2015-2016. The 2016-2017 year is the first in the current institutional effectiveness cycle (2016-2017 to 2010-2011). During the fall 2016 and spring 2017 semesters, the College conducted a comprehensive and systematic review of the process, indicators, institution-set standards, and targets.

The flow chart below describes how the institutional effectiveness data at Santa Monica College drives and informs college planning.

Annual Flow of Institutional Effectiveness Data
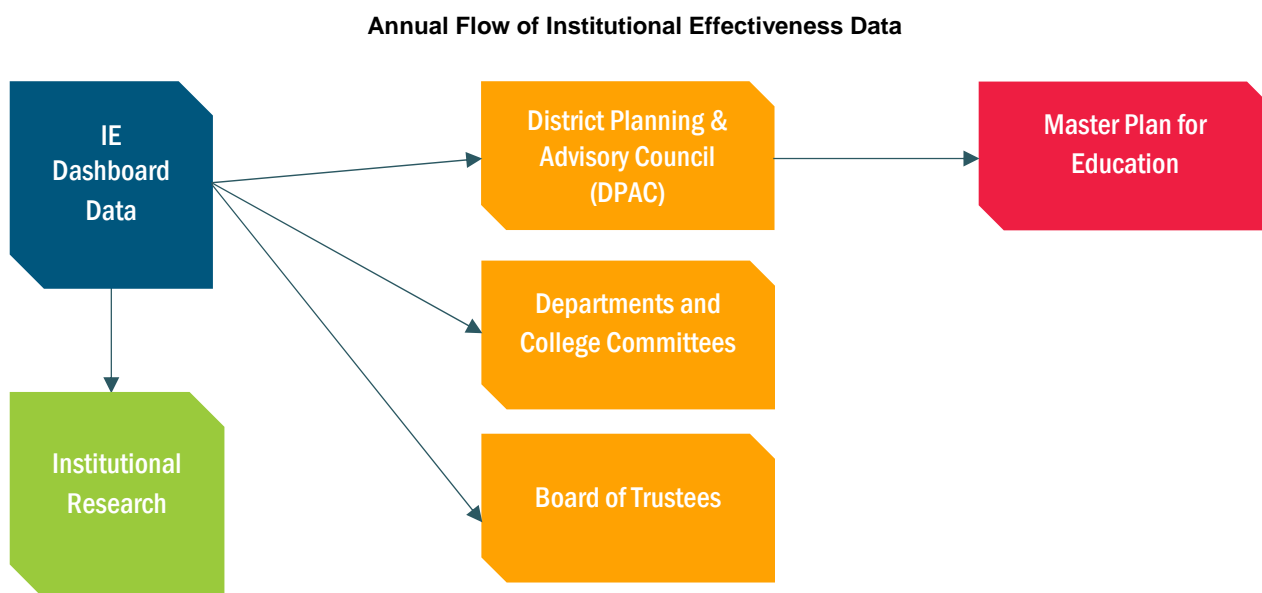
The College's performance on the IE data are reviewed and analyzed by several bodies on campus, including the central college planning body, the District Planning & Advisory Council (DPAC), departments, programs, and committees, and the Board of Trustees.

- **DPAC:** Each year, the Academic Senate Joint Institutional Effectiveness Committee reviews the IE data. Based on significant trends, the committee submits a report of recommendations to DPAC for consideration in the development of the annual objectives of the Master Plan for Education.
- **Departments, Programs, Committees:** The data are shared with the central stakeholders to inform committee work and program review and planning.
- **Board of Trustees:** The College's performance on the IE metrics is reported to the Board of Trustees annually. The data ultimately inform the Board of Trustees goals, priorities, and activities.

The Office of Institutional Research conducts follow-up qualitative and quantitative research studies to deepen understanding of the College's performance on the IE indicators.

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, several indicators 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). The disaggregated data can be accessed on the IE Dashboard (www.smc.edu/iedashboard) but are not included in the current report. A narrative report describing disaggregated data for selected indicators (1.4 Completion Rate; 1.7 Course Success Rate; 1.13 English Basic Skills Success in Freshman Composition; 1.14 Math Basic Skills Success in Intermediate Algebra or Higher; 1.15 ESL Basic Skills Success in Freshman Composition; 1.16 CTE Completion Rate) can be accessed here:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Student%20Equity/BoardReportEquity2016.pdf.

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 (Academics, Student Support, Fiscal, College Infrastructure, and Collegiality). The sixth dashboard, the Goals Dashboard, contains the indicators with target goals. The seventh dashboard, the Equity Dashboard, contains selected indicators that are disaggregated by key demographic groups.

The IE indicators on the Goals 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 Goals Dashboard contain targets, which represent aspirational goals for the 2020-2021 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 success[1]". 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 (Student Support, Fiscal, College Infrastructure, Infrastructure, and Collegiality) 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.

All target goals and institution-set standards were "recalibrated" or reset in 2016-2017.

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 (when available), 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 (2020-2021) 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.

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

ACADEMICS
IE INDICATORS

Innovative and Responsive Academic Environment Goal:

Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.

1.1 FALL-TO-FALL PERSISTENCE RATE
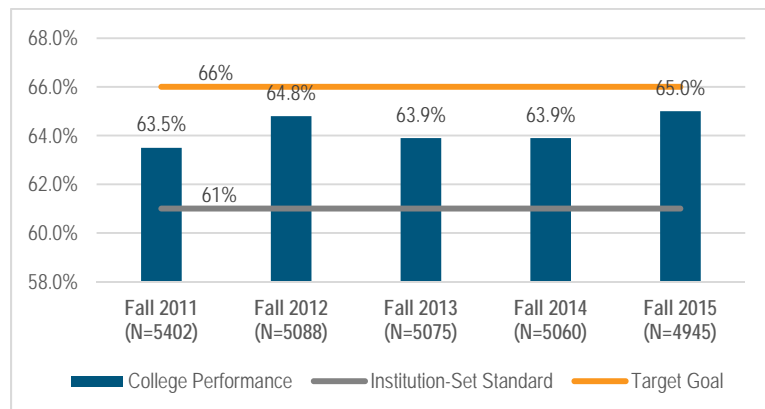
The number of students in the cohort decreased from 5402 in fall 2011 to 4945 in fall 2015, enrolling 457 fewer first-time freshmen. However, during the same period, the persistence rate improved by 1.5%, from 63.5% for the fall 2011 cohort to 65.0% for the fall 2015 cohort. The data indicate that among first-time freshmen who indicate a transfer, degree, or certificate goal, approximately two in three persist and re-enroll in courses at the college the following fall semester.

Institution-Set Standard: The institution-set standard for IE Indicator 1.1 (Fall-to-Fall Persistence Rate) is 61%. The standard was calculated by multiplying the average persistence rates (64.2%) of the last five years (fall 2011 to 2015) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 4%.

Target Goal: The 2020-2021 target goal for the persistence metric is 66%. The goal was determined by adding the value of 2 standard deviations (2 SD = 1.2%) to the average or mean performance of the last five years (average = 64.2%) and rounding up to the nearest whole number (64.2% + 1.2% = 65.4% = 66%). The data reveal that the College falls short of the target goal by 1%.

Data Source:

Data source: Management Information Systems (MIS) database.

Methodology:

IE Indicators 1.1 (Fall-to-Fall Persistence Rate) describes the percentage of degree, certificate, or transfer goal first-time freshmen who returned and enrolled at SMC in the subsequent fall semester.
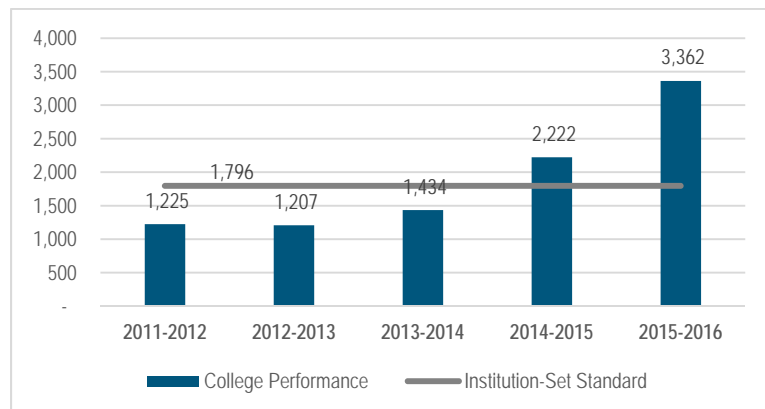
Denominator (Cohort): First-time freshmen who met all of the following criteria:

- Enrolled in college for the first time after high school in fall semesters 2011, 2012, 2013, 2014 or 2015; (did not previously earn degree or certificate);
- SMC was their first postsecondary enrollment;
- Enrolled in a credit course;
- Stated educational goal is transfer, degree, or certificate; and,
- Did not graduate (earn degree or certificate) prior to the subsequent fall semester.

Numerator: Students in the cohort who enrolled in at least one credit course in the subsequent fall semester at SMC were counted as having successfully persisted.

Note: The methodology for this metric was revised in 2016-2017.
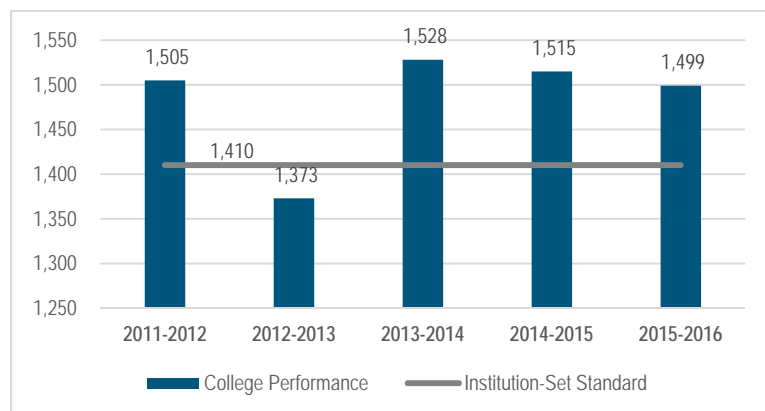
1.2 DEGREES AWARDED

Data Source:

Data source: Management Information Systems (MIS) database.

Crosswalk: IEPI metric #18

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 includes performances in years 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. The award counts are duplicated by students (i.e., students were counted once for each degree they earned during the observed year) and do not take into account when students began their academic year.

Santa Monica College awarded an average of 1,890 associate degrees in the last five academic years. In the most recent year (2015-2016), the College awarded the largest numbers of degrees awarded in its history, (3,362 degrees) nearly three times the number of degrees awarded in 2011-2012.

The increase in degrees awarded in recent years can be attributed to the implementation of the "fast-track" or auto-award program during the 2014-2015 academic year. Auto-awarding involves regressive degree audits for former students who stopped attending the college and completed enough coursework at the college to earn a degree. Evaluators in the Office of Admissions and Records review student transcripts to verify that potential candidates are qualified to receive a degree and contact the candidates to inform them of the award they have earned.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Degrees (Not Auto-Awarded)	1,225	1,207	1,434	1,431	1,662
Auto-Awarded	0	0	0	791	1,700
Total Degrees	1,225	1,207	1,434	2,222	3,362

A total of 791 and 1,700 degrees were auto-awarded during the 2014-2015 and 2015-2016 academic years, respectively. However, the data reveal that even without the auto-award, the numbers of degree completions increased in 2015-2016 when compared to degrees awarded in recent years.

Institution-Set Standard: The institution-set standard for IE Indicator 1.2 (Degrees Awarded) is 1,796. The standard was calculated by multiplying the average numbers of degrees awarded (1,890) in the last five years (2011-2012 to 2015-2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 1,566 degrees.

1.3 CERTIFICATES AWARDED

Data Source:

Data source: Management Information Systems (MIS) database.
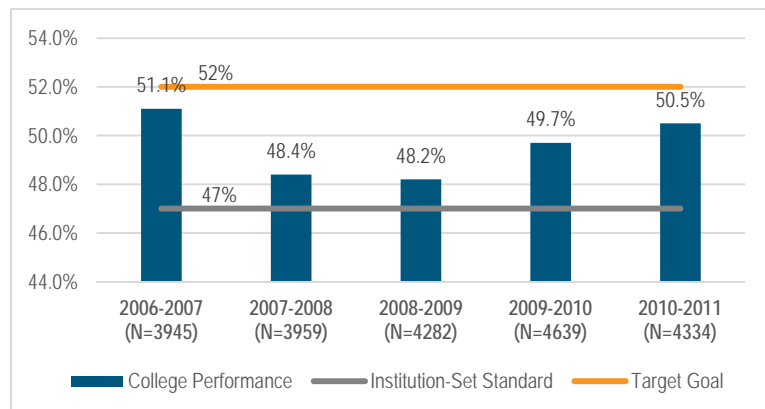
Crosswalk: IEPI metric #19

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. 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.

Note: The indicator does not include local or departmental certificates.

