

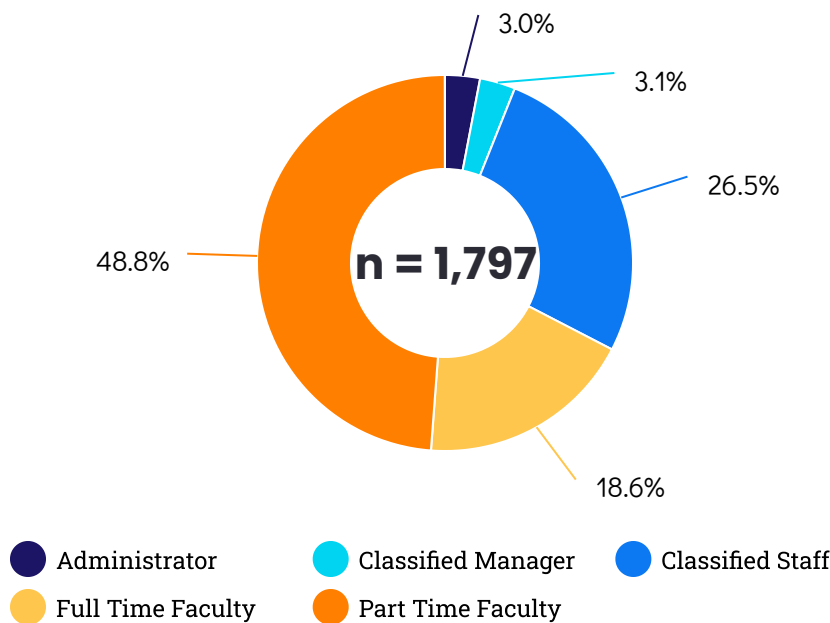


Metric Group 7: College Community

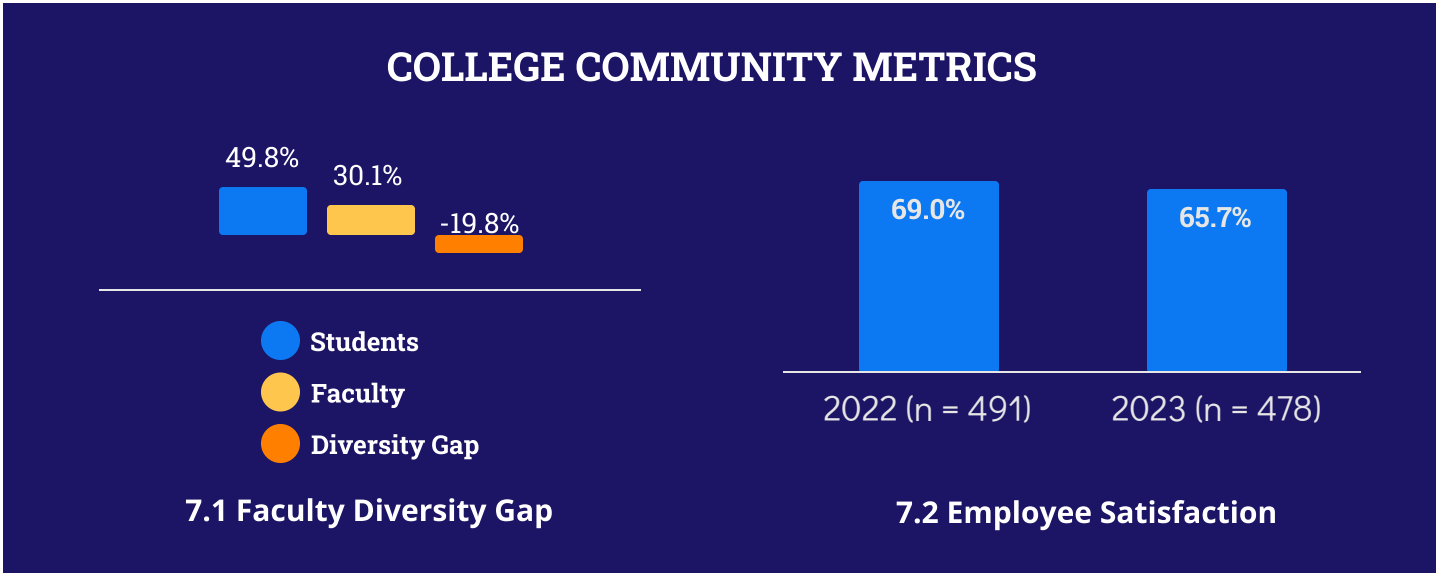


Chapter 7: College Community

Chapter Seven focuses on Santa Monica College’s employee community, which includes a diverse group of faculty, staff, and administrators who bring a wide range of skills, expertise, and lived experiences. Together, they shape the campus climate and play a vital role in supporting student learning and success. The chart below presents the demographic breakdown of employees in Fall 2024. This chapter includes two metrics: the first compares the racial/ethnic diversity of faculty to that of the student population, recognizing that faculty diversity positively influences student engagement, belonging, and academic achievement. The second is a newer measure that captures employee