Santa Monica College

Institutional Effectiveness Report 2025

Prepared by the Office of Institutional Research
August 2025

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Introduction & Background

Institutional Effectiveness (IE) is the systematic and continuous process through which Santa Monica College (SMC) assesses the extent to which it fulfills its mission, goals, and strategic objectives.

> At its core, the purpose of institutional effectiveness is to advance educational quality, promote equity, and drive continuous improvement across the College.

SMC's IE process involves the regular compilation, review, and analysis of key performance metrics that reflect student access, learning, progress, completion, and post-college outcomes. These metrics are benchmarked against both minimum expectations, referred to as "institution-set standards (ISS)" by the Accrediting Commission for Community and Junior Colleges (ACCJC), and aspirational target goals aligned with the College's long-term vision.

The Institutional Effectiveness Report is produced annually and serves as a transparent, high-level summary of the College's performance on these metrics. The report is organized around thematic metric groups such as access and enrollment, progress and momentum, degree and certificate completion, and employment outcomes.

Each year, the Academic Senate Joint Institutional Effectiveness Committee (IE Committee) reviews the selected metrics, evaluates progress, and recommends updates to the metrics and goals based on emerging trends and the College's evolving priorities. This iterative process ensures that institutional effectiveness remains a dynamic and responsive tool for organizational learning and accountability.

This year's report provides an overview of SMC's performance on key student learning, success, and equity metrics and analyzes the College's progress toward its 2028 goals. The findings are intended to support campus-wide dialogue, inform planning and resource allocation, and guide institutional strategies for improvement.

Organization of the Report

To provide a coherent and holistic view of institutional effectiveness, the metrics in this report are organized to reflect the key stages of a student's educational journey at SMC, as well as the broader community and institutional context in which learning occurs. This structure helps the College monitor how students enter, progress through, and ultimately complete their educational goals, while also recognizing the importance of the systems and people that support their success.

The metric groupings are as follows:

Metric Groupings by Student and Institutional Journey

Group 1: Progress & Momentum

This section captures early indicators of student academic progression and engagement. Metrics include credit accumulation, course success rates, and retention (persistence) between terms. These are foundational momentum points that help predict long-term student achievement.

Group 2: Transfer-Level Math & English Completion

Recognizing the importance of early completion of gateway courses, this section focuses on the percentage of first-time college students who complete transfer-level math and English within their first academic year. This is a key metric for closing equity gaps and accelerating progress toward degree completion.

Group 3: Degree and Certificate Completion

This section highlights the number and rate of students who complete associate degrees and certificates. It includes measures of completion within three years and the total number of awards conferred annually. These metrics directly reflect SMC's ability to support students in reaching their educational goals.

Group 4: Employment Outcomes

Post-graduation success is measured through employment outcomes such as living wage attainment and employment in a related field of study. These indicators demonstrate how well SMC prepares students for the workforce and supports upward economic mobility.

Group 5: Transfer to Four-Year Institutions

This section focuses on the proportion of students who successfully transfer to a four-year college or university. It includes disaggregated data to evaluate transfer equity and effectiveness across student populations.

Group 6: Community & Student Support

Beyond academics, student success is influenced by access to financial resources, support programs, and a sense of connection to the college community. This section includes metrics primarily focused on financial aid access.

Group 7: College Community

Recognizing that institutional effectiveness also depends on the people who support students, this final section examines employee-focused metrics such as staff and faculty diversity and employee satisfaction.

Data Disaggregation

At SMC, a central component of institutional effectiveness is the intentional use of disaggregated data to identify and address racial equity gaps in student outcomes. Whenever possible, all student success metrics in this report are disaggregated by race/ethnicity. This allows the College to monitor disparities in outcomes and evaluate whether all student groups are equitably supported in achieving their educational goals.

To measure disproportionate impact, SMC uses the Percentage Point Gap – 1 (PPG-1) methodology, the official method recommended by the California Community Colleges Chancellor's Office. PPG-1 identifies equity gaps by comparing the outcome rate for a particular student group (e.g., Black/African American or veteran or first-generation college) to the overall average for all other students combined (e.g., non-Black/African American or non-veterans or non-first-generation college). If the gap exceeds the margin of error or is negative (i.e., the group is performing worse than average), the group is identified as experiencing disproportionate impact. This method helps ensure that equity gaps are identified in a statistically valid and meaningful way, rather than relying on comparisons to institutional averages alone. For more information, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

Local Goal Setting Framework

In 2019, SMC's IE Committee established a local goal-setting framework for metrics included in the statewide accountability reports, grounded in the following core principles:

Focus on Racial Equity
Among all disaggregated student groups, the most persistent and significant equity gaps have been observed for racially minoritized students, particularly Black, Latine, and Native American/Alaskan Native students. As such, the IE process prioritizes monitoring and addressing equity gaps by race/ethnicity to ensure that improvements are both meaningful and just.

A Racial Parity-Based Goal Calculation
To avoid a "rising tide" scenario, where overall student success improves while equity gaps persist or widen, SMC adopted a race-conscious goal-setting method grounded in the principle of racial parity. The aspirational goal for a metric is set at the performance level of the highest performing racial/ethnic group. This benchmark represents the standard of success that all student groups should be supported in reaching. The assumption is that the highest group's success rate will remain steady, while the outcomes of other groups will improve until the equity gap is eliminated. This method affirms that disparities in outcomes are not the result of student deficiencies but reflect systemic barriers that the institution is committed to addressing.

Time-Bound Targets

The goals are tied to a fixed timeframe to promote a sense of urgency and support institutional accountability. For this report, the target goals are set to be achieved by the 2027–2028 Institutional Effectiveness reporting year.

Aspirational Yet Actionable

The goals are symbolic and designed to reflect SMC's aspirational commitment to eliminating racial equity gaps, not as rigid projections, but as catalysts to drive strategic investment, structural reform, and equity-minded practice across the institution.

The local goals are **revised every three years** to align with the Student Equity Plan planning cycle, ensuring that goal-setting remains responsive to changing conditions, updated data trends, and evolving institutional priorities. The most recent set of goals was developed by the IE Committee in 2025 as part of the planning process for the 2025–2028 Student Equity Plan. These goals are tied to a fixed target year, 2028, to promote urgency, accountability, and a shared institutional commitment to achieving equitable student outcomes.

In contrast, goals for ACCJC-required metrics are determined on an ad hoc basis and developed through in-depth discussion of the College's internal context and broader statewide landscape, rather than tied to the Student Equity Plan cycle.

Conclusion

The Institutional Effectiveness Report is both a reflection of SMC's progress and a tool for strategic planning and accountability. Guided by the College's mission, vision, and goals, the Academic Senate Joint Institutional Effectiveness Committee (IE Committee) analyzes collegewide performance across key student success, achievement, and equity metrics. The committee reviews progress toward aspirational targets and institution-set standards (minimum thresholds), identifies persistent equity gaps, and engages in inquiry to understand underlying trends and institutional conditions. Findings from this report directly inform the IE Committee's annual report to the District Planning and Advisory Council (DPAC), which includes recommendations for collegewide action plans.

> **SMC updates most of its target goals every three years to align with the Student Equity Plan. The current targets are set for achievement by 2028.**

Metric Legend

A majority of the metrics included in the SMC Institutional Effectiveness Report align with key statewide accountability frameworks. The legend below identifies which external reports serve as the source for each metric, with icons indicating the corresponding report where applicable. This alignment ensures that local metrics provide a consistent foundation for both statewide accountability and institutional improvement efforts.