Santa Monica College awarded an average of 1,484 Certificates of Achievements in the last five academic years. In the most recent year (2015-2016), the College awarded a total of 1,499 certificates, a decrease of 16 when compared to the numbers of certificates awarded in the previous year.

In 2014-2015, the College began implementing "fast-track" or auto-awards of both associate degrees and certificates of achievement. Auto-awarding involves regressive degree audits for former students who stopped attending the college and completed enough coursework at the college to earn a degree or certificate. Evaluators in the Office of Admissions and Records review student transcripts to verify that potential candidates are qualified to receive a degree/certificate and contact the candidates to inform them of the award they have earned.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificates (Not Auto-Awarded)	1,505	1,373	1,528	1,388	1,381
Auto-Awarded	0	0	0	127	118
Total Certificates	1,505	1,373	1,528	1,515	1,499

A total of 127 and 118 Certificates of Achievements were auto-awarded during the 2014-2015 and 2015-2016 academic years, respectively, and improved the college's performance on the metric.

Institution-Set Standard: The institution-set standard for IE Indicator 1.3 (Certificates Awarded) is 1,410. The standard was calculated by multiplying the average number of certificates awarded (1,484) in the last five years (2011-2012 to 2015-2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 89 certificates.

1.4 COMPLETION RATE

Data Source:

Data source: California Community Colleges Student Success Scorecard

Crosswalk: IEPI metric #12, Scorecard metric #10

Methodology:

IE Indicator 1.4 (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):
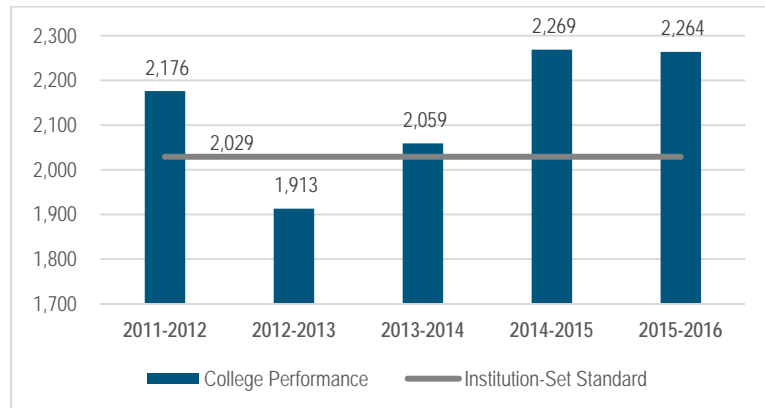The cohort included first-time freshmen who met all of the following criteria:
- Reported a valid social security number;
- Enrolled in college for the first time after high school in academic years (2006-2007, 2007-2008, 2008-2009, 2009-2010, or 2010-2011;
- Enrolled at SMC as their first college;
- 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).

Approximately half of degree, certificate, or transfer-seeking students complete a completion outcome within six years. Over the last five years, the College's completion rate decreased by 0.6%, from 51.1% for the 2006-2007 cohort to 50.5% for the 2010-2011 cohort. However, in more recent years, the College has improved on this metric. When compared to last year's performance, the completion rate improved by 0.8% for the most recent cohort. The improvement in the completion rate may be partly explained by the recent implementation of the auto-award program, the practice of automatically awarding former students who complete enough coursework to earn a degree or certificate but did not apply for an award.

The completion rate is influenced by various external factors, including economic climate, budget cuts, and changes in admission policies at four-year institutions. In addition, the implementation of the recent

Institution-Set Standard: The institution-set standard for IE Indicator 1.4 (Completion Rate) is 47%. The standard was calculated by multiplying the average completion rates (49.6%) of the last five years (2006-2007 to 2010-2011) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 3.5%.

Target Goal: The 2020-2021 target goal for the persistence metric is 52%. The goal was determined by adding the value of 2 standard deviations (2 SD = 2.3%) to the average or mean performance of the last five years (average = 49.6%) and rounding up to the nearest whole number (49.6% + 2.3% = 51.9% = 52%). The data reveal that the College falls short of the target goal by 1.5%.

1.5 TRANSFERS TO PUBLIC FOUR-YEAR INSTITUTIONS

Data Source:

Data source: The CSU transfer data were obtained from the CSU Analytics Studies site: http://www.calstate.edu/as/ccct/index.shtml

The UC transfer data were obtained from the UC Office of the President site:https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc

Methodology:

IE Indicator 1.5 (Transfers to Public Four-Year Institutions) describes the total number of SMC students who transferred to a California State University (CSU) during academic years 2011-2012 to 2015-2016 or to a University of California (UC) institution during the fall semesters 2011 to 2015.

In 2015-2016, SMC transferred a total of 2,264 students to the public four-year colleges in California, the University of California (UC) and California State University (CSU) systems, a decrease of 5 students when compared to the prior year (2014-2015).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
UC (Fall only)	1,076	1,059	1,037	1,074	1,097
CSU (Academic year)	1,100	854	1,022	1,195	1,167
Total Transfers	2,176	1,913	2,059	2,269	2,264

The numbers of transfer to the UCs and CSUs have remained relatively stable in the last few year. SMC transferred 1,097 and 1,167 students to the UC and CSU systems, respectively, representing an increase of 23 transfers to the UCs and a decrease of 28 to the CSUs. Transfer volume is influenced by numerous external factors such as impacted status and limited capacity s, system budget cuts, and change in admission standards at the UC/CSU systems.

Institution-Set Standard: The institution-set standard for IE Indicator 1.5 (Transfer to Public Four-Year Institutions) is 2,029. The standard was calculated by multiplying the average numbers of transfers to the UCs and CSUs (2,136) in the last five years (2011-2012 to 2015-2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 235 transfers.
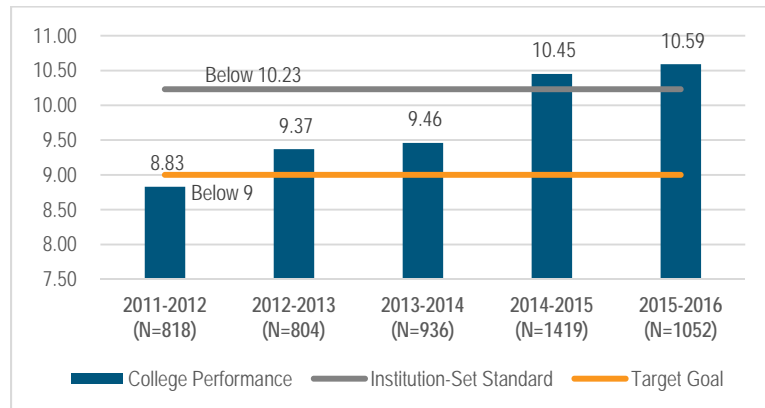
1.6 SEMESTERS TO ASSOCIATE DEGREE COMPLETION

Data Source:

Data source: Management Information Systems (MIS) database.

Methodology:

IE Indicator 1.6 (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.
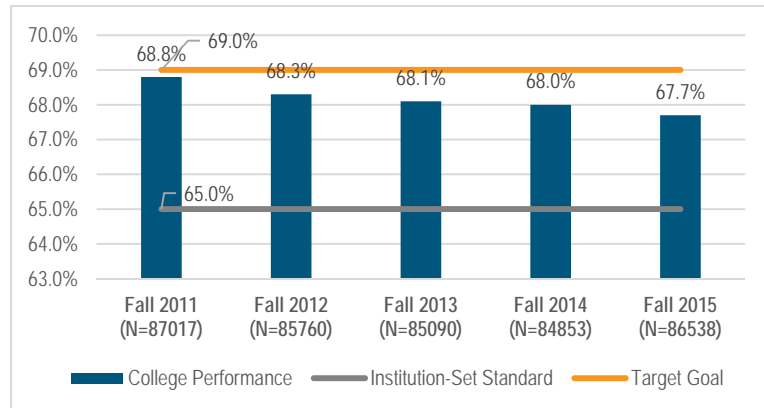
Students who began their coursework at SMC during summer intersessions were identified as having started in the subsequent fall semester and students who began their coursework at SMC during winter intersessions were identified as having started in the subsequent spring semester. Associate degrees awarded 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.

International students (F1 visa) and students who were auto-awarded their degrees were excluded from the analyses. The data include students who transferred in from other institutions.

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

Note: The methodology for this metric was revised in 2016-2017.

Time to associate degree completion has increased over the last five academic years from an average of 8.83 semesters (or approximately 4.5 years) in 2011-2012 to 10.59 semesters (or approximately 5.25 years) in 2015-2016.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Started as freshmen at SMC	9.16	9.73	9.73	10.58	10.89
Transferred in	7.84	8.13	8.52	9.90	9.55
Average	8.83	9.37	9.46	10.45	10.59

Students who transferred in coursework from another institution consistently took less time to graduate than students who began college at SMC. In 2015-2016, transfer students took an average of 9.55 semesters (approximately 4.75 years) to complete an associate degree while students who started as freshmen took an average of 10.89 semesters (approximately 5.5 years) to graduate.

Institution-Set Standard: The institution-set standard for IE Indicator 1.6 (Semesters to Associate Degree Completion) is *10.23 semesters or less.* The standard was calculated by multiplying the average numbers of semesters to associate degree completion (9.74) of the last five years (2011-2012 to 2015-2016) by 105%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 0.36 semesters.

Target Goal: The 2020-2021 target goal for the persistence metric is *9 semester or less.* The goal was determined by subtracting the value of 2 standard deviations (2 SD = 1.35) from the average or mean performance of the last five years (average = 9.74) and rounding up to the nearest whole number (9.74 – 1.35 = 8.39 = 9). The data reveal that the College falls short of the target goal by 1.59 semesters.

1.7 COURSE SUCCESS RATE

Data Source:

Data source: Management Information Systems (MIS) database.

Crosswalk: IEPI metric #17, metric #B in the SMC Student Equity Plan

Methodology:

IE Indicator 1.8 (Course Success Rate) describes the percentage of successful completion in credit courses.
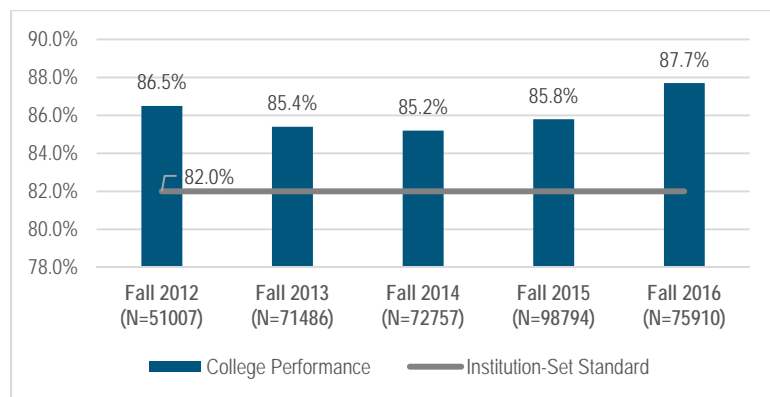
Denominator:
Credit course enrollments in fall terms 2011 to 2015 with the following earned grades: A, B, C, P (pass), D, F, I (incomplete), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):
Credit course enrollments in fall terms 2011 to 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.

Over the last five fall semester, the course success rates have experienced a small decline of 1.1%, from 68.8% in fall of 2011 to 67.7% in fall of 2015.

Institution-Set Standard: The institution-set standard for IE Indicator 1.7 (Course Success Rate) is 65%. The standard was calculated by multiplying the average course success rates (68.2%) of the last five years (fall 2011 to 2015) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 2.7%.

Target Goal: The 2020-2021 target goal for the persistence metric is 69%. The goal was determined by adding the value of 2 standard deviations (2 SD = 1%) to the average or mean performance of the last five years (average = 68.2%) and rounding down to the nearest whole number (68.2% + 1% = 69.2% = 69%). The data reveal that the College falls short of the target goal by 1.3%.

1.8 ILO #1 PERSONAL ATTRIBUTES MASTERY RATE

Over the past five years, the numbers of course SLO assessments measuring ILO #1 (Personal Attributes) increased by 24,903, from 51,007 in Fall 2012 to 75,910 in Fall 2016. The College assessed the largest numbers of course SLOs mapped to ILO #1 in fall 2015 with 98,794 assessments. The mastery rates for ILO #1 have remained relatively stable over the last five years.

For more detailed ILO assessment results by core competency, visit the following page:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Spring2017ILOReport.pdf

Institution-Set Standard: The institution-set standard for IE Indicator 1.8 (ILO #1 Personal Attributes Mastery Rate) is 82%. The standard was calculated by multiplying the average mastery rates (86.1%) of the last five years (fall 2012 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 5.7%.

Data Source:

Data source: SMC Integrated Student Information System (WebISIS) Institutional Learning Outcomes (ILO) Portal.

Methodology:

IE Indicator 1.8 (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 2012, 2013, 2014, 2015, and 2016.