satisfaction, assessed through a collegewide survey, to inform strategies for improving workplace culture and institutional effectiveness.



Source: California Community Colleges Chancellor's Office Data Mart



7.1 Faculty Diversity Gap

Description: The faculty diversity gap is calculated by subtracting the percentage of credit students enrolled in a Fall term who identify as members of historically underrepresented racial/ethnic groups (URGs) from the percentage of full-time and part-time faculty from those same groups in the same term. Negative values indicate a "diversity gap", meaning that historically underrepresented groups are less represented among faculty than among the student population.

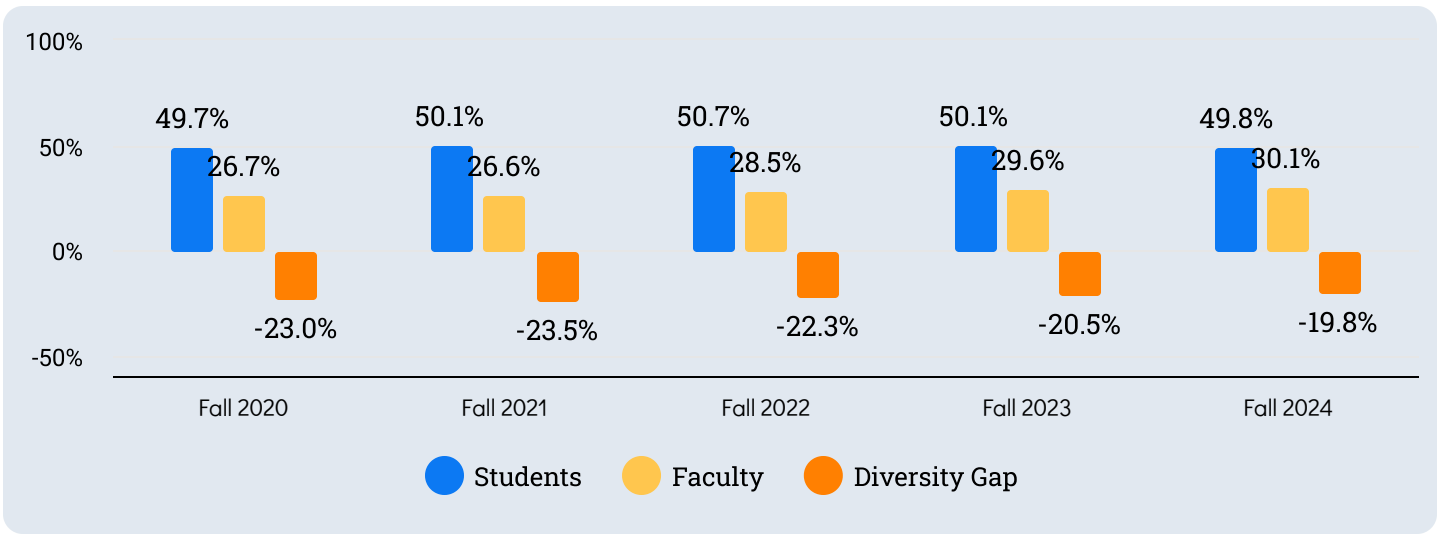
For this metric, historically underrepresented racial/ethnic groups are defined as:

- Black/African American
- Latine/Hispanic
- Native American/Alaskan Native
- Pacific Islander/Hawaiian Native

These groups have faced systemic barriers to access, persistence, and completion in higher education due to long-standing structural racism, socioeconomic inequality, and exclusionary policies and practices. At Santa Monica College, they also continue to experience the largest equity gaps in key student outcome metrics, underscoring the importance of addressing representation among faculty to better support student success and belonging.

Data Source: SMC Office of Institutional Research/Chancellor's Office MIS, [CCCCO Data Mart](#)

TRENDS ACROSS YEARS (7.1)



On average, historically underrepresented racial/ethnic groups (Black, Latine, Native American, and Pacific Islander) comprised approximately half of credit-enrolled students in Fall terms over the past five years. In contrast, these groups represented less than 30% of faculty. However, the proportion of faculty from historically underrepresented groups increased by 3.3 percentage points during this period, narrowing the racial/ethnic diversity gap from -23.0% in Fall 2020 to -19.8% in Fall 2024, a 3.2 percentage point improvement.



FALL 2024 STUDENT AND FACULTY POPULATION BY RACE/ETHNICITY (7.1)

Race/Ethnicity	Part-Time Faculty	Full-Time Faculty	Total Faculty	Credit Students	Faculty Diversity Gap (Faculty - Students)
Asian	12.0% (n = 105)	14.1% (n = 47)	12.6% (n = 152)	8.0% (n = 1,888)	+4.6%
Black/African American	9.9% (n = 87)	11.7% (n = 39)	10.4% (n = 126)	9.3% (n = 2,175)	+1.1%
Latine (Hispanic)	18.0% (n = 158)	21.3% (n = 71)	18.9% (n = 229)	40.3% (n = 9,471)	-21.4%
Native American	0.1% (n = 1)	0.0% (n = 0)	0.1% (n = 1)	0.1% (n = 27)	0.0%
Pacific Islander	0.7% (n = 6)	0.6% (n = 2)	0.7% (n = 8)	0.1% (n = 27)	+0.6%
Two or More Races	1.4% (n = 12)	1.8% (n = 6)	1.5% (n = 18)	5.3% (n = 1,246)	-3.8%
White	52.2% (n = 467)	48.2% (n = 161)	51.9% (n = 628)	27.0% (n = 6,329)	+24.9%
Unknown	4.7% (n = 41)	2.4% (n = 8)	4.0% (n = 49)	9.9% (n = 2,317)	-5.9%
Total	100.0% (n = 877)	100.0% (n = 334)	100.0% (n = 1,211)	100.0% (n = 23,480)	--

A closer look at the data reveals that the Latine group contributes most significantly to the faculty diversity gap. In Fall 2024, Latine students made up 40.3% of the credit student population, yet only 18.0% of part-time faculty and 21.3% of full-time faculty, 18.9% overall, resulting in a diversity gap of -21.4%. In contrast, Black faculty are slightly overrepresented relative to their student population (+1.1%), Native American representation is proportionate, and Pacific Islander faculty are slightly overrepresented (+0.6%), though both groups have small numbers.