 ACCJC

 California Adult Education Program

 Guided Pathways

 Strong Workforce Program

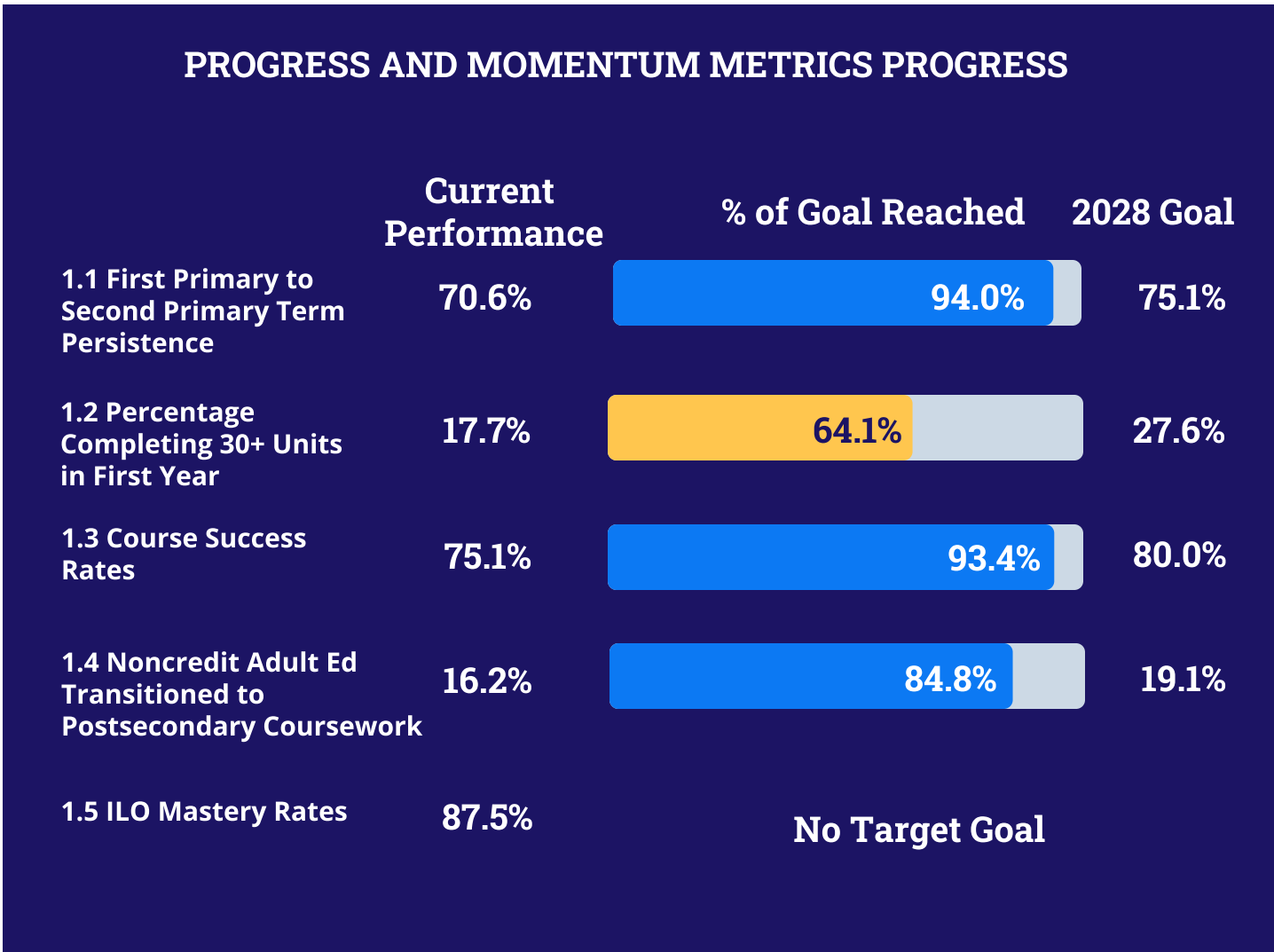 Student Centered Funding Formula

 Student Equity Plan

 Vision 2030

Metric Group 1:
Progress & Momentum

Chapter 1: Progress & Momentum

This chapter presents five key Progress and Momentum metrics that serve as early indicators of student engagement, academic progress, and institutional support, critical milestones on the path to completion and long-term success. These include: 1.1 First Primary to Second Primary Term Persistence, 1.2 Percentage of Students Completing 30 Units in the First Year, 1.3 Course Success Rates, 1.4 Noncredit Adult Education Transitioned to Postsecondary Coursework, and 1.5 Institutional Learning Outcomes (ILO) Mastery Rates.

These metrics are not only central to SMC's internal planning and goal setting, but also align with multiple external accountability frameworks, including accreditation standards (ACCJC), the California Adult Education Program (CAEP), the Guided Pathways framework, and the Student Equity and Achievement (SEA) Program. As such, they provide a comprehensive and integrated view of how well the institution is supporting students in building early momentum and progressing toward their educational goals. The chart below highlights SMC's most recent performance on these metrics and tracks the College's progress toward its 2028 target goals.

PROGRESS AND MOMENTUM METRICS PROGRESS

	Current Performance	% of Goal Reached	2028 Goal
1.1 First Primary to Second Primary Term Persistence	70.6%	94.0%	75.1%
1.2 Percentage Completing 30+ Units in First Year	17.7%	64.1%	27.6%
1.3 Course Success Rates	75.1%	93.4%	80.0%
1.4 Noncredit Adult Ed Transitioned to Postsecondary Coursework	16.2%	84.8%	19.1%
1.5 ILO Mastery Rates	87.5%	No Target Goal	

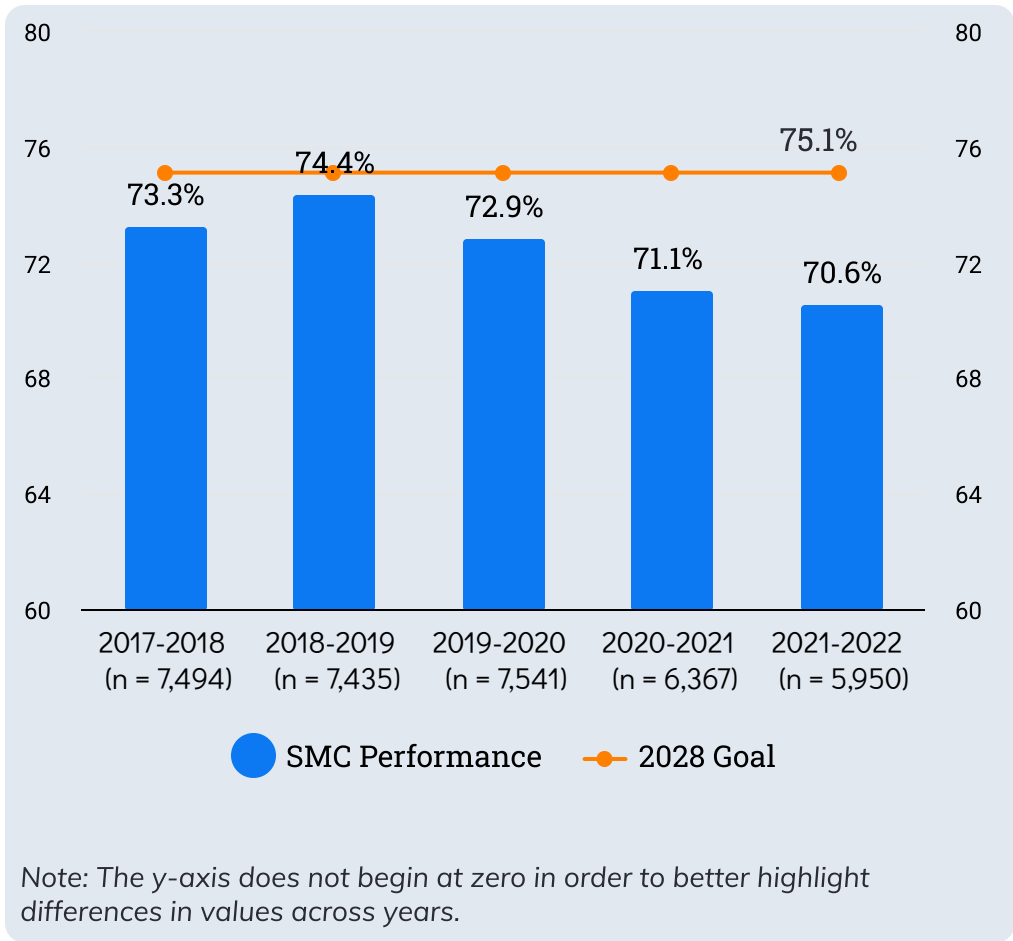# 1.1 First Primary to Second Primary Persistence

Description: The percentage of first-time in college (FTIC) credit students who persisted from their first primary term of enrollment at SMC to next primary term at any college.

Data Source: California Community College Chancellor's Office DataVista Metric 453C

Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.

TRENDS ACROSS YEARS (1.1)

Note: The y-axis does not begin at zero in order to better highlight differences in values across years.

On average, approximately seven in ten first-time in college (FTIC) students who begin at SMC re-enroll in the subsequent primary term, reflecting the college's overall persistence rate. This rate has gradually declined over the past five years, from a high of 74.4% for the 2018–2019 FTIC cohort to 70.6% for the 2021–2022 cohort. The downward trend in persistence coincides with a steady decline in the size of incoming FTIC cohorts during this period.

The **2025–2028 goal of 75.1%** for this metric was established by the Institutional Effectiveness Committee and is based on the 2021–2022 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.

DATA DISAGGREGATED BY RACE/ETHNICITY (1.1)
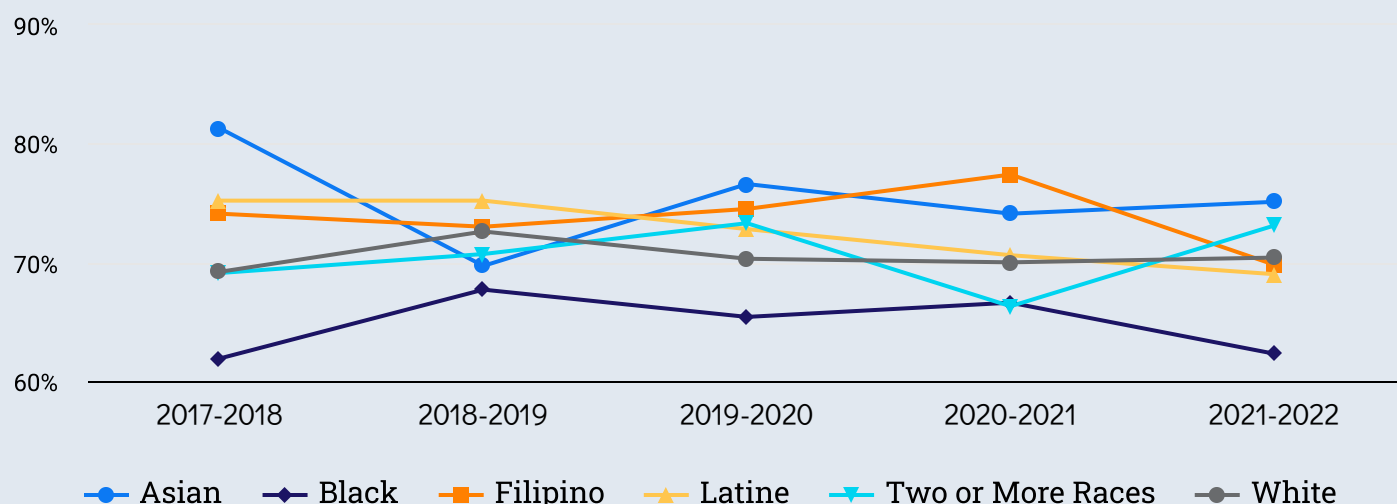
Note: The y-axis does not begin at zero in order to better highlight differences between groups. Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	81.3% (n = 1,040)	69.7% (n = 541)	76.6% (n = 482)	74.1% (n = 413)	75.1% (n = 418)
Black/African American	61.9% (n = 565)	67.7% (n = 569)	65.4% (n = 515)	66.6% (n = 470)	62.3% (n = 400)
Filipino	74.1% (n = 112)	73.0% (n = 122)	74.5% (n = 110)	77.4% (n = 84)	69.8% (n = 106)
Latine (Hispanic)	75.2% (n = 2,729)	75.2% (n = 2,761)	72.8% (n = 2,888)	70.6% (n = 2,766)	69.0% (n = 2,311)
Two or More Races	69.1% (n = 320)	70.7% (n = 311)	73.3% (n = 315)	66.3% (n = 326)	73.1% (n = 294)
White	69.2% (n = 2,035)	72.6% (n = 1,801)	70.3% (n = 1,642)	70.0% (n = 1,652)	70.4% (n = 1,511)