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 2012, 2013, 2014, 2015, and 2016.

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.

1.9 ILO #2 ANALYTIC AND COMMUNICATION SKILLS MASTERY RATE
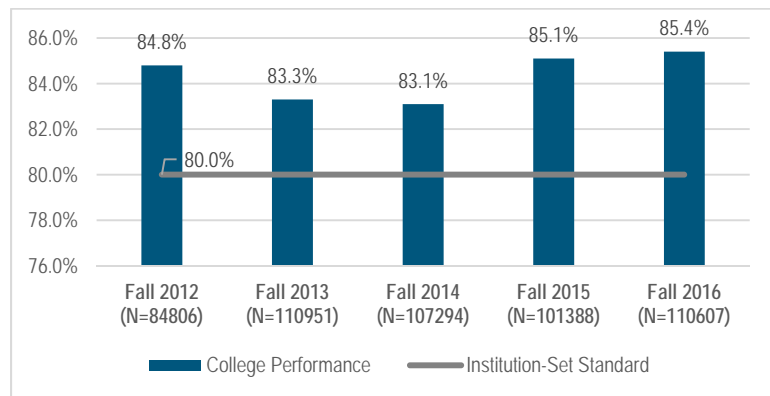
Over the past five years, the numbers of course SLO assessments measuring ILO #2 (Personal Attributes) increased by 25,801, from 84,806 in Fall 2012 to 110,607 in Fall 2016. The mastery rates for ILO #2 have remained relatively stable with a five-year average rate of 84.3%.

For more detailed ILO assessment results by core competency, visit the following page:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Spring2017ILOReport.pdf

Institution-Set Standard: The institution-set standard for IE Indicator 1.9 (ILO #2 Analytic and Communication Skills Mastery Rate) is 80%. The standard was calculated by multiplying the average mastery rates (84.3%) of the last five years (fall 2012 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 5.4%.

Data Source:

Data source: SMC Integrated Student Information System (WebISIS) Institutional Learning Outcomes (ILO) Portal.

Methodology:

IE Indicator 1.9 (Analytic and Communication Skills ILO Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the second ILO, Personal Attributes.

Denominator:
The total assessments in all course SLOs mapped to core competencies of the second ILO, Analytic and Communication Skills, in fall terms 2012, 2013, 2014, 2015, and 2016.

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 2012, 2013, 2014, 2015, and 2016.

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.

1.10 ILO #3 APPLIED SOCIAL KNOWLEDGE & VALUES MASTERY RATE
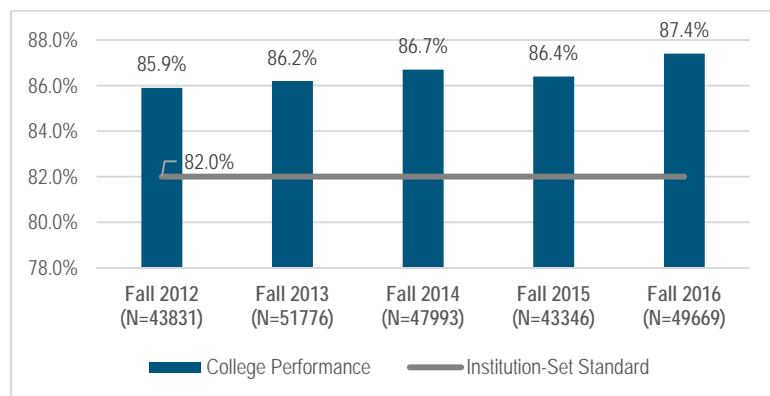
The mastery rates for ILO #3 have remained relatively stable with a five-year average rate of 86.5%. The mastery rates for ILO #3 in fall 2016 was 87.4%, the highest mastery rates achieved in the last five years.

For more detailed ILO assessment results by core competency, visit the following page:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Spring2017ILOReport.pdf

Institution-Set Standard: The institution-set standard for IE Indicator 1.10 (ILO #3 Applied Social Knowledge and Values Mastery Rate) is 82%. The standard was calculated by multiplying the average mastery rates (86.5%) of the last five years (fall 2012 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 5.4%.

Data Source:

Data source: SMC Integrated Student Information System (WebISIS) Institutional Learning Outcomes (ILO) Portal.

Methodology:

IE Indicator 1.10 (Applied Social Knowledge and Values ILO Mastery Rate) describes the percentage of mastery instances on course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge and Values.

Denominator:
The total assessments in all course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge and Values, in fall terms 2012, 2013, 2014, 2015, and 2016.

Numerator (Outcome):
The total number of "mastered" or successful assessments of students in all course SLOs mapped to core competencies of the third ILO, Applied Social Knowledge and Values, in fall terms 2012, 2013, 2014, 2015, and 2016.

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.

1.11 ILO #4 APPLIED KNOWLEDGE & VALUATION OF THE PHYSICAL WORLD MASTERY RATE
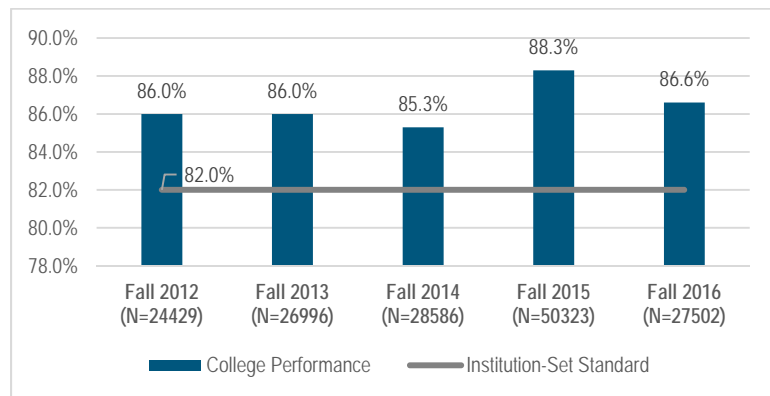
The mastery rates for ILO #4 have remained relatively stable with a five-year average rate of 86.4%. The mastery rates for ILO #4 achieved peak performance in fall 2015 with a rate of 88.3%.

For more detailed ILO assessment results by core competency, visit the following page:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Spring2017ILOReport.pdf

Institution-Set Standard: The institution-set standard for IE Indicator 1.11 (ILO #4 Applied Knowledge and Valuation of the Physical World Mastery Rate) is 82%. The standard was calculated by multiplying the average mastery rates (86.4%) of the last five years (fall 2012 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 4.6%.

Data Source:

Data source: SMC Integrated Student Information System (WebISIS) Institutional Learning Outcomes (ILO) Portal.

Methodology:

IE Indicator 1.11 (Applied Knowledge & Valuation of the Physical World ILO 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 2012, 2013, 2014, 2015, and 2016.

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 2012, 2013, 2014, 2015, and 2016.

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.

1.12 ILO #5 AUTHENTIC ENGAGEMENT MASTERY RATE
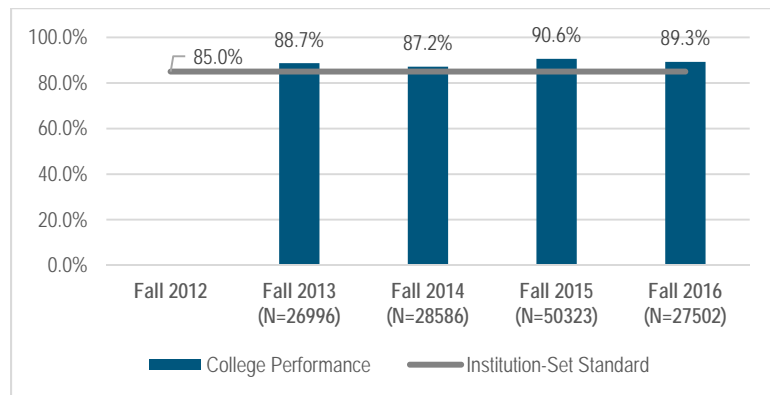
In May 2013, the Academic Senate approved the Institutional Effectiveness Committee's recommendation to adopt a fifth ILO, Authentic Engagement. Both the committee and the senate were persuaded that this new ILO encompasses a component of student learning and engagement that none of the other ILOs address. The research literature suggests that students who exhibit authentic engagement in their education are more likely to succeed in school and in life.

The mastery rates for ILO #5 have remained relatively stable with a four-year average rate 90%.

For more detailed ILO assessment results by core competency, visit the following page:
http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Spring2017ILOReport.pdf

Institution-Set Standard: The institution-set standard for IE Indicator 1.12 (ILO #5 Authentic Engagement Mastery Rate) is 85%. The standard was calculated by multiplying the average mastery rates (89.0%) of the last four years (fall 2013 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 4.3%.

Data Source:

Data source: SMC Integrated Student Information System (WebISIS) Institutional Learning Outcomes (ILO) Portal.

Methodology:

IE Indicator 1.12 (Authentic Engagement ILO 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 2012, 2013, 2014, 2015, and 2016.

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 2012, 2013, 2014, 2015, and 2016.

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.

1.13 ENGLISH BASIC SKILLS SUCCESS IN FRESHMAN COMPOSITION
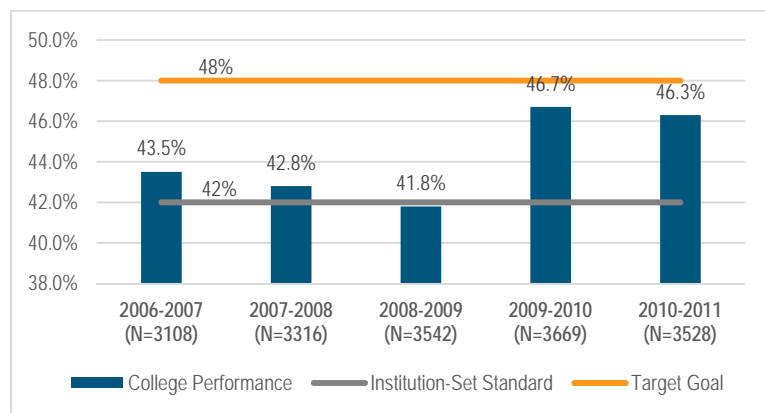
Over the last five years, the percentage of basic skills English students who successfully completed a college-level English course improved by 2.8%, from 43.5% for the 2006-2007 cohort to 46.3% for the 2010-2011 cohort. Improvement on this indicator is expected for future cohorts (starting 2011-2012) due to the strategies and programs that have been implemented in the last six years that are designed 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; English Academy, implemented Summer 2015; Math Jams, plan to implement Summer 2017).

Institution-Set Standard: The institution-set standard for IE Indicator 1.13 (English Basic Skills Success in Freshman Composition) is 42%. The standard was calculated by multiplying the average basic skills success rates (44.2%) of the last five years (2006-2007 to 2010-2011) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 4.3%.

Target Goal: The 2020-2021 target goal for the basic skills English metric is 48%. The goal was determined by adding the value of 2 standard deviations (2 SD = 3.9%) to the average or mean performance of the last five years (average = 44.2%) and rounding down to the nearest whole number (44.2% + 3.9% = 48.1% = 48%). The data reveal that the College falls short of the target goal by 1.5%.

Data Source:

Data source: California Community Colleges Student Success Scorecard

Crosswalk: IEPI metric #14, Scorecard metric #2, metric #C in the SMC Student Equity Plan

Methodology:

IE Indicator 1.13 (English Basic Skills Success in Freshman Composition) 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 2006-2007, 2007-2008, 2008-2009, 2009-2010, or 2010-2011; 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.

Note: This indicator was formerly called "Basic Skills Success in College Course Rate - English".

1.14 MATH BASIC SKILLS SUCCESS IN INTERMEDIATE ALGEBRA OR HIGHER
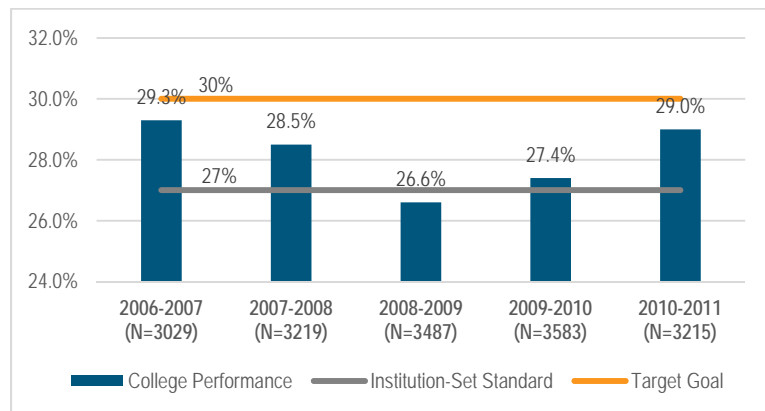
The 2010-2011 basic skills math cohort successfully completed a college-level math course (intermediate algebra or higher level course) within six years at a rate of 29%, an improvement of 1.6% when compared to the prior year's cohort. Improvement on this indicator is expected for future cohorts (starting 2011-2012) due to the strategies and programs that have been implemented in the last six years that are designed to improve the success of basic skills students, including accelerated courses Math 85 (implemented Summer 2012), Math 49 (implemented Fall 2014), and Math 50 (implemented Fall 2016) 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; Math Jams, plan to implement Summer 2017).