White faculty remain significantly overrepresented, comprising 51.9% of all faculty compared to 27.0% of students. Asian faculty are also overrepresented, comprising 12.6% of faculty compared to 8.0% of students. **These disparities highlight the ongoing need for equity-minded hiring, retention, and professional development practices that foster a faculty more reflective of the College's racially and ethnically diverse student body.**

7.2 Employee Satisfaction

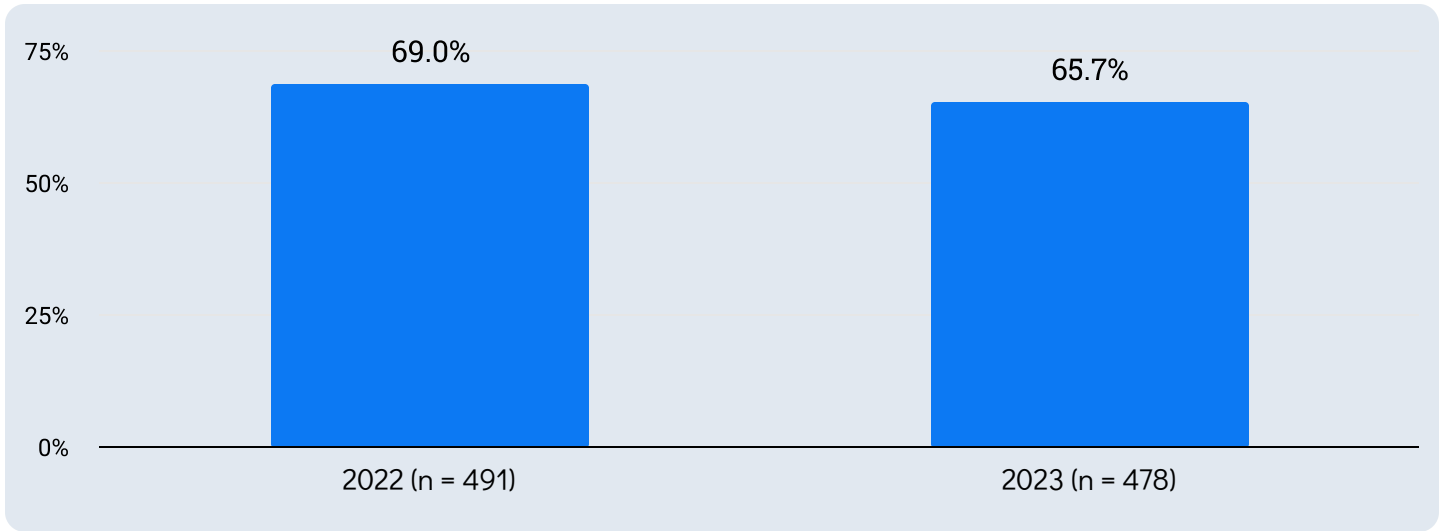
Description: The percentage of employees who selected “Very satisfied” or “Satisfied” in response to the question, “How satisfied are you in your job at SMC?” as part of the Big Annual Employee Survey.

The survey was developed in 2022 through a collaborative effort involving Human Resources, the Institutional Effectiveness Committee, the Equity Steering Committee, the District Planning Advisory Council Human Resources Subcommittee the Professional Development Committee (Faculty), the Classified Professional Development Committee, and the Equity, Pathways, and Inclusion Division. Its purpose is to better understand employees’ experiences working at Santa Monica College and to identify the support needed to help them thrive.

The 2024 survey cycle was paused in response to a series of campus and community crises. These included a critical employee-related incident on campus during the planned administration period, followed shortly by the Palisades fires, which significantly impacted members of the SMC community. In light of these events, institutional efforts appropriately shifted to emergency response, healing, and support.