The chart shows five-year trends in first-time in college (FTIC) student persistence rates at SMC, disaggregated by race and ethnicity. Asian students consistently had the highest persistence rates, although they experienced a notable drop from 81.3% in 2017–2018 to 69.7% in 2018–2019 before stabilizing around 74–75% in recent years. Black students had the lowest persistence rates across all years, peaking at 67.7% in 2018–2019 but declining to 62.3% in 2021–2022. Persistence among Latine students remained relatively stable but showed a gradual decline from 75.2% to 69.0% over the five-year period. Meanwhile, students identifying as multiracial or White experienced fluctuations but ended with rates above 70% in 2021–2022. **Overall, the data reflect persistent equity gaps, particularly for Black and Latine students, and highlight the need for race-conscious strategies to support continued enrollment among racially minoritized students.**

EQUITY GAPS (PPG-1 VALUES) (1.1)
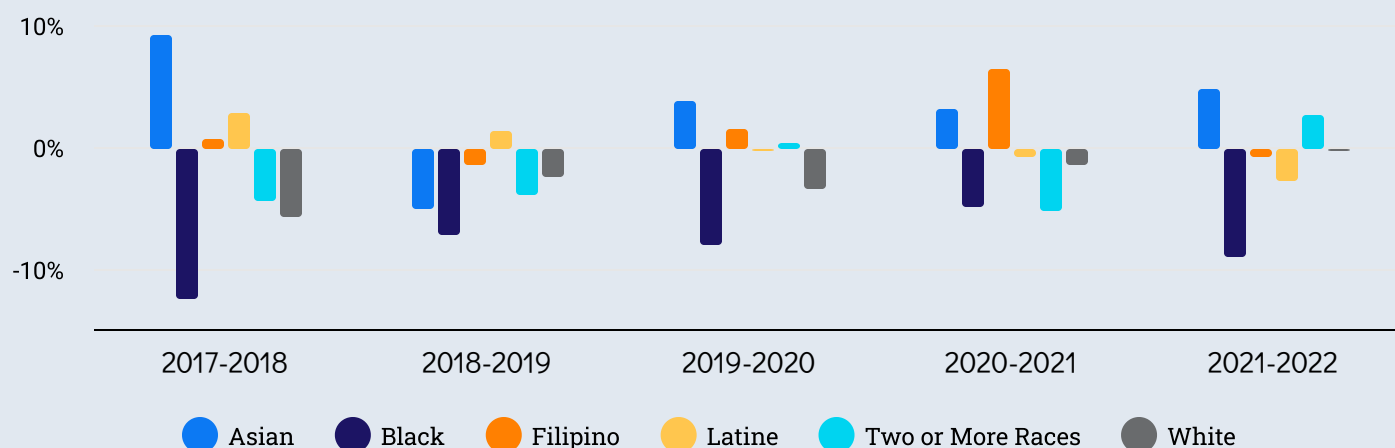
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	9.2% (n = 1,040)	-5.0% (n = 541)	3.9% (n = 482)	3.2% (n = 413)	4.9% (n = 418)
Black/African American	-12.3% (n = 565)	-7.2% (n = 569)	-8.0% (n = 515)	-4.8% (n = 470)	-9.0% (n = 400)
Filipino	0.8% (n = 112)	-1.4% (n = 122)	1.6% (n = 110)	6.4% (n = 84)	-0.8% (n = 106)
Latine (Hispanic)	2.9% (n = 2,729)	1.4% (n = 2,761)	-0.2% (n = 2,888)	-0.8% (n = 2,766)	-2.7% (n = 2,311)
Two or More Races	-4.4% (n = 320)	-3.8% (n = 311)	0.4% (n = 315)	-5.1% (n = 326)	2.7% (n = 294)
White	-5.6% (n = 2,035)	-2.3% (n = 1,801)	-3.4% (n = 1,642)	-1.4% (n = 1,652)	-0.3% (n = 1,511)

The PPG-1 (equity gap) data show persistent disparities in FTIC student persistence at SMC, with Black students experiencing the largest and most consistent negative gaps each year (ranging from -4.8% to -12.3%). While gaps for White students have steadily narrowed, from -5.6% in 2017–2018 to -0.3% in 2021–2022, gaps for Latine students have widened over time, shifting from a positive gap of +2.9% to a negative gap of -2.7% over the same period.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

# 1.2 Percentage of Students Completing 30 Units in First Year

⚠️

Description: The percentage of first-time in college (FTIC) credit students who successfully completed 30 or more degree-applicable semester units during their first year, including their first term of enrollment.

Data Source: California Community College Chancellor's Office DataVista Metric 458C

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (1.2)
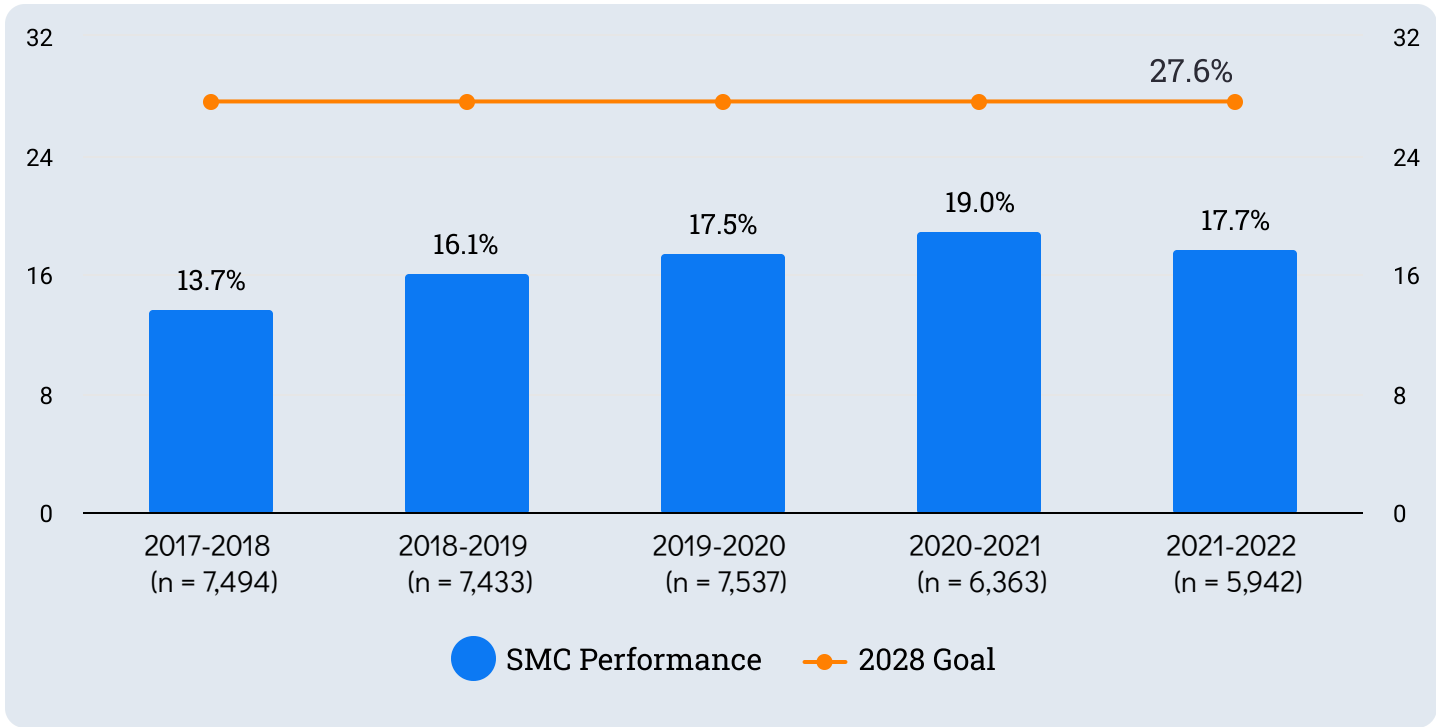
SMC's performance on the metric measuring the percentage of FTIC who completed 30 or more units within their first year has shown steady improvement from 13.7% in 2017–2018 to a peak of 19.0% in 2020–2021, followed by a slight decline to 17.7% in 2021–2022.