Institution-Set Standard: The institution-set standard for IE Indicator 1.14 (Math Basic Skills Success in Intermediate Algebra or Higher) is 27%. The standard was calculated by multiplying the average basic skills success rates (28.2%) of the last five years (2006-2007 to 2010-2011) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 2%.

Target Goal: The 2020-2021 target goal for the basic skills math metric is 30%. The goal was determined by adding the value of 2 standard deviations (2 SD = 2%) to the average or mean performance of the last five years (average = 28.2%) and rounding down to the nearest whole number (28.2% + 2% = 30.2% = 30%). The data reveal that the College falls short of the target goal by 1%.

Data Source:

Data source: California Community Colleges Student Success Scorecard

Crosswalk: IEPI metric #13, Scorecard metric #1, metric #C in the SMC Student Equity Plan

Methodology:

IE Indicator 1.14 (Math Basic Skills Success in Intermediate Algebra or Higher) describes the percentage of credit students who started below transfer level in Math and completed a degree applicable 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 2006-2007, 2007-2008, 2008-2009, 2009-2010, or 2010-2011; 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.

1.15 ESL BASIC SKILLS SUCCESS IN FRESHMAN COMPOSITION
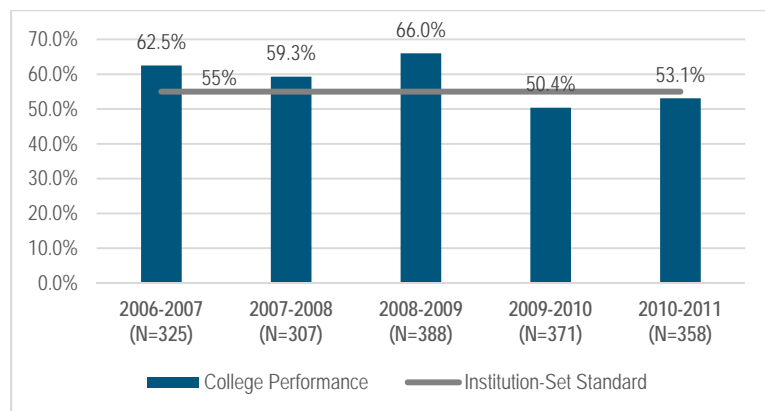
Over the last five years, the percentage of basic skills ESL students who successfully completed a college-level ESL or English course decreased by 9.4%, from 62.5% for the 2006-2007 cohort to 53.1% for the 2010-2011 cohort. The decline may be related to several efforts that were implemented by the ESL 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 in recent years.

Institution-Set Standard: The institution-set standard for IE Indicator 1.15 (ESL Basic Skills Success in Freshman Composition) is 55%. The standard was calculated by multiplying the average basic skills success rates (58.3%) of the last five years (2006-2007 to 2010-2011) by 95%. The data reveal that the College falls short of the institution-set standard for the 2017 performance year by 1.9%.

Data Source:

Data source: California Community Colleges Student Success Scorecard

Crosswalk: IEPI metric #15, Scorecard metric #3, metric #C in the SMC Student Equity Plan

Methodology:

IE Indicator 1.15 (ESL Basic Skills Success in Freshman Composition) 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, 2006-2007, 2007-2008, 2008-2009, 2009-2010, or 2010-2011; 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.

1.16 CTE COMPLETION RATE
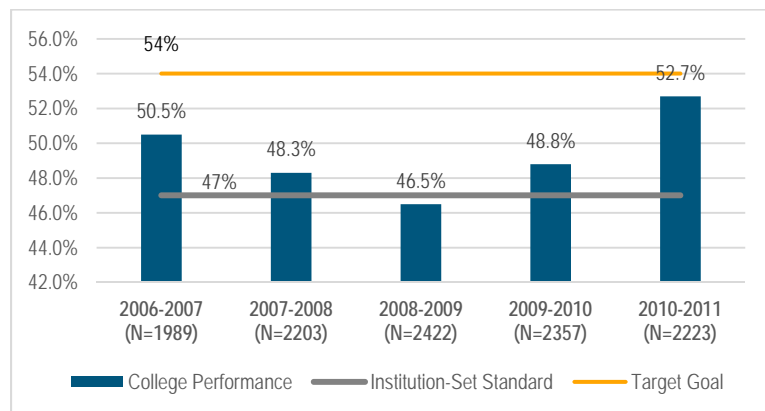
Approximately half of Career Technical Education (CTE) students complete a CTE outcome within six years of entering the CCC system. The CTE completion rate increased by 2.2% in the last five years, from 50.5% for the 2006-2007 cohort to 52.7% for the 2010-2011 cohort. The College performed experienced the best CTE completion rate in the most recent year (2010-2011) in the last five years. The CTE completion rate is influenced by factors such as the economy, budgets, and changes in admissions policies at the four-year institutions. Furthermore, this IE indicator is limited in that students who achieve a departmental certificate aren't taken into account. Departmental certificates are short-term certificates of achievement that typically require fewer units for completion than Chancellor's Office approved certificates of achievement. Departmental certificates are currently not reported to the CCCCO, and therefore, are not counted toward completion.

Institution-Set Standard: The institution-set standard for IE Indicator 1.16 (CTE Completion Rate) is 47%. The standard was calculated by multiplying the average CTE completion rates (49.4%) of the last five years (2006-2007 to 2010-2011) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 5.7%.

Target Goal: The 2020-2021 target goal for the CTE completion metric is 54%. The goal was determined by adding the value of 2 standard deviations (2 SD = 4.2%) to the average or mean performance of the last five years (average = 49.4%) and rounding up to the nearest whole number (49.4% + 4.2% = 53.6% = 54%). The data reveal that the College falls short of the target goal by 1.3%.

Data Source:

Data source: California Community Colleges Student Success Scorecard

Crosswalk: IEPI metric #16, Scorecard metric #11, metric #D in the SMC Student Equity Plan

Methodology:

IE Indicator 1.16 (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 2006-2007, 2007-2008, 2008-2009, 2009-2010, or 2010-2011;
- 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.

1.17 COSMETOLOGY LICENSE EXAM PASS RATE
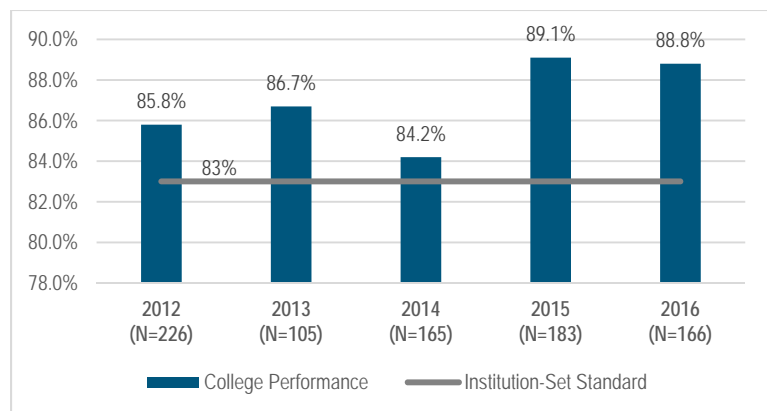
In 2016, 88.8% of the graduates of the cosmetology program passed the state cosmetology board exams, a decrease of 0.3% over the prior year. A large majority of students (over 80%) pass the board exams each year.

Institution-Set Standard: The institution-set standard for IE Indicator 1.17 (Cosmetology License Exam Pass Rate) is 83%. The standard was calculated by multiplying the average pass rates (86.9%) of the last five years (2012 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 5.8%.

Data Source:

The data were obtained from the California Department of Consumer Affairs Board of Barbering and Cosmetology website (http://www.barbercosmo.ca.gov/schools/schls_rslts.shtml).

Methodology:

IE Indicator 1.17 (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.
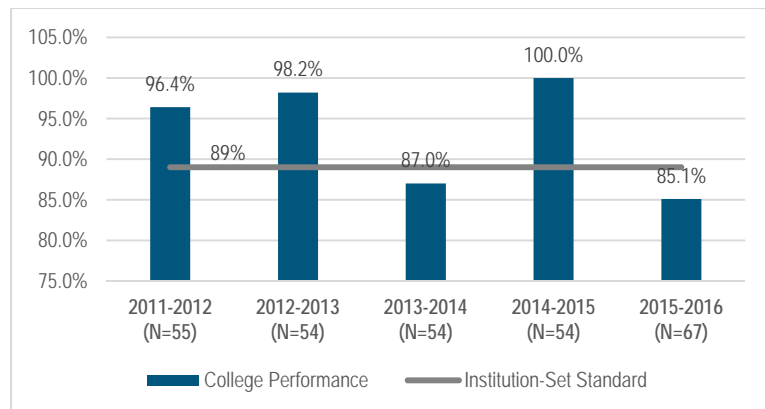
Denominator:
The denominator included SMC students who met all of the following criteria:
- Completed the cosmetology program coursework (no formal award is necessary); and,
- Took one or more of the state cosmetology board examinations in calendar years (January 1 – December 31) 2012, 2013, 2014, 2015, or 2016.

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.

1.18 REGISTERED NURSING EXAM PASS RATE

Data Source:

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

Methodology:

IE Indicator 1.18 (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.
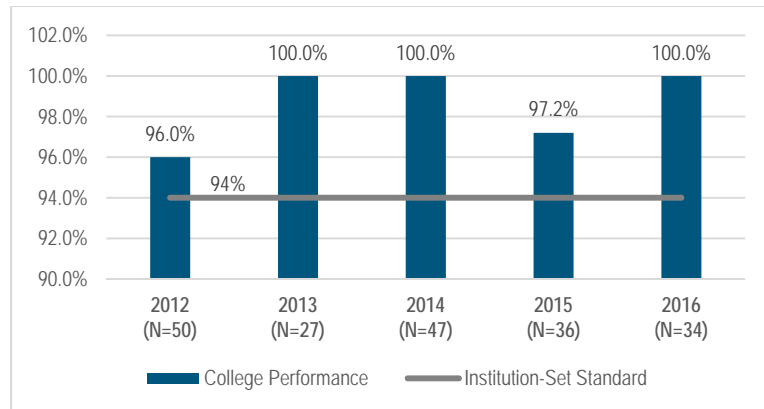
Denominator (Cohort):
The cohort included graduates who met all of the following criteria:
- Earned an RN Associate Degree at Santa Monica College at any time; and,
- Took the NCLEX for the first time in academic years (July 1 to June 30) 2011-2012, 2012-2013, 2013-2014, 2014-2015, or 2015-2016.

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

The five-year average of the first attempt pass rates on the National Council Licensure Examination for Registered Nurses (NCLEX) examination is 93.3%. In the most recent year (2015-2016), the pass rate decreased by 14.9% when compared to performance in the previous year (2014-2015). According to the central stakeholders, the decline in performance may be a result of the changes made to the NCLEX exam in 2014. 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.

Even with the decline, a large majority (over eight in ten) nursing program graduates successfully pass the NCLEX exam.

Institution-Set Standard: The institution-set standard for IE Indicator 1.18 (Registered Nursing License Exam Pass Rate) is 89%. The standard was calculated by multiplying the average pass rates (93.3%) of the last five years (2011-2012 to 2015-2016) by 95%. The data reveal that the College falls below the institution-set standard in the 2017 performance year by 3.9%

1.19 RESPIRATORY THERAPY LICENSE EXAM PASS RATE

In 2016, 34 out of 34 or 100% of the graduates of the respiratory therapy program passed the Certified Respiratory Therapy (CRT) state licensing examination.

Institution-Set Standard: The institution-set standard for IE Indicator 1.19 (Respiratory Therapy License Exam Pass Rate) is 94%. The standard was calculated by multiplying the average pass rates (98.6%) of the last five years (2012 to 2016) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 6%.

Data Source:

Data source: The data were obtained from the Department of Consumer Affairs Respiratory Care Board of California website*:* (http://www.rcb.ca.gov/applicants/forms/pass_fail.pdf)

Methodology:

IE Indicator 1.19 (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) 2012, 2013, 2014, 2015, and 2016.