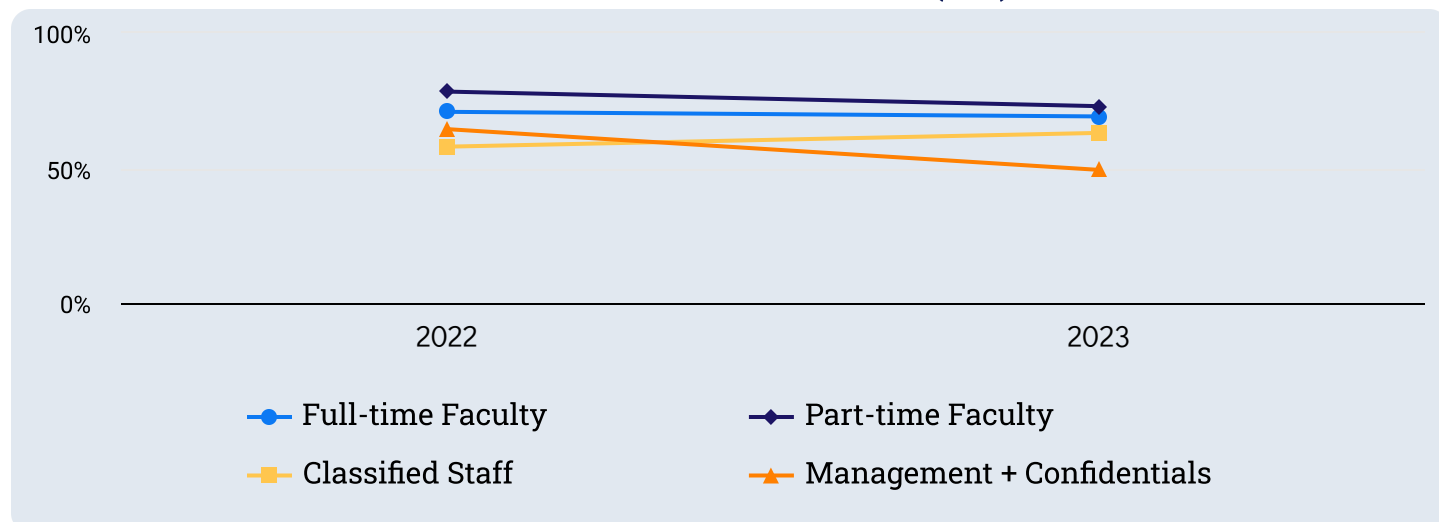
Data Source: SMC Office of Institutional Research

TRENDS ACROSS YEARS (7.2)



On average, over two-thirds of SMC employees who responded to the survey indicated they were satisfied or very satisfied in their job, reflecting a generally positive workplace climate and a strong foundation for continued efforts to enhance employee engagement, support, and retention. However, job satisfaction declined by 3.3 percentage points from 2022 to 2023, dropping from 69.0% to 65.7%.

DATA DISAGGREGATED BY EMPLOYEE GROUP (7.2)



Employee Group	2022	2023
Full-Time Faculty	70.8% (n = 137)	69.1% (n = 136)
Part-Time Faculty	78.3% (n = 157)	72.9% (n = 140)
Classified Staff	57.9% (n = 145)	63.0% (n = 119)
Managers + Confidentials	64.4% (n = 45)	49.3% (n = 67)

Disaggregated employee satisfaction results reveal notable differences across employee groups. Faculty consistently reported the highest levels of job satisfaction, with over seven in ten indicating they were satisfied or very satisfied in both years. In 2023, 72.9% of part-time faculty and 69.1% of full-time faculty reported satisfaction. Notably, part-time faculty reported higher satisfaction than full-timers, though their survey response rate was much lower, only 16.1% of part-timers responded, compared to 40.6% of full-timers, which limits the representativeness of their results.

Classified staff reported lower satisfaction than faculty, but their results improved between 2022 and 2023, from 57.9% to 63.0%, a 5.1 percentage point increase. However, their response rate dropped from 31.9% in 2022 to 25.0% in 2023, which may affect the reliability of year-over-year comparisons.

The Managers and Confidentials group reported the lowest satisfaction in 2023, with only 49.3% expressing satisfaction, a 15.1 percentage point drop from 64.4% in 2022. Despite this decline, their response rate increased significantly, from 47.9% to 67.7%, giving more weight to the 2023 results. This downward trend suggests a need to examine workplace climate and support structures for this group.