The **2025–2028 goal of 27.6%** for this metric was established by the Institutional Effectiveness Committee and is based on the 2021–2022 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups. While progress has been made, significant gains are still needed to reach this goal. The College is currently 9.9 percentage points away from meeting the goal.
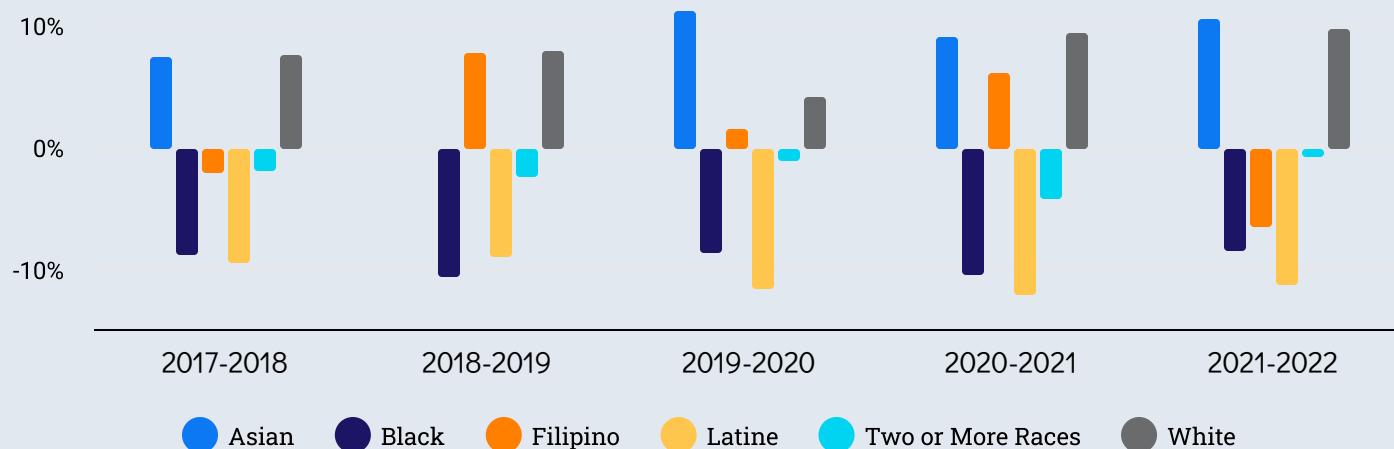
DATA DISAGGREGATED BY RACE/ETHNICITY (1.2)
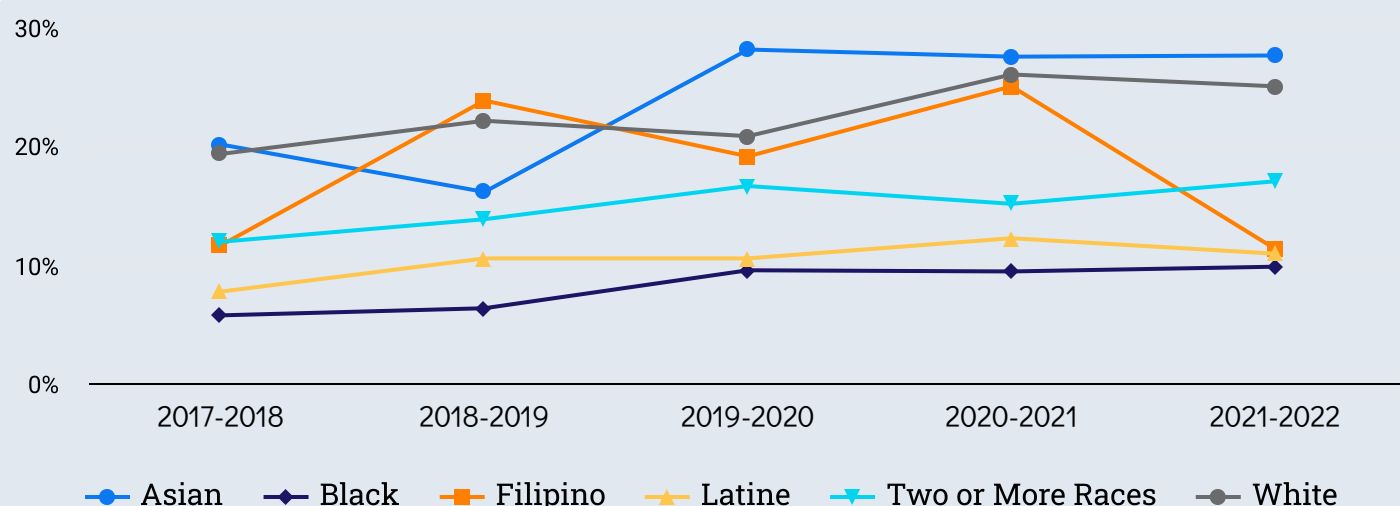
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	20.1% (n = 1,041)	16.1% (n = 541)	28.1% (n = 481)	27.5% (n = 411)	27.6% (n = 417)
Black/African American	5.7% (n = 565)	6.3% (n = 569)	9.5% (n = 515)	9.4% (n = 470)	9.8% (n = 399)
Filipino	11.6% (n = 112)	23.8% (n = 122)	19.1% (n = 110)	25.0% (n = 84)	11.3% (n = 106)
Latine (Hispanic)	7.7% (n = 2,729)	10.5% (n = 2,760)	10.5% (n = 2,888)	12.2% (n = 2,765)	10.9% (n = 2,310)
Two or More Races	11.9% (n = 320)	13.8% (n = 311)	16.6% (n = 314)	15.1% (n = 325)	17.0% (n = 294)
White	19.3% (n = 2,035)	22.1% (n = 1,800)	20.8% (n = 1,640)	26.0% (n = 1,652)	25.0% (n = 1,506)

The data show that while most racial/ethnic groups at SMC have made progress over the last five years in the percentage of FTIC completing 30 or more degree-applicable units in their first year, equity gaps remain. Asian and White students consistently had the highest completion rates, with Asian students reaching 27.6% and White students 25.0% in 2021–2022. In contrast, Black students had the lowest rates throughout the period, improving from 5.7% in 2017–2018 to 9.8% in 2021–2022, but still trailing behind other groups. Latine students showed more variable progress, improving from 7.7% to 10.9%. **While the overall trend reflects gains for many groups, the persistent gap between the highest- and lowest-performing groups. particularly Black and Latine students compared to Asian and White students, highlights the need for targeted, race-conscious strategies to promote equitable credit momentum.**

EQUITY GAPS (PPG-1 VALUES) (1.2)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	7.4% (n = 1,041)	0.0% (n = 541)	11.2% (n = 481)	9.1% (n = 411)	10.6% (n = 417)
Black/African American	-8.7% (n = 565)	-10.5% (n = 569)	-8.6% (n = 515)	-10.4% (n = 470)	-8.5% (n = 399)
Filipino	-2.1% (n = 112)	7.8% (n = 122)	1.6% (n = 110)	6.1% (n = 84)	-6.5% (n = 106)
Latine (Hispanic)	-9.5% (n = 2,729)	-8.9% (n = 2,760)	-11.5% (n = 2,888)	-12.1% (n = 2,765)	-11.2% (n = 2,310)
Two or More Races	-1.9% (n = 320)	-2.3% (n = 311)	-1.0% (n = 314)	-4.1% (n = 325)	-0.7% (n = 294)
White	7.7% (n = 2,035)	8.0% (n = 1,800)	4.2% (n = 1,640)	9.5% (n = 1,652)	9.8% (n = 1,506)

The PPG-1 data show persistent equity gaps in the percentage of FTIC students completing 30+ units in their first year, especially for Black and Latine students. Latine students consistently had the largest negative gaps (as low as -12.1%), followed by Black students (ranging from -8.5% to -10.5%). In contrast, Asian and White students consistently had strong positive gaps, while Filipino students showed more variability, ending with a negative gap in the most recent year.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".
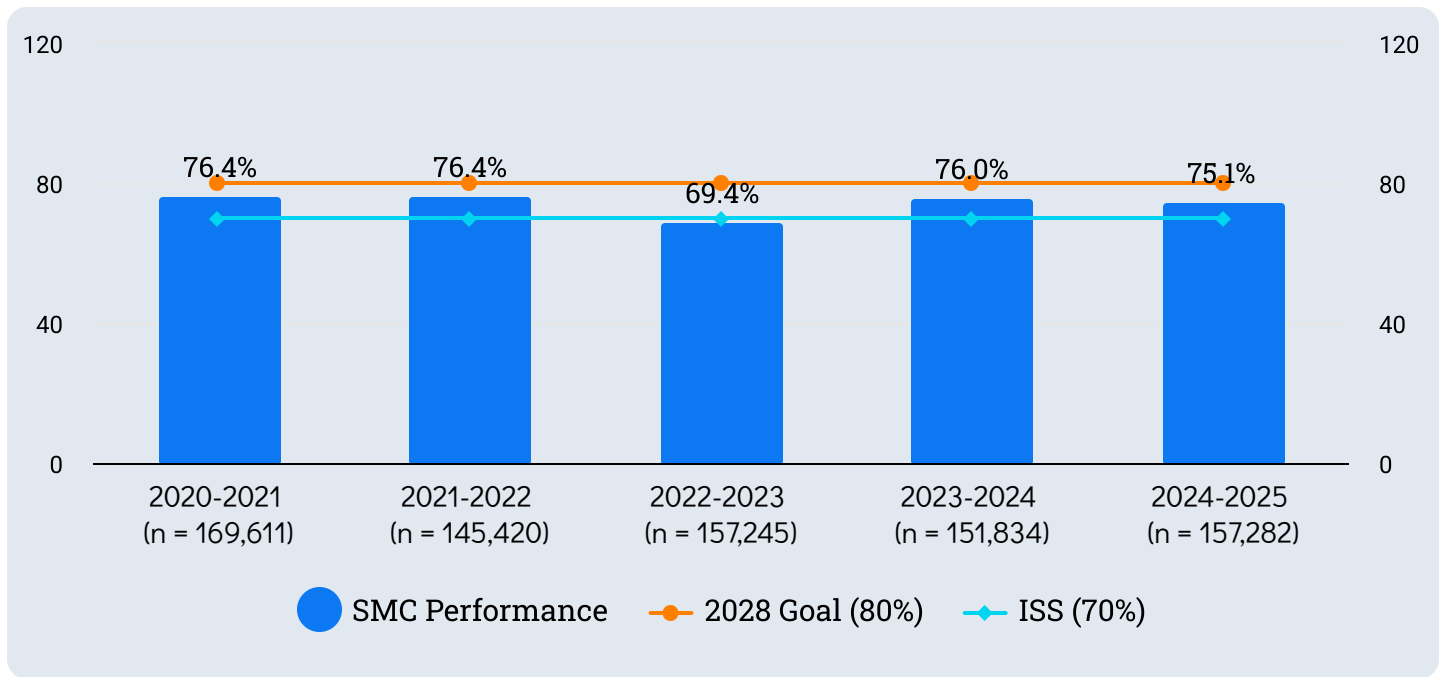
1.3 Course Success Rates

Description: The percentage of credit course enrollments ending in a successful grade (numerator: A, B, C, P) in the selected academic years. Course enrollments resulting in the following grades were included in the analyses (denominator): A, B, C, D, F, I, P, NP, W. The following grades were excluded from the analyses: EW (excused withdrawal), IP (in progress), and RD (report delayed).