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

1.20 EMPLOYMENT RATE
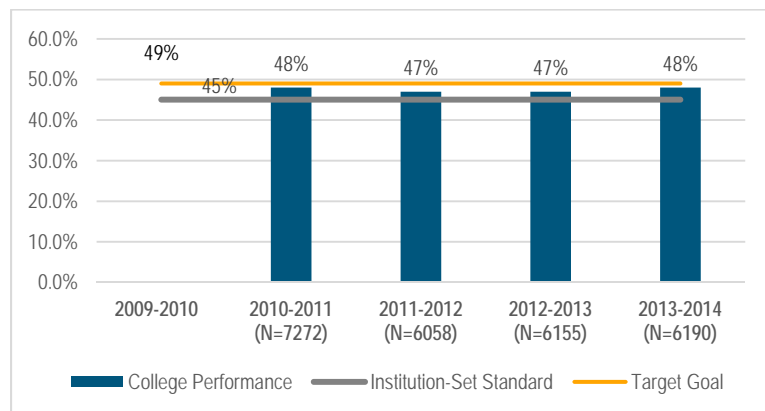
Approximately half of students who were enrolled in non-introductory CTE courses and left the college were employed within 2 fiscal quarters after exit. The employment rate has remained stable over the last four years. Data for the 2009-2010 were not available from the data source, the CTE Launchboard.

Institution-Set Standard: The institution-set standard for IE Indicator 1.20 (Employment Rate) is 45%. The standard was calculated by multiplying the average employment rates (47.5%) of the last four years (2010-2011 to 2013-2014) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 3%.

Target Goal: The 2020-2021 target goal for the employment metric is 49%. The goal was determined by adding the value of 2 standard deviations (2 SD = 1.0%) to the average or mean performance of the last five years (average = 47.5%) and rounding up to the nearest whole number (47.5% + 1.0% = 48.5% = 49%). The data reveal that the College falls short of the target goal by 1%.

Data Source:

Data source: CTE Launchboard: https://www.calpassplus.org/LaunchBoard/Home.aspx

Methodology:

IE Indicator 1.20 (Employment Rate) describes the percentage of CTE students who left the college and were employed in the second fiscal quarter after exit.

**Denominator (Cohort):** The cohort included students who met all of the following criteria:
- Enrolled in a minimum of 0.5 credit non-introductory CTE units in credit courses and/or took 12+ contact hours in non-introductory noncredit courses in the observed year (2010-2011, 2011-2012, 2012-2013, or 2013-2014);
- Did not enroll in any community college (including SMC) or a four-year institution the following year; and;
- Reported a valid SSN.

Numerator (Outcome): Students in the cohort who were employed two quarters after exiting SMC.

Employment data are lagged by two or more years. Employment data were obtained from records in the Unemployment Insurance database and excludes individuals employed by the military, federal government, and those who are self-employed, employed out of state, unemployed, or not in the workforce.

Note: This is a new IE indicator.

1.21 MEDIAN WAGE GAIN
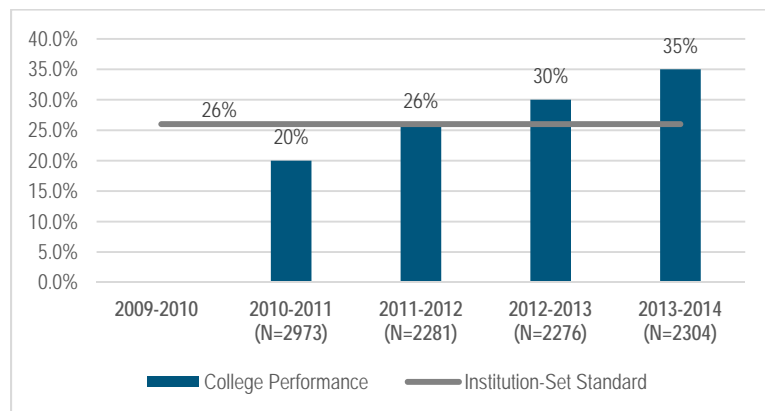
The mediate percentage change in earnings has steadily increased by 15% in the last four years. In 2013-2014, students improved their earnings by a median value of 35% after enrolling in courses at SMC.

Institution-Set Standard: The institution-set standard for IE Indicator 1.21 (Median Wage Gain) is 26%. The standard was calculated by multiplying the average median percentage change in wage gain (27.8%) of the last four years (2010-2011 to 2013-2014) by 95%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 9%.

Data Source:

Data source: CTE Launchboard: https://www.calpassplus.org/LaunchBoard/Home.aspx

Methodology:

IE Indicator 1.21 (Median Wage Gain) describes the median percentage change in earnings one year before and one year after exiting SMC.

Cohort: The cohort included students who met all of the following criteria:
- Enrolled in a minimum of 0.5 credit non-introductory CTE units in credit courses and/or took 12+ contact hours in non-introductory noncredit courses in the observed year (2010-2011, 2011-2012, 2012-2013, or 2013-2014);
- Did not enroll in any community college (including SMC) or a four-year institution the following year; and;
- Reported a valid SSN.

Median Percentage Change in Wage: The percentage change in wage was calculated for each student by dividing the wages earned 1 year after exit by the wages earned 1 year before enrolling at SMC and multiplying by 100%. The median of all wage change values was calculated.

Change in earnings is only calculated for students who were older than 20 when they left college and who have at least one quarter of wages in both the pre- and post-enrollment periods. Earnings are summed, not annualized, and are adjusted for inflation using current dollar values.

Employment data are lagged by two or more years. Employment data were obtained from records in the Unemployment Insurance database and excludes individuals employed by the military, federal government, and those who are self-employed, employed out of state, unemployed, or not in the workforce.

Note: This is a new IE indicator.

1.22 LIVING WAGE ATTAINMENT RATE
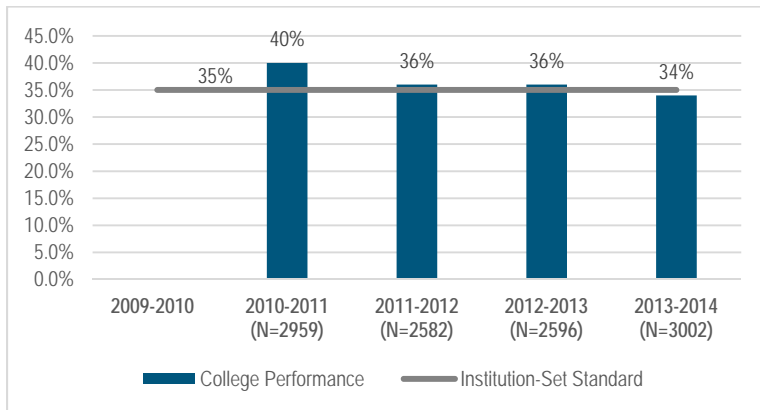
In 2013-2014, 34% of CTE students who left the college earned a living wage one year after exit, a decrease of 6% when compared to 2010-2011.

Institution-Set Standard: The institution-set standard for IE Indicator 1.22 (Living Wage Attainment Rate) is 35%. The standard was calculated by multiplying the average living wage attainment rate (36.5%) of the last four years (2010-2011 to 2013-2014) by 95%. The data reveal that the College falls below the institution-set standard in the 2017 performance year by 1%.

Data Source:

Data source: CTE Launchboard:
https://www.calpassplus.org/LaunchBoard/Home.aspx

Methodology:

IE Indicator 1.22 (Living Wage Attainment) describes percentage of CTE students who earned a living wage after exiting SMC.

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

- Enrolled in a minimum of 0.5 credit non-introductory CTE units in credit courses and/or took 12+ contact hours in non-introductory noncredit courses in the observed year (2010-2011, 2011-2012, 2012-2013, or 2013-2014);
- Did not enroll in any community college (including SMC) or a four-year institution the following year; and;
- Reported a valid SSN.

Numerator (Outcome): Students in the cohort who earned a living wage one year after exiting the college. Living wage is calculated regionally (Los Angeles County) by the Living Insight Center for Community Economic Development, for a single individual.

Employment data are lagged by two or more years. Employment data were obtained from records in the Unemployment Insurance database and excludes individuals employed by the military, federal government, and those who are self-employed, employed out of state, unemployed, or not in the workforce.

Note: This is a new IE indicator.

1.23 DISTANCE LEARNING COURSE SUCCESS RATE GAP
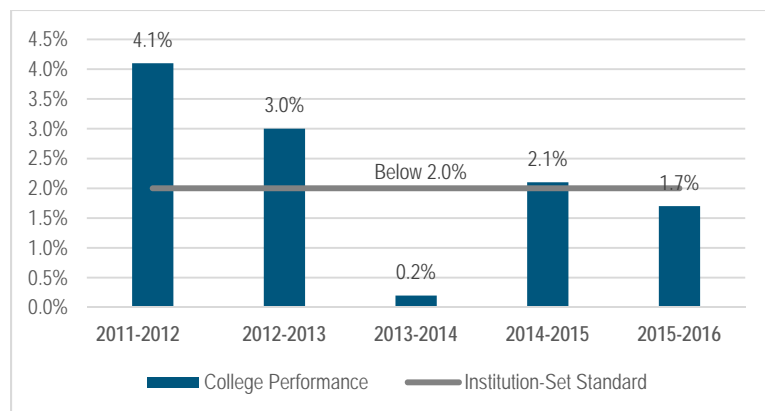
The gap between success rates in non-distance learning courses and distance learning courses has decreased by 2.4% over the last five years which shows improvement in this indicator.

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Distance Learning	Enrollments	14,884	14,075	14,987	16,278	18,566
	% Success	67.5%	67.8%	69.4%	68.1%	67.5%
Non Distance Learning	Enrollments	51,632	49,000	51,119	54,392	57,031
	% Success	71.6%	70.8%	69.6%	70.2%	69.2%
Non DL – DL Success	Gap	4.1%	3.0%	0.2%	2.1%	1.7%

Institution-Set Standard: The institution-set standard for IE Indicator 1.23 (Distance Learning Course Success Rate Gap) is less than 2%. The standard was calculated by multiplying the average gap (2.2%) of the last five years (2011-2012 to 2015-2016) by 105%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 0.2%.

Data Source:

Data source: Management Information Systems (MIS) database.

Methodology:

IE Indicator 1.23 (Distance Learning Course Success Rate Gap) describes the difference in success rates between distance learning courses and non-distance learning courses.

Denominator:
Fall and spring credit course enrollments in academic years (fall and spring only) 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 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) 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 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.

1.24 DISTANCE LEARNING COURSE RETENTION RATE GAP
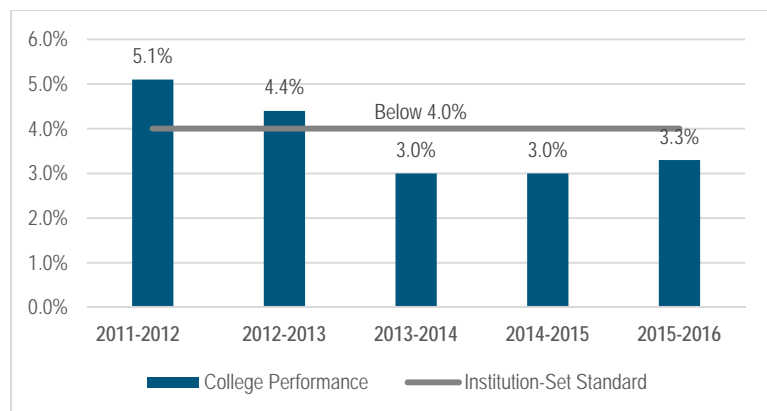
The gap between retention rates in non-distance learning courses and distance learning courses has decreased by 1.8% over the last five years which shows improvement in this indicator.

		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Distance Learning	Enrollments	14,884	14,075	14,987	16,278	18,566
	% Retained	82.9%	80.7%	81.5%	81.6%	80.4%
Non Distance Learning	Enrollments	51,632	49,000	51,119	54,392	57,031
	% Retained	88.0%	85.1%	84.5%	84.6%	83.7%
Non DL – DL Retention	Gap	5.1%	4.4%	3.0%	3.0%	3.3%

Institution-Set Standard: The institution-set standard for IE Indicator 1.24 (Distance Learning Course Retention Rate Gap) is less than 4%. The standard was calculated by multiplying the average gap (3.8%) of the last five years (2011-2012 to 2015-2016) by 105%. The data reveal that the College meets the institution-set standard for the 2017 performance year, exceeding the standard by 0.7%.

Data Source:

Data source: Management Information Systems (MIS) database.

Methodology:

IE Indicator 1.24 (Distance Learning Course Retention Rate Gap) describes the difference in retention rates between distance learning courses and non-distance learning courses.

Denominator:
Fall and spring credit course enrollments in academic years (fall and spring only) 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 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) 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016 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.