Data Source: SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (1.3)

Credit course success rates at SMC have remained relatively stable over the past five years, averaging around 75%, with the exception of a dip in 2022-2023, when the rate dropped to 69.4%. This decline fell just below the institution-set standard of 70% and may be linked to a temporary decrease in EW or excused withdrawal grades. Since the onset of the COVID-19 pandemic, EW grades have been more widely used and are excluded from success rate calculations, which can inflate overall rates. In 2022-2023, however, there was a noticeable decline in EW usage as the state and College worked to clarify policies and implement new regulations, likely contributing to the drop in success rate that year. **The return to 76% in 2023-2024 and 75.1% in 2024-2025 reflects a recovery, but rates still fall short of the aspirational target of 80% set by the Institutional Effectiveness Committee, highlighting the need for continued focus on effective instructional practices and student support.**

DATA DISAGGREGATED BY RACE/ETHNICITY (1.3)
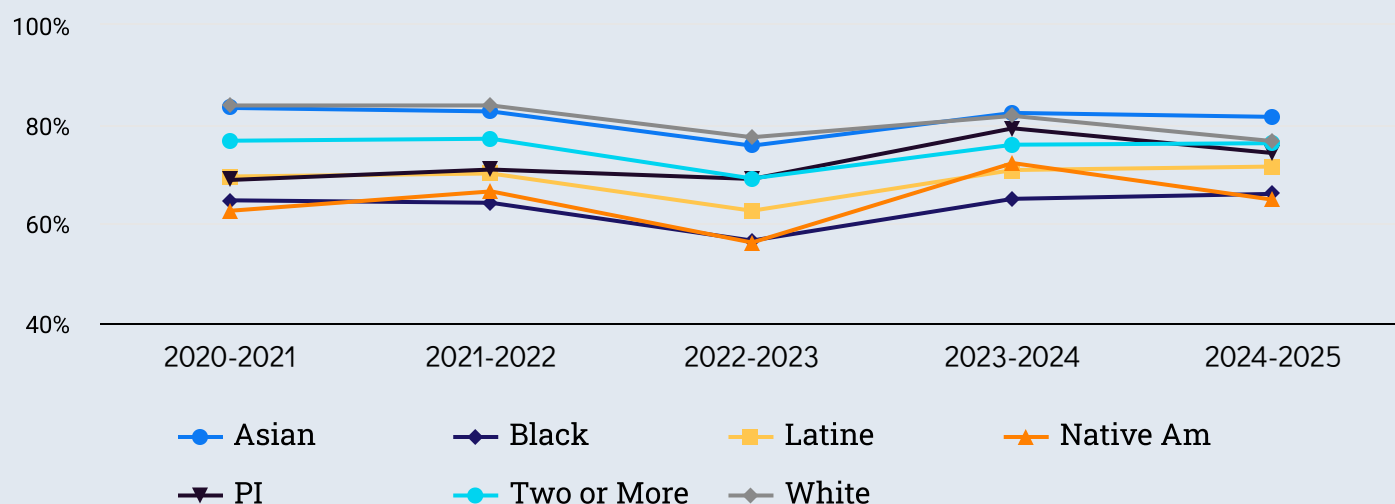
Note: The y-axis does not begin at zero in order to better highlight differences between groups. Students with unknown or unreported race/ethnicity are excluded from the chart.

Race/Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	83.3% *(n = 15,593)*	82.6% *(n = 13,547)*	75.7% *(n = 13,970)*	82.3% *(n = 12,877)*	81.5% *(n = 12,837)*
Black/African American	64.7% *(n = 12,558)*	64.2% *(n = 11,351)*	56.6% *(n = 13,624)*	65.0% *(n = 13,303)*	66.0% *(n = 13,346)*
Latine (Hispanic)	69.5% *(n = 67,059)*	70.1% *(n = 57,088)*	62.6% *(n = 63,070)*	70.8% *(n = 58,019)*	71.5% *(n = 59,905)*
Native American	62.6% *(n = 246)*	66.5% *(n = 176)*	56.2% *(n = 185)*	72.2% *(n = 162)*	64.8% *(n = 193)*
Pacific Islander	68.8% *(n = 250)*	70.9% *(n = 247)*	69.0% *(n = 200)*	79.2% *(n = 125)*	74.2% *(n = 155)*
Two or More Races	76.7% *(n = 8,329)*	77.1% *(n = 7,745)*	69.1% *(n = 8,401)*	75.9% *(n = 8,173)*	76.2% *(n = 7,911)*
White	83.8% *(n = 44,527)*	83.8% *(n = 37,964)*	77.4% *(n = 39,010)*	81.7% *(n = 38,948)*	76.6% *(n = 41,997)*

Over the past five years, credit course success rates at SMC have consistently been highest among Asian and White students, typically exceeding 80%, while Black and Latine students have had the lowest success rates. In 2022–2023, all groups saw a notable decline: Black student success dropped to 56.6% and Latine to 62.6%, likely due to changes in EW grading policy, which had previously excluded many unsuccessful attempts. While rates have since rebounded, persistent equity gaps remain: in 2024–2025, Black student success was 66.0% and Latine was 71.5%, both below the collegewide average of 75.1%. **These trends highlight the continued need for race-conscious strategies to improve course success for Black and Latine students.**

EQUITY GAPS (PPG-1 VALUES) (1.3)

Note: Students with unknown or unreported race/ethnicity are excluded from the chart.
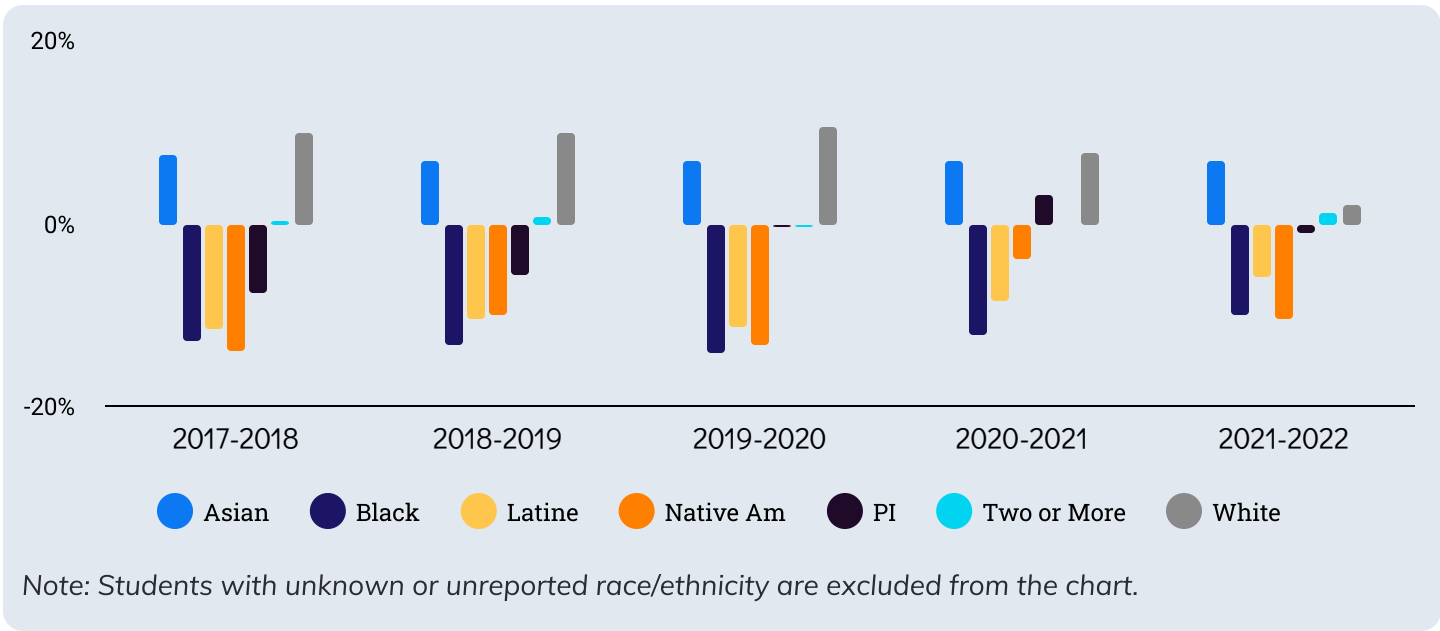
Race/Ethnicity	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Asian	7.6% (n = 15,593)	6.8% (n = 13,547)	6.9% (n = 13,970)	6.9% (n = 12,877)	6.9% (n = 12,837)
Black/African American	-12.7% (n = 12,558)	-13.2% (n = 11,351)	-14.0 (n = 13,624)	-12.1% (n = 13,303)	-9.9% (n = 13,346)
Latine (Hispanic)	-11.4% (n = 67,059)	-10.4% (n = 57,088)	-11.3% (n = 63,070)	-8.5% (n = 58,019)	-5.8% (n = 59,905)
Native American	-13.8% (n = 246)	-9.9% (n = 176)	-13.2% (n = 185)	-3.8% (n = 162)	-10.3% (n = 193)
Pacific Islander	-7.6% (n = 250)	-5.6% (n = 247)	-0.4% (n = 200)	3.2% (n = 125)	-0.9% (n = 155)
Two or More Races	0.3% (n = 8,329)	0.7% (n = 7,745)	-0.3% (n = 8,401)	0.0% (n = 8,173)	1.2% (n = 7,911)
White	10.0% (n = 44,527)	10.0% (n = 37,964)	10.7% (n = 39,010)	7.7% (n = 38,948)	2.0% (n = 41,997)