1.25 SMMUSD GRADUATES TO SMC RATE
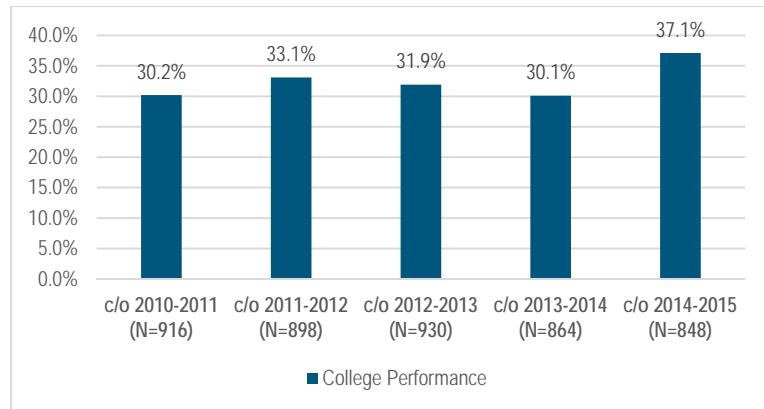
Over the last five years, Santa Monica College enrolled an average of 32.5% of SMMUSD high school seniors within a year after graduation. The increase in enrollment rates for SMMUSD students in the most recent year (class of 2014-2015) may be related to the implementation of recent initiatives (for example, the LA HITECH grant (http://www.lahitech.org/) designed to strengthen the pathway from high school to college.

Data Source:

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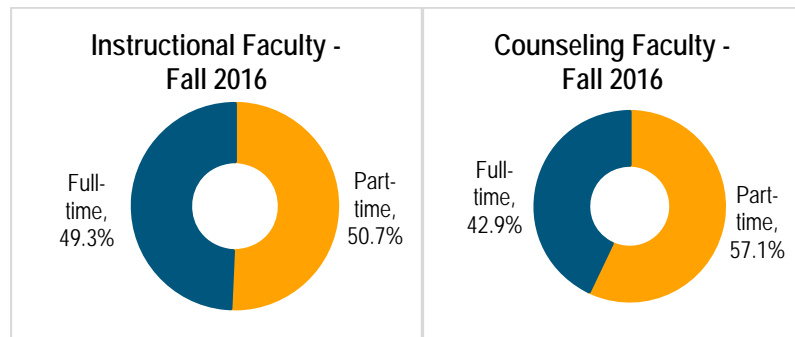
Methodology:

IE Indicator 1.25 (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 2010-2011, 2011-2012, 2012-2013, 2013-2014, 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.

1.26 PERCENTAGE OF WEEKLY TEACHER HOURS TAUGHT BY FULL-TIME FACULTY

1.27 PERCENTAGE OF COUNSELING HOURS FULFILLED BY FULL-TIME COUNSELORS (NON-TEACHING)

Instructional Faculty - Fall 2016

Full-time, 49.3% Part-time, 50.7%

Counseling Faculty - Fall 2016

Full-time, 42.9% Part-time, 57.1%

In two indicators related to the percentage of weekly teacher hours (WTH) taught by full-time instructional and percentage of counseling hours fulfilled by full-time counselors (non-teaching) were added to the IE Dashboard this year in response to the 2016-2017 Master Plan for Education Objective #5:

> *Revisit the plan developed by the Ad Hoc Full-Time Faculty Task Force to adjust benchmarks as needed with the goal of implementing a long-term plan to increase the percentage and net number of full-time faculty*

The baseline data for Fall 2016 is reported, and the College's performance on these indicators will continue to be monitored in future years. In Fall 2016, 49.3% of credit weekly teacher hours were taught by full-time faculty. During the same semester, 42.9% of counseling hours (non-teaching) were fulfilled by full-time faculty.

In order to increase the percentage of weekly teacher hours taught by full-time faculty to 60%, the College would need to hire 73.4 full-time instructional faculty for 2018-2019. In order to increase rate to 75% (ratio goal recommended in Title 5; AB 1725, section 70), the College would need to hire 169.8 full-time instructional faculty for 2018-2019. The College would need to hire 17.4 and 32.5 full-time counselors to reach the 60% and 75% goals, respectively, for counseling hours fulfilled by full-time counseling faculty.

Data Source:

The data were obtained from the Office of Academic Affairs.

Methodology:

IE Indicators 1.26 (Percentage of Weekly Teacher Hours Taught by Full-time Instructional Faculty) and 1.27 (Percentage of Counseling Hours Fulfilled by Counselors) measures the percentage of work conducted by full-time faculty.

Denominator: Total sum of weekly credit teacher hours taught during the Fall 2016 semester.

Numerator: Total sum of credit weekly teacher hours during the Fall 2016 taught by full-time, tenure/tenure-track faculty. The following assumptions were made in the calculation:

- Instructional and non-instructional faculty members were considered separately pursuant to AB 1725 and Education Code 87482.6 in which the intent is described as "75 percent of credit instruction taught by full-time instructors."
- Overload hours taught by full-time faculty were included as full-time instructional hours.
- Courses taught by counselors and librarians were included in the instructional data.
- Reassigned time for instructional and non-instructional faculty was counted as full-time faculty work. Reassigned time for Fall of 2016 was the equivalent of 33 FTEF.
- Leaves and sabbaticals of full-time instructors were included as full-time faculty work. Leaves and sabbaticals for Fall of 2016 were the equivalent of 13 FTEF.

Note: This is a new IE indicator.

STUDENT SUPPORT IE INDICATORS

Supportive Learning Environment Goal:

Provide access to comprehensive student learning resources such as library, tutoring, and technology; Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

2.1 FIRST-TIME FRESHMEN ORIENTATION RATE
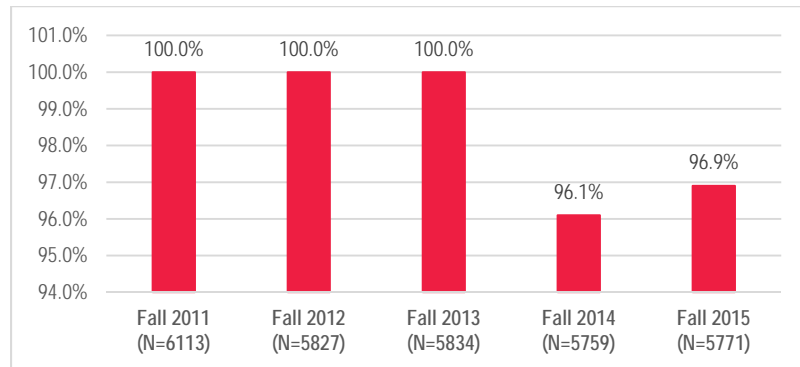
First-time freshmen enrolled in fall 2015 not exempt from orientation services completed orientation at a rate of 96.9%, an increase of 0.8% when compared with the previous year. The data suggest that nearly all first-time freshmen orient to the college by the end of their first year.

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.
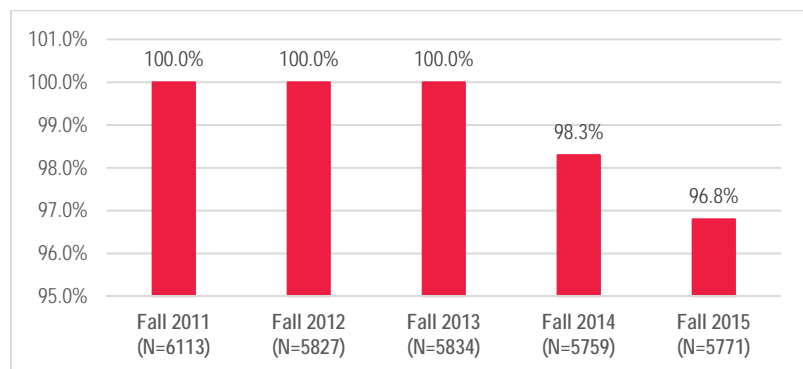
Methodology:

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 2011, 2012, 2013, 2014, or 2015;
- 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".

2.2 FIRST-TIME FRESHMEN ASSESSMENT RATE

The data suggest that nearly all first-time freshmen complete an assessment activity by the end of their first year. However, the rate has decreased in recent years. In fall of 2015, 96.8% of first-time freshmen assessed, a decrease of 3.2% when compared to first-time freshmen enrolled in fall 2011.

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 2011, 2012, 2013, 2014, or 2015;
- 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.

2.3 FIRST-TIME EDUCATION PLAN COMPLETION RATE
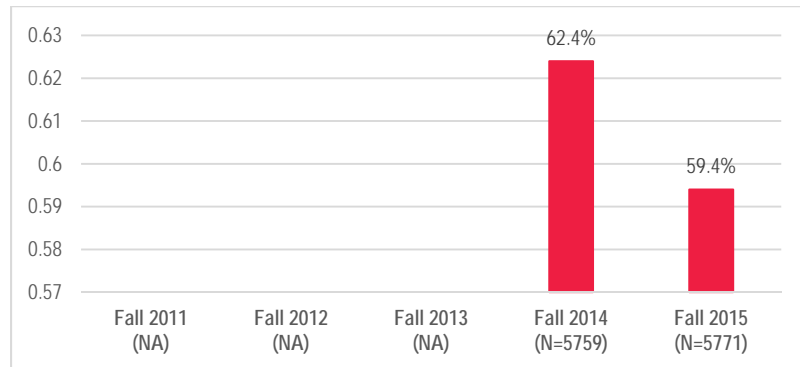
The College began systematically collecting data related to completion of educational plans in summer of 2014. In fall of 2014, approximately two-thirds of incoming freshmen had completed an education plan by the end of their first year of enrollment. The figure dropped by 3% to 59.4% for first-time freshmen enrolled in fall 2015.

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 terms 2014 and 2015;
- 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.

2.4 PERCENTAGE OF STUDENTS RECEIVING FINANCIAL AID
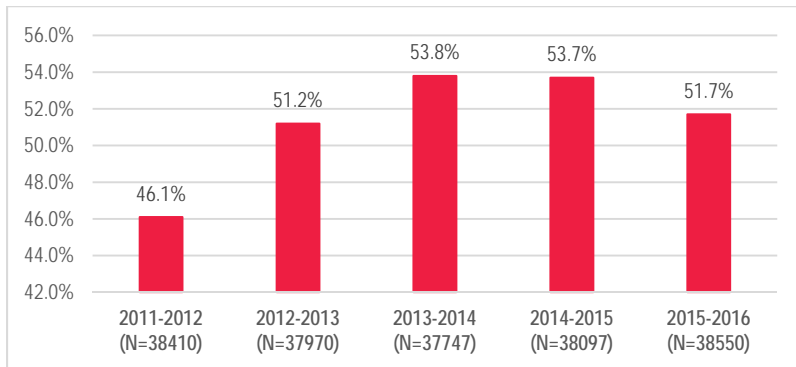
Between 2011-2012 and 2015-2016, the percentage of credit students who received financial aid increased by over 5%. Slightly over half of credit student population enrolled in 2015-2016 received financial aid (51.7%).

Data Source:

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

Methodology:

IE Indicator 2.4 (Percentage of Students Receiving Financial Aid) describes the percentage of credit students who received financial aid.

Denominator (Cohort): The cohort included SMC students who enrolled in a credit course in academic years 2011-2012, 2012-2013, 2013-2014, 2014-2015, or 2015-2016 (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).

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2.5 STUDENT-COUNSELING RATIO
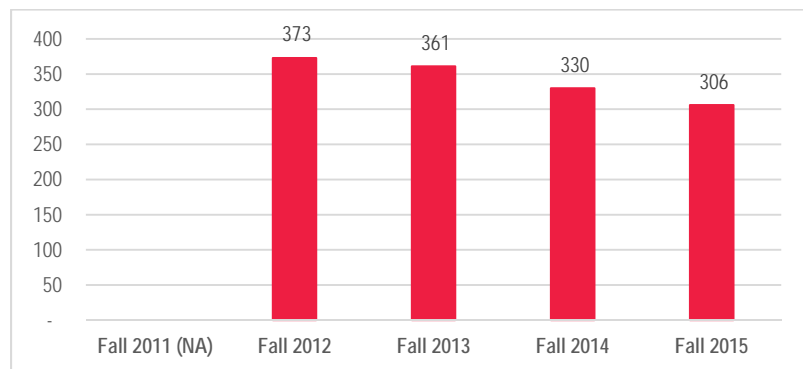
The data reveal that Santa Monica College employed approximately one full-time equivalent counselor for every 306 students enrolled in fall of 2015, excluding DSPS and EOPS students/counselors. The student-to-counseling ratio has improved over the last four years by 67 students per one full-time equivalent counselor.

Data Source:

Data source: California Community Colleges Student Success Scorecard. The student-counseling ratio data were 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.