PPG-1 trends show persistent equity gaps in credit course success for Black and Latine students, though both groups have seen improvement. Black students narrowed their gap from -14.0% in 2022–2023 to -9.9% in 2024–2025, and Latine students improved from -11.4% in 2020–2021 to -5.8%. Despite this progress, both groups remain significantly below the average. In contrast, Asian and White students consistently outperform the average by 7–10%.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

# 1.4 Noncredit Adult Education Transitioned to Postsecondary Coursework

Description: Among those enrolled in noncredit ESL, adult basic education, or adult secondary education in the selected year, the percentage, who, for the first time, transitioned to a community college career technical education (CTE) course or a non-developmental, credit, non-developmental college course at any institution within the same academic year or the following year.

Data Source: California Community College Chancellor's Office DataVista Metric 602A

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (1.4)
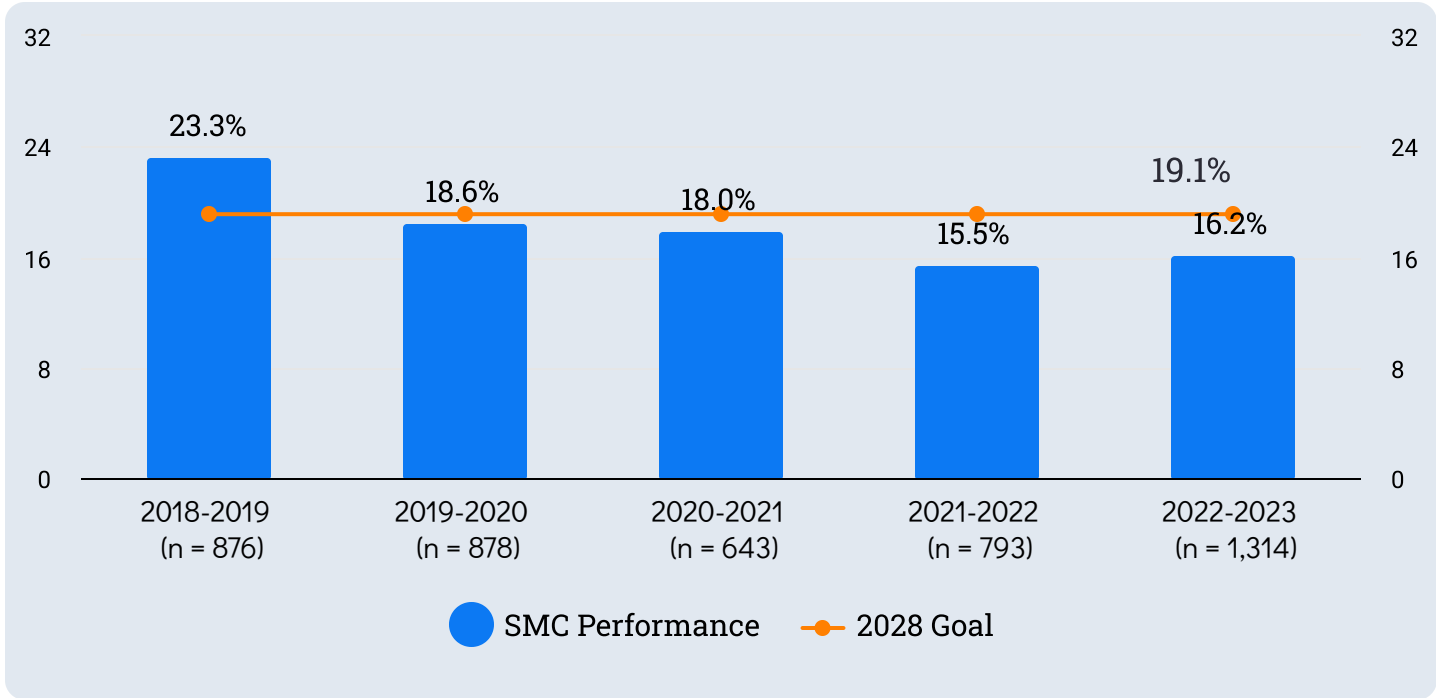
The percentage of students transitioning from noncredit ESL, adult basic education, or adult secondary education into credit-bearing or CTE coursework declined from 23.3% in 2018–2019 to 16.2% in 2022–2023. This drop occurred alongside cohort size fluctuations, including a pandemic-related dip in 2020–2021 and a sharp increase to 1,314 students in 2022–2023, the largest in five years. Despite this growth, transition rates have not rebounded, suggesting increased participation has not yet improved outcomes. **The target goal is 19.1% by 2028,** based on the 2022–2023 performance of Latine students, the highest-performing group, set by the Institutional Effectiveness Committee as an equity-focused benchmark for all student groups.

DATA DISAGGREGATED BY RACE/ETHNICITY (1.4)
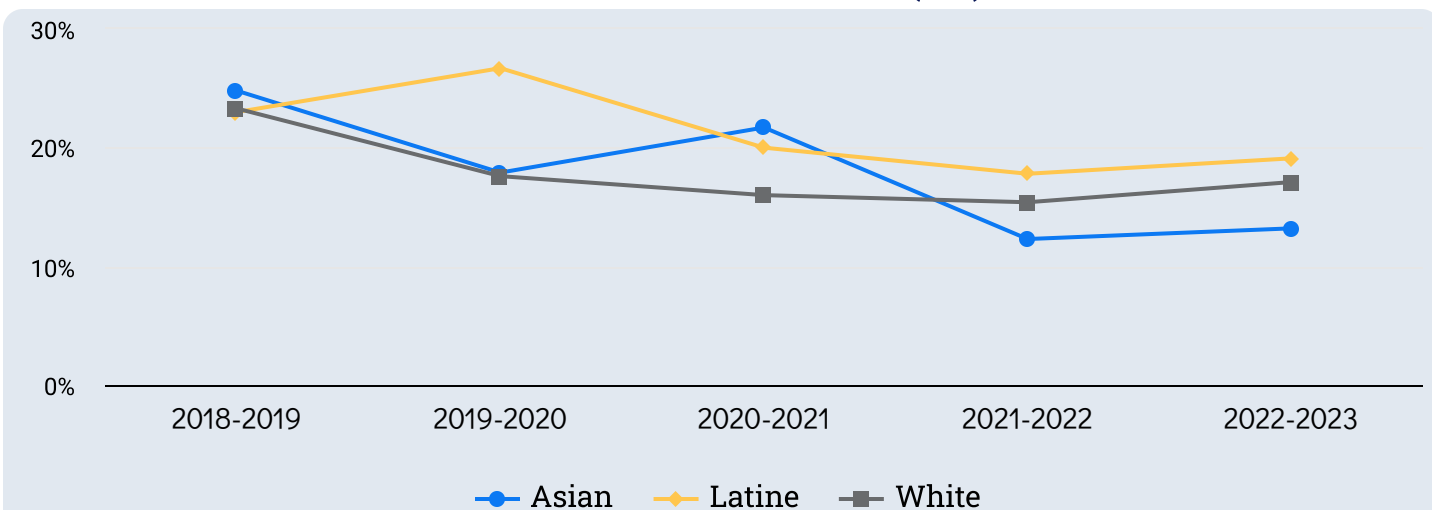
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	24.8% *(n = 238)*	17.9% *(n = 229)*	21.7% *(n = 161)*	12.3% *(n = 235)*	13.2% *(n = 310)*
Latine (Hispanic)	23.0% *(n = 161)*	26.7% *(n = 120)*	20.0% *(n = 170)*	17.8% *(n = 219)*	19.1% *(n = 303)*
White	23.3% *(n = 270)*	17.6% *(n = 290)*	16.0% *(n = 213)*	15.4% *(n = 240)*	17.1% *(n = 527)*