2.6 PERCENTAGE OF STUDENTS ON PROBATION/DISQUALIFICATION
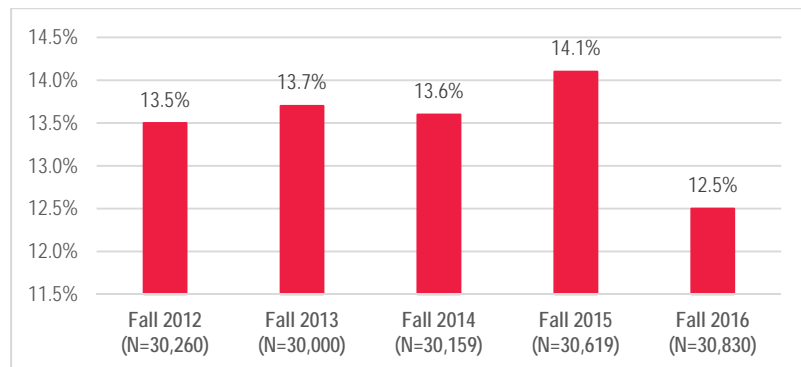
In fall of 2016, 12.5% of the credit student population was on academic or progress probation or disqualification, a decrease of 1.6% when compared to the fall 2015 credit population. The improvement on this indicator may be related to the change in an administrative regulation that increased the threshold from 40% to 50% of units resulting in a withdrawal, incomplete, or no progress grade to be placed on progress probation/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 2012, 2013, 2014, 2015, or 2016 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). Starting Fall 2016, the threshold for percentage of units with a W, I, or NP was changed to 50% (from 40%) for the 31+ units group.
- 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. Starting Fall 2016, the threshold for percentage of units with a W, I, or NP was changed to 50% (from 40%) for the 31+ units group.

FISCAL IE INDICATORS

Stable Fiscal Environment Goal:

Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

3.1 ANNUAL OPERATING EXCESS/(DEFICIENCY)
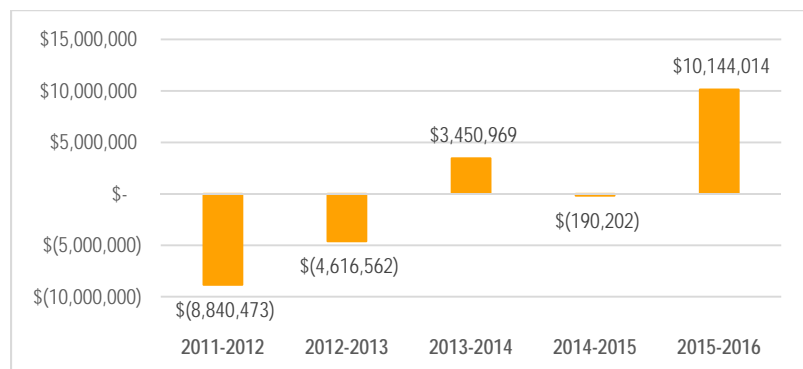
The College ended the 2015-2016 fiscal year with an unrestricted general fund excess, including one-time items, of $10,144,014 as the College expended less than the generated revenue.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenues & Transfers	$130,256,518	$133,916,853	$144,945,575	$150,456,338	$176,032,586
Expenditures & Transfers	$139,096,992	$138,533,415	$141,494,606	$150,646,540	$165,888,572
Annual Operating Excess/Deficiency	($8,840,474)	($4,616,562)	$3,450,969	($190,202)	$10,144,014

Over the last five fiscal years, the College's expenditures steadily increased by over $26 million, from $139.1 million in 2011-2012 to $165.9 in 2015-2016. The College also increasing brought in more money (revenues and transfers) during the same period, increasing by over $45 million from $130.3 million in 2011-2012 to $176.0 million in 2015-2016.
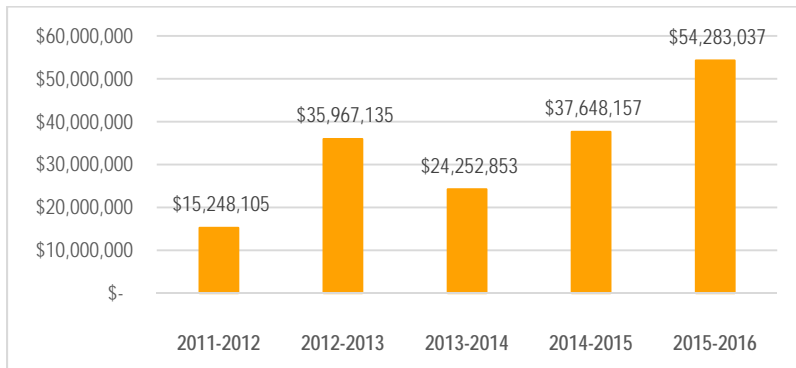
Data Source:

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

Crosswalk: IEPI metric #3

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. 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.

3.2 CASH BALANCE

Data Source:

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

Crosswalk: IEPI metric #4

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016.

In 2015-2016, the unrestricted and restricted general fund cash balance has increased by over $16 million when compared with the cash balance in the previous year.

3.3 FUND BALANCE RATIO
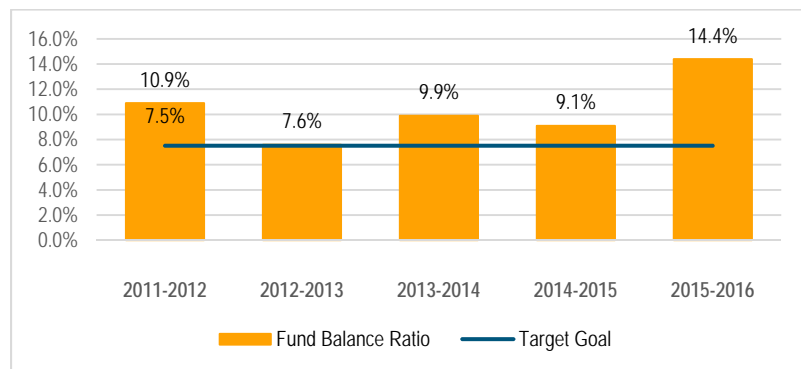
The College ended the 2015-2016 fiscal year with a fund balance ratio of 14.4%, 6.9% above the target goal of 7.5%.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Expenditures & Transfers	$139,096,992	$138,533,415	$141,494,606	$150,646,540	$165,888,572
General Fund Balance	$15,137,372	$10,520,810	$13,971,779	$13,781,577	$23,925,591
Fund Balance Ratio	10.9%	7.6%	9.9%	9.1%	14.4%

The size of the general fund balance has increased by approximately $8.8 million over the last five fiscal years. In the most recent fiscal year, the fund balance ratio was 14.4%, an increase of 4.7% over the prior year.

Target Goal:

Based on the recommendations of the Board of Trustees, a target goal of 7.5% fund balance ratio was set.
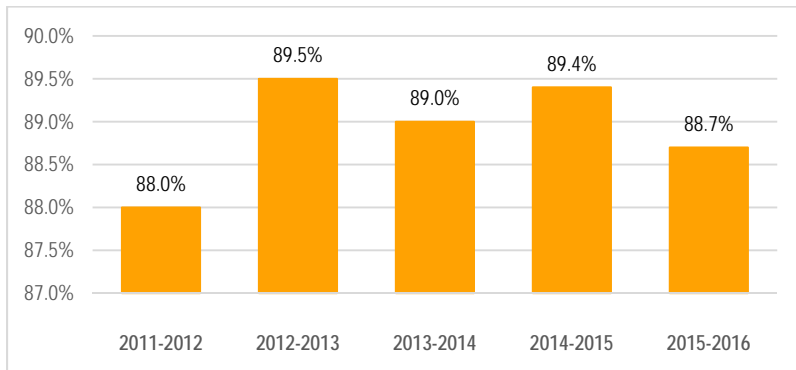
Data Source:

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

Crosswalk: IEPI metric #1

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. 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.

3.4 SALARY AND BENEFITS

Data Source:

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

Crosswalk: IEPI metric #2

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016.

In 2015-2016, the percentage of unrestricted general fund expenditures spent on salaries and benefits was 88.7%, a decrease of 0.7% over the prior year.

3.5 NON-RESIDENT TUTITION REVENUE/INTENSIVE ENGLISH
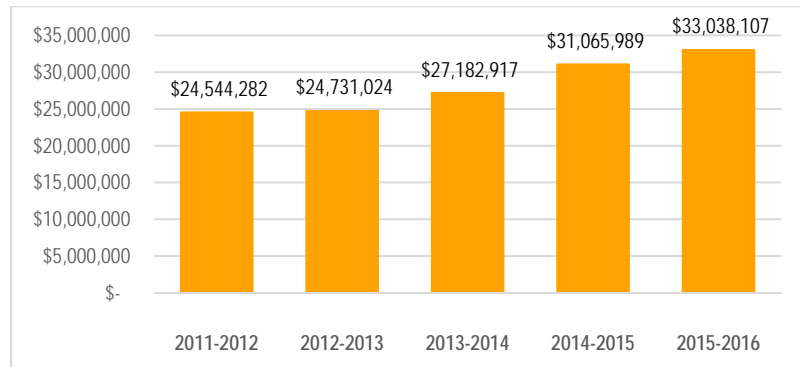
The total dollars in revenue from non-resident and Intensive English tuition experienced an upward trend over the last five fiscal years which may be partly attributed to the increase in fees charged per unit for non-resident students. In 2011-2012, the non-resident tuition was $239 per unit (including enrollment fees); the cost increased to $249, $269, and $279 per unit for the 2012-2013, 2013-2014, and 2014-2015 years, respectively. The non-resident tuition increased to $289 per unit (including enrollment fees) in 2015-2016.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Non-Resident Revenue	$24,544,282	$24,731,024	$27,182,917	$31,065,989	$33,038,107
Total Revenues & Transfers	$130,256,518	$133,916,853	$144,945,575	$150,456,338	$176,032,586
% Non-Resident Revenue	18.8%	18.5%	18.8%	20.6%	18.8%

In 2015-2016, revenue from non-resident tuition accounted for 18.8% of all revenues and transfers, a decrease of 1.8% when compared to the prior year.
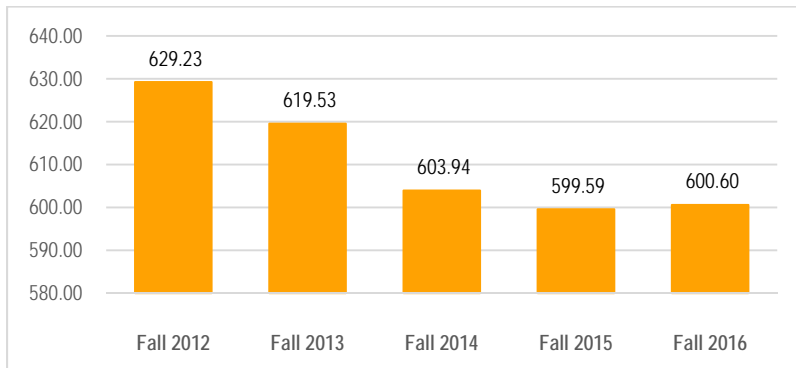
Data Source:

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. 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.

3.6 WSCH/FTEF

Over the last five fall semesters, the College experienced a decrease of 28.63 WSCH/FTEF. However, the WSCH per FTEFs each fall semester suggest that the College is efficient or productive in terms of managing the cost of instruction and revenue from FTES achieving WSCH/FTEF values of 560 or higher (a WSCH/FTEF of 560 represents an average class size of 35 or minimum efficiency).

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
WSCH	394,297	386,444	382,959	391,057	396,885
FTEF	626.63	623.77	634.10	652.20	660.82
WSCH/FTEF	629.23	619.53	603.94	599.59	600.60

The decrease in WSCH/FTEF in recent years may be attributed to the increase in FTEF.
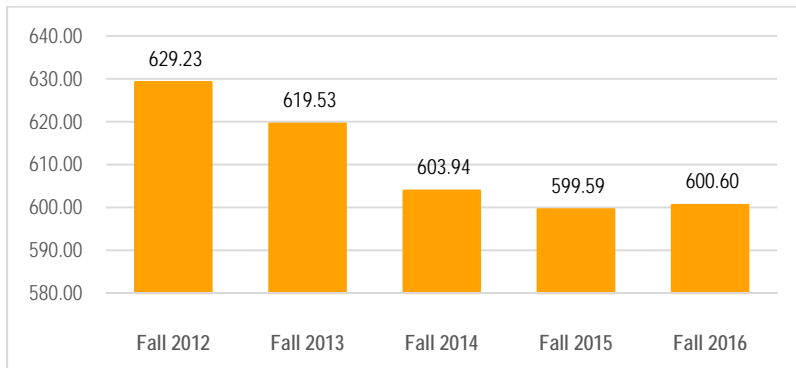
Data Source:

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 fall terms 2012, 2013, 2014, 2015, and 2016. 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.

3.7 FTES

Data Source:

The data were obtained from the Institutional Effectiveness Partnership Initiative (IEPI) Framework of Indicators.
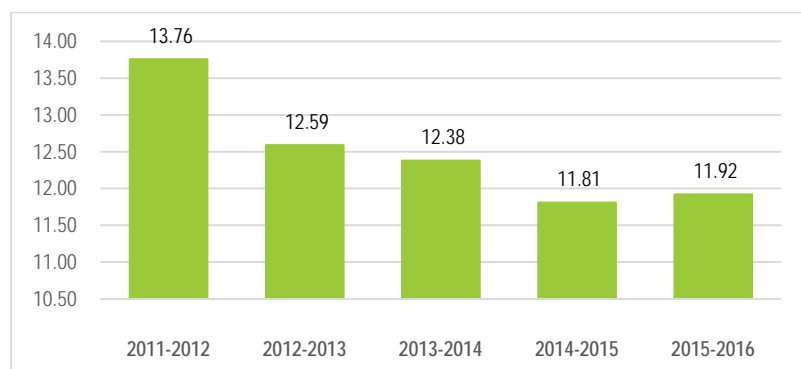
Crosswalk: IEPI metric #30

Methodology:

Full-time Equivalent Students (FTES) is the annual number of funded FTES. This indicator demonstrates the College's primary source of unrestricted general fund revenue. The FTES value is calculated by summing the total hours in all enrollment records (credit and non-credit) divided by 525. All enrollments in classes eligible for state apportionment funding are included. However, this methodology is not the same as the methodology used to calculate FTES for the CCFS-320 report.