Over the past five years, transition rates from noncredit to credit or CTE coursework have declined across all groups, though trends vary. Latine students had the highest rate in 2022–2023 (19.1%), showing relative stability after peaking at 26.7% in 2019–2020. Asian students dropped significantly from 24.8% to 13.2%, while White students declined more gradually from 23.3% to 17.1%. These patterns highlight emerging equity gaps, particularly for Asian students.
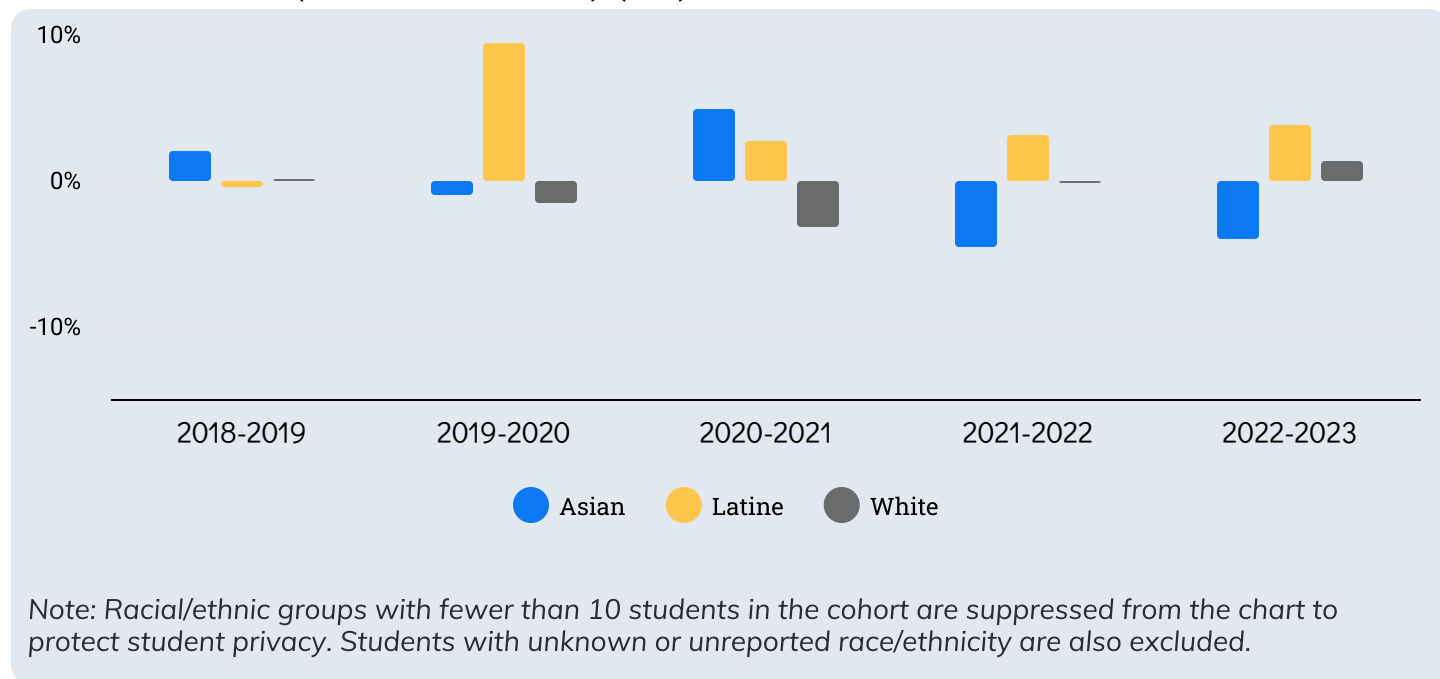
EQUITY GAPS (PPG-1 VALUES) (1.4)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	2.1% *(n = 238)*	-0.9% *(n = 229)*	4.9% *(n = 161)*	-4.5% *(n = 235)*	-3.9% *(n = 310)*
Latine (Hispanic)	-0.4% *(n = 161)*	9.4% *(n = 120)*	2.7% *(n = 170)*	3.2% *(n = 219)*	3.8% *(n = 303)*
White	0.1% *(n = 270)*	-1.5% *(n = 290)*	-3.1% *(n = 213)*	-0.1% *(n = 240)*	1.4% *(n = 527)*

The PPG-1 data show that Latine students consistently outperformed the non-Latine average, with positive gaps in the last four years and a high of +9.4% in 2019–2020. Asian students shifted from a positive gap (+2.1%) to negative gaps in recent years, ending at -3.9% in 2022–2023. White students remained near parity, fluctuating slightly and ending with a modest +1.4% gap. These trends highlight strong progress for Latine students and growing equity concerns for Asian students.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

1.5 ILO Mastery Rates

Description: The percentage of course-level Student Learning Outcome (SLO) assessments resulting in "mastery" during fall terms. Each course SLO is mapped to one of 23 core competencies, which are in turn aligned to one of <u>five Institutional Learning Outcomes (ILOs).</u> When a course has multiple SLOs mapped to different core competencies under the same ILO, each student is counted only once per class section for that ILO.

Data Source: SMC Office of Institutional Research

TRENDS ACROSS YEARS (1.5)
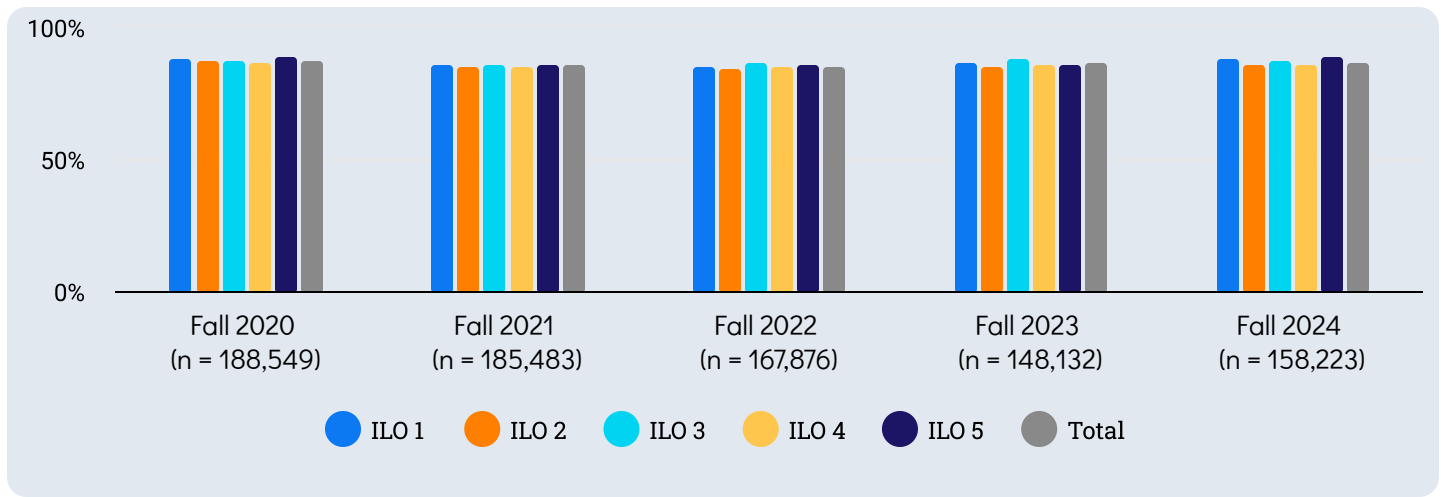
The five Institutional Learning Outcomes (ILOs) at SMC are:

#1 Personal Attributes: *Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.*

#2 Analytic and Communication Skills: *Obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.*

#3: Applied Social Knowledge and Values: *Respect the inter-relatedness of the global environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events.*

#4: Applied Knowledge and Valuation of the Physical World: *Take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.*

#5: Authentic Engagement: *Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.*
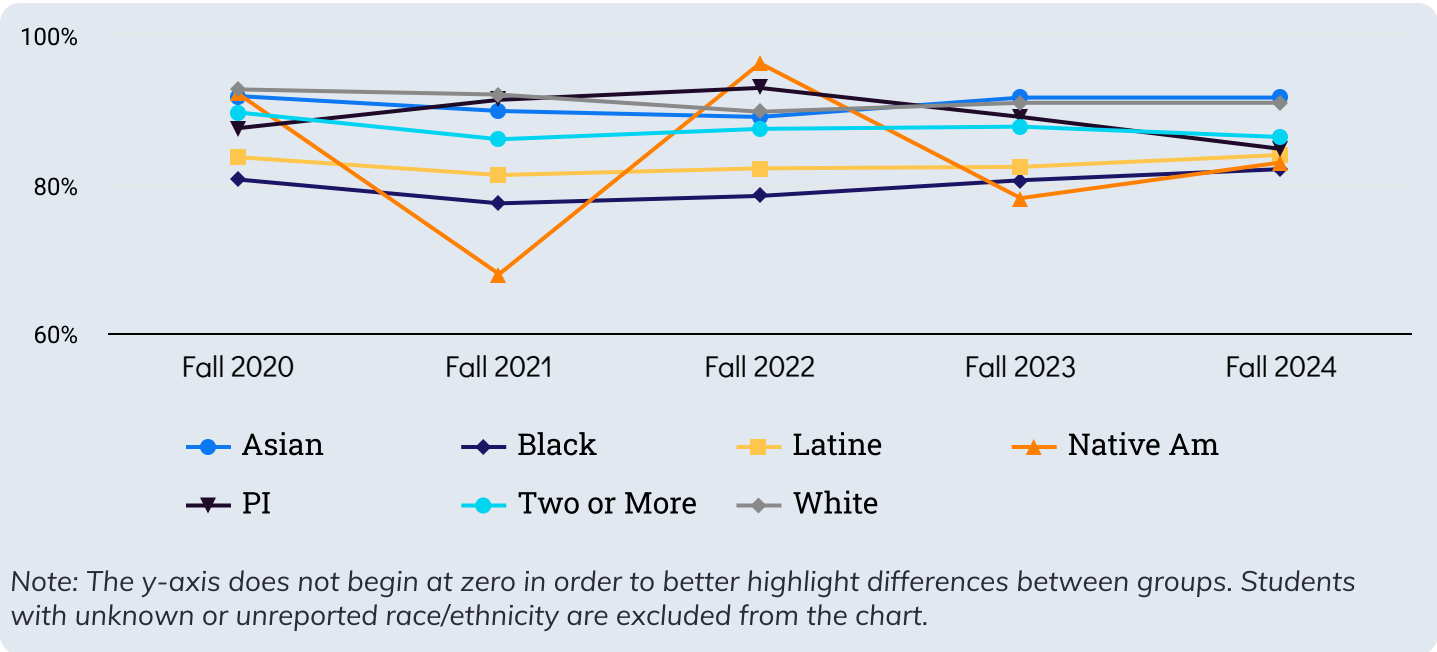
Over the past five fall terms, SMC's overall ILO mastery rates have remained strong, ranging from 85.8% to 88.2%. ILO 1 (Personal Attributes) and ILO 5 (Authentic Engagement) consistently had the highest mastery rates, while ILO 4 (Applied Knowledge and Valuation of the Physical World) had the lowest, although the difference is very small.