Over the last five fall semesters, the College experienced a decrease of 28.63 WSCH/FTEF. However, the WSCH per FTEFs each fall semester suggest that the College is efficient or productive in terms of managing the cost of instruction and revenue from FTES achieving WSCH/FTEF values of 560 or higher (a WSCH/FTEF of 560 represents an average class size of 35 or minimum efficiency).

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
WSCH	394,297	386,444	382,959	391,057	396,885
FTEF	626.63	623.77	634.10	652.20	660.82
WSCH/FTEF	629.23	619.53	603.94	599.59	600.60

The decrease in WSCH/FTEF in recent years may be attributed to the increase in FTEF.

COLLEGE INFRASTRUCTURE IE INDICATORS

Sustainable Physical Environment Goal:

Apply sustainable practices to maintain and enhance the College's facilities and infrastructures including grounds, buildings, and technology.

4.1 ELECTRICITY USAGE (KWH) 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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. The data reflect 45 weeks of academic operation (classes in session) and 49 weeks of overall operation.

Over the last five years, the electricity consumption by square foot decreased by 1.84 kWh/sq. foot, from 13.76 kWh/sq. foot in 2011-2011 to 11.92 kWh/sq. foot in 2015-2016. During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of energy consumption since 2011-2012. 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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Energy Usage (kWh)	14,520,011	13,282,472	13,806,906	12,725,123	12,570,840
Square Foot	1,055,381	1,055,381	1,115,581	1,077,087	1,054,930
Usage by Sq. Foot	13.76	12.59	12.38	11.81	11.92

The College consumed less electricity year-over-year for the last five years.
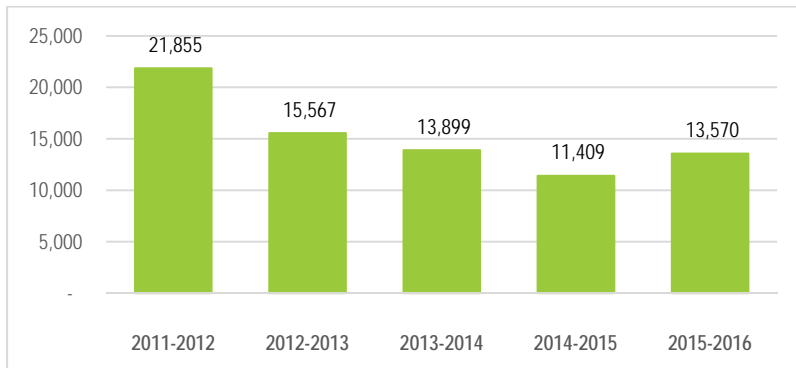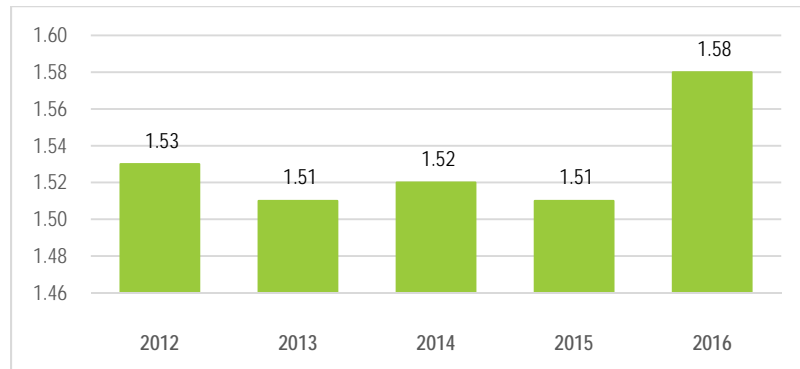
4.2 GAS USAGE (BTU) BY SQ. FOOT

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 2011-2012, 2012-2013, 2013-2014, 2014-2015, and 2015-2016. The data reflect 45 weeks of academic operation (classes in session) and 49 weeks of overall operation.

Over the last five years, the gas consumption by square foot decreased by 8,285 BTU/sq. foot, from 21,855 kWh/sq. foot in 2011-2012 to 13,570 BTU/sq. foot in 2015-2016. During the 2012-2013 fiscal year, Santa Monica College implemented an energy conservation project which explains the reduction of energy consumption since 2011-2012. 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.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Gas Usage (BTU)	23,065,200,000	16,428,900,000	15,505,600,000	12,288,000,000	14,315,700,000
Square Foot	1,055,381	1,055,381	1,115,581	1,077,087	1,054,930
Usage by Sq. Foot	21,855	15,567	13,899	11,409	13,570

Gas usage decreased steadily from 2011-2012 to 2014-2015, but increased in 2015-2016.

4.3 AVERAGE VEHICLE RIDERSHIP (AVR) FOR EMPLOYEES

In 2016, the average vehicle ridership (AVR) for employees improved by 0.7 employees per vehicle when compared to the prior year's AVR, from 1.51 in 2015 to 1.58 in 2016. The employee AVR falls short of the target of 1.75 AVR set by the City of Santa Monica.

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 was 1.5 persons per vehicle. The target is mandated by the City of Santa Monica. In 2017, the target increased to 1.75 based on business proximity to the new extension of the Metro Expo train line and other forms of transit.

4.4 AVERAGE VEHICLE RIDERSHIP (AVR) FOR STUDENTS
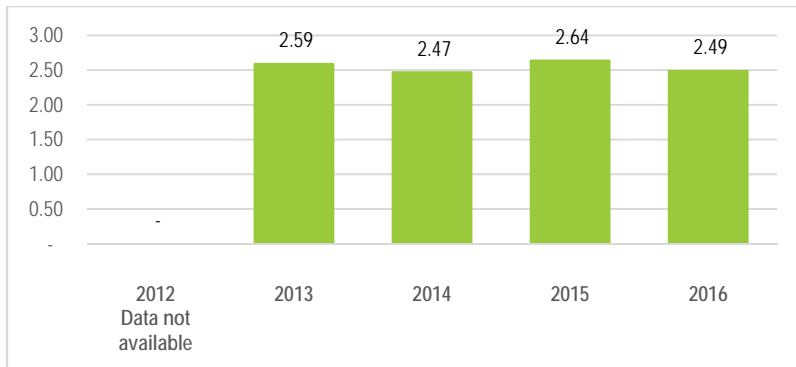
The ratio of students to vehicles arriving on campus has remained relatively stable over the last four years (average = 2.55). In 2016, the student AVR was 2.49 students per vehicle, a decrease of 0.15 when compared with the AVR in 2015.

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).
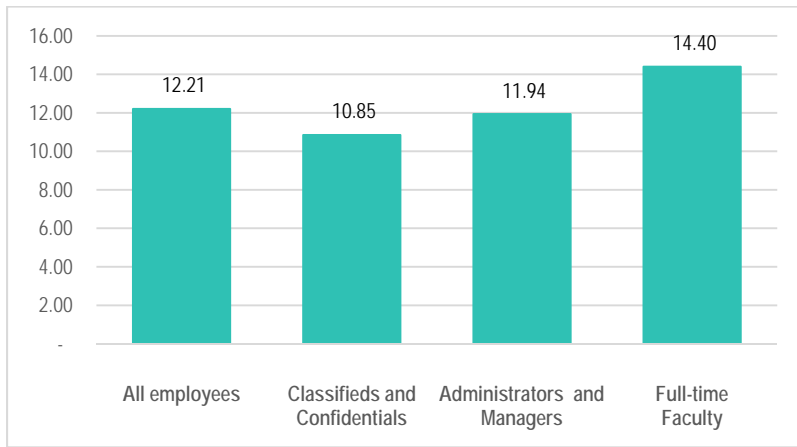
Denominator:
The denominator includes the total number of vehicles driven to the campus by students in the numerator during the same period and same survey week. For example, if 50 vehicles were driven to the campus each weekday (Monday through Friday) by the students in the numerator, the denominator would be 250 (50 vehicles on Monday plus 50 vehicles on Tuesday plus 50 vehicles on Wednesday, and so on).

COLLEGIALITY
IE INDICATORS

Supportive Collegial Environment Goal:

Employ decision-making and communication processes that respect the diverse needs of the entire college community.

5.1 AVERAGE LENGTH OF SERVICE

Data Source:

The data were obtained from the Office of Management Information Systems (MIS).

Methodology:

Average length of service was calculated for each full-time employee (40 hours) by determining the total numbers of year served as a full-time employee as of March 2017, and rounding up to the nearest whole number. For example, and employee who started working at the College in July 2010 was counted as having served 8 total years (7.67 years is rounded to 8 years).

As of March 2017, full-time employees were employed full-time at the College an average of 12.21 years. Classified and confidential staff had an average length of service of 10.85, lower than when compared to administrators/managers and full-time faculty (11.94 and 14.40 years, respectively).
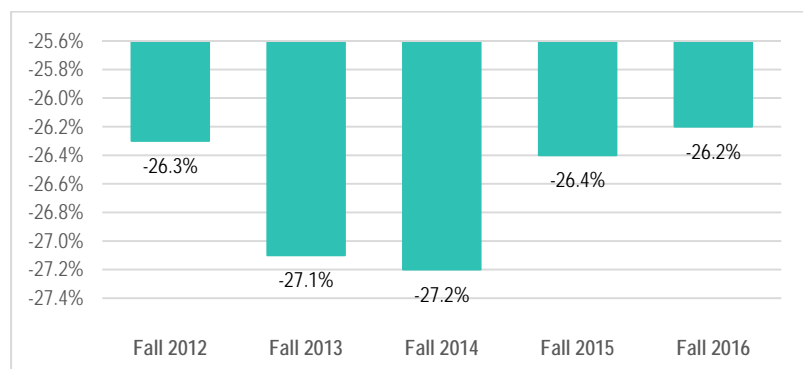
5.2 FACULTY DIVERSITY GAP

Data Source:

The data were obtained from the California Community College Chancellor's Office Data Mart: http://datamart.cccco.edu.

Methodology:

The faculty diversity gap was calculated by subtracting the percentage of credit students enrolled in fall terms identified as being a member of a historically underrepresented race/ethnicity minority group (URM) by the percentage of part-time and full-time faculty who were from the same groups in the same term. Negative values indicate that a "diversity gap" exists in terms of minority faculty.

The following race/ethnicity groups were identified as being historically underrepresented in higher education:
- Black/African American
- Latino/Hispanic
- Native American/Alaskan Native

The gap between the percentage of faculty (both full and part-time) who are from historically underrepresented groups and the percentage of credit students who are from the same groups has remained steady around 26 to 27% in the last five fall terms.

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Credit Students (N)	30,260	30,000	30,159	30,619	30,830
Black	9.6%	9.2%	9.1%	9.2%	9.0%
Hispanic	35.8%	37.4%	38.5%	39.0%	39.9%
Native American	0.3%	0.2%	0.2%	0.2%	0.2%
Other groups	54.3%	53.1%	52.2%	51.6%	50.9%
Total URM	45.7%	46.9%	47.8%	48.4%	49.1%
Full-time Faculty (N)	316	306	309	324	330
Black	11.7%	11.8%	11.3%	11.1%	11.8%
Hispanic	13.6%	14.7%	14.9%	15.4%	14.5%
Native American	0%	0%	0%	0%	0%
Other groups	74.7%	73.5%	73.8%	73.5%	73.6%
Part-time Faculty (N)	955	1,050	1,062	1,081	1,091
Black	7.5%	7.5%	8.1%	8.3%	9.0%
Hispanic	9.8%	10.2%	10.7%	12.0%	12.7%
Native American	0.1%	0.1%	0.1%	0.3%	0.1%
Other groups	82.5%	82.2%	81.1%	79.4%	78.2%
FT and PT Faculty Total URM	19.4%	19.8%	20.6%	22.0%	22.9%
Gap: Faculty URM - Student URM	-26.3%	-27.1%	-27.2%	-26.4%	-26.2%

The proportion of students who were from underrepresented racial minority (URM) groups increased by 3.4% in the last five fall terms, largely due to the increase in the Hispanic population. During the same period, the full-time faculty population got slightly more diverse (small increase in the Hispanic population). The part-time faculty population got more diverse, experiencing an increase of 1.5% and 2.9% in the percentage of Black and Hispanic faculty, respectively, over the last five fall semesters.