ILO	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
ILO 1 (Personal Attributes)	88.6% (n = 43,425)	87.9% (n = 43,508)	88.2% (n = 39,089)	86.8% (n = 35,098)	89.6% (n = 36,780)
ILO 2 (Analytic and Communication Skills)	87.9% (n = 69,385)	85.9% (n = 64,669)	84.8% (n = 60,232)	85.9% (n = 60,232)	86.6% (n = 52,867)
ILO 3 (Applied Social Knowledge & Values)	88.2% (n = 33,866)	86.2% (n = 36,260)	87.1% (n = 31,742)	88.4% (n = 27,109)	88.0% (n = 29,213)
ILO 4 (Applied Knowledge & Valuation of the Physical World)	86.8% (n = 20,561)	85.4% (n = 20,756)	85.9% (n = 18,042)	86.4% (n = 15,386)	86.3% (n = 16,536)
ILO 5 (Authentic Engagement)	89.6% (n = 21,312)	86.2% (n = 20,290)	86.4% (n = 18,771)	86.6% (n = 17,672)	89.3% (n = 16,395)
All ILOs Combined	88.2% (n = 188,549)	86.0% (n = 185,483)	85.8% (n = 167,876)	86.8% (n = 148,132)	87.5% (n = 158,223)

In the most recent fall term, the overall ILO mastery rate across all five Institutional Learning Outcomes was 87.5%, reflecting continued strong student performance in course-level outcomes tied to broader college learning goals. While no formal target goal has been established for this metric, the consistently high rates indicate sustained institutional effectiveness in supporting student learning.

DATA DISAGGREGATED BY RACE/ETHNICITY (1.5)

Note: The y-axis does not begin at zero in order to better highlight differences between groups. Students with unknown or unreported race/ethnicity are excluded from the chart.

Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	91.8% *(n = 17,615)*	89.8% *(n = 17,194)*	89.0% *(n = 15,200)*	91.6% *(n = 13,467)*	91.6% *(n = 13,891)*
Black/African American	80.6% *(n = 12,956)*	77.4% *(n = 13,851)*	78.4% *(n = 13,456)*	80.5% *(n = 12,746)*	82.0% *(n = 12,894)*
Latine (Hispanic)	83.6% *(n = 69,998)*	81.2% *(n = 69,787)*	82.1% *(n = 63,610)*	82.3% *(n = 53,348)*	83.9% *(n = 57,811)*
Native American	92.1% *(n = 241)*	67.9% *(n = 240)*	96.2% *(n = 130)*	78.1% *(n = 151)*	82.9% *(n = 205)*
Pacific Islander	87.5% *(n = 295)*	91.3% *(n = 219)*	92.9% *(n = 141)*	89.0% *(n = 109)*	84.7% *(n = 183)*
Two or More Races	89.6% *(n = 9,316)*	86.0% *(n = 9,890)*	87.4% *(n = 8,937)*	87.7% *(n = 7,8973)*	86.3% *(n = 8,190)*
White	92.7% *(n = 50,758)*	92.0% *(n = 49,445)*	89.7% *(n = 43,231)*	90.9% *(n = 39,054)*	90.9% *(n = 41,587)*

The preceding chart and table describe the mastery rates aggregated across all five ILOs, disaggregated by race and ethnicity over the past five fall terms. Overall, most groups consistently demonstrated high mastery rates, with Asian, White, and Unreported students maintaining the highest levels, often above 90%. Black and Latine students, while showing strong performance, an average of 80% and 83% over the last five fall terms, respectively, continued to have the lowest rates when compared to the other groups. Native American and Pacific Islander students showed greater year-to-year fluctuation, likely due to small sample sizes. Despite minor variability, the data reflect relatively strong institutional performance in student learning across most racial/ethnic groups.

LEARN MORE

Data disaggregated by ILO and race/ethnicity consistently show the largest gaps in mastery rates between racial/ethnic groups for ILO 1 (Personal Attributes) and ILO 2 (Analytic and Communication Skills):

- ILO 1 shows wide disparities between high-performing groups (e.g., White and Asian students, often above 90%) and lower-performing groups such as Black and Native American students (frequently in the low-to-mid 70% range).
- ILO 2 similarly exhibits a broader spread, with some racial groups exceeding 90% mastery while others fall below 80%.
- In contrast, ILO 5 (Authentic Engagement) tends to have more consistent mastery rates across all groups, with smaller gaps overall.

For more detail, visit the Institutional Research website for access the ILO Mastery Rates Report.

EQUITY GAPS (PPG-1 VALUES) (1.5)

Note: Students with unknown or unreported race/ethnicity are excluded from the chart.
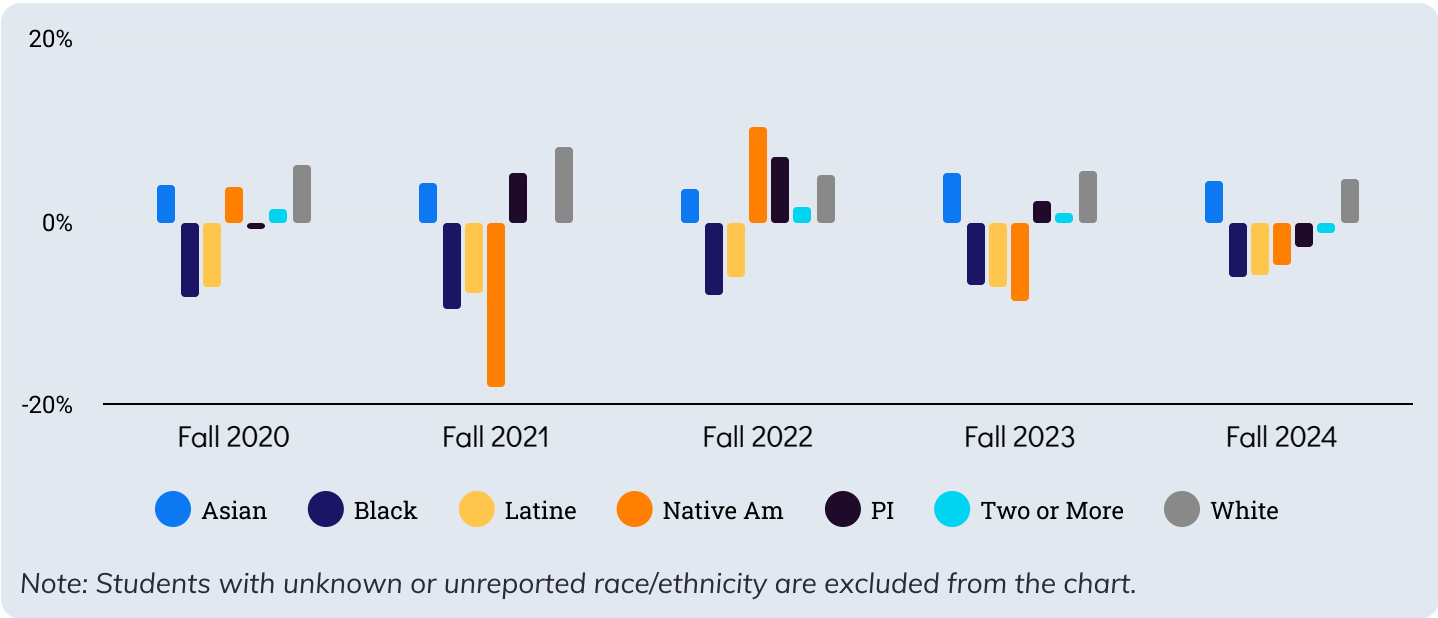
Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	4.0% (n = 17,615)	4.2% (n = 17,194)	3.6% (n = 15,200)	5.3% (n = 13,467)	4.4% (n = 13,891)
Black/African American	-8.1% (n = 12,956)	-9.4% (n = 13,851)	-8.0% (n = 13,456)	-6.8% (n = 12,746)	-6.0% (n = 12,894)
Latine (Hispanic)	-7.2% (n = 69,998)	-7.7% (n = 69,787)	-6.0% (n = 63,610)	-7.0% (n = 53,348)	-5.7% (n = 57,811)
Native American	3.9% (n = 241)	-18.1% (n = 240)	10.4% (n = 130)	-8.6% (n = 151)	-4.6% (n = 205)
Pacific Islander	-0.7% (n = 295)	5.3% (n = 219)	7.1% (n = 141)	2.2% (n = 109)	-2.8% (n = 183)
Two or More Races	4.5% (n = 9,316)	0.0% (n = 9,890)	1.7% (n = 8,937)	1.0% (n = 7,8973)	-1.3% (n = 8,190)
White	6.2% (n = 50,758)	8.2% (n = 49,445)	5.2% (n = 43,231)	5.6% (n = 39,054)	4.6% (n = 41,587)

PPG-1 values for ILO mastery rates show consistent equity gaps for Black (−9.4% to −6.0%) and Latine/x (−7.7% to −5.7%) students across all ILOs, indicating ongoing underperformance relative to peers. Native American students show wide fluctuations, including a sharp −18.1% gap, likely due to small sample sizes. In contrast, Asian, White, and Unreported groups consistently outperform the average. **These trends highlight the need for sustained, race-conscious strategies to improve institutional learning outcomes mastery for Black and Latine students in the classroom.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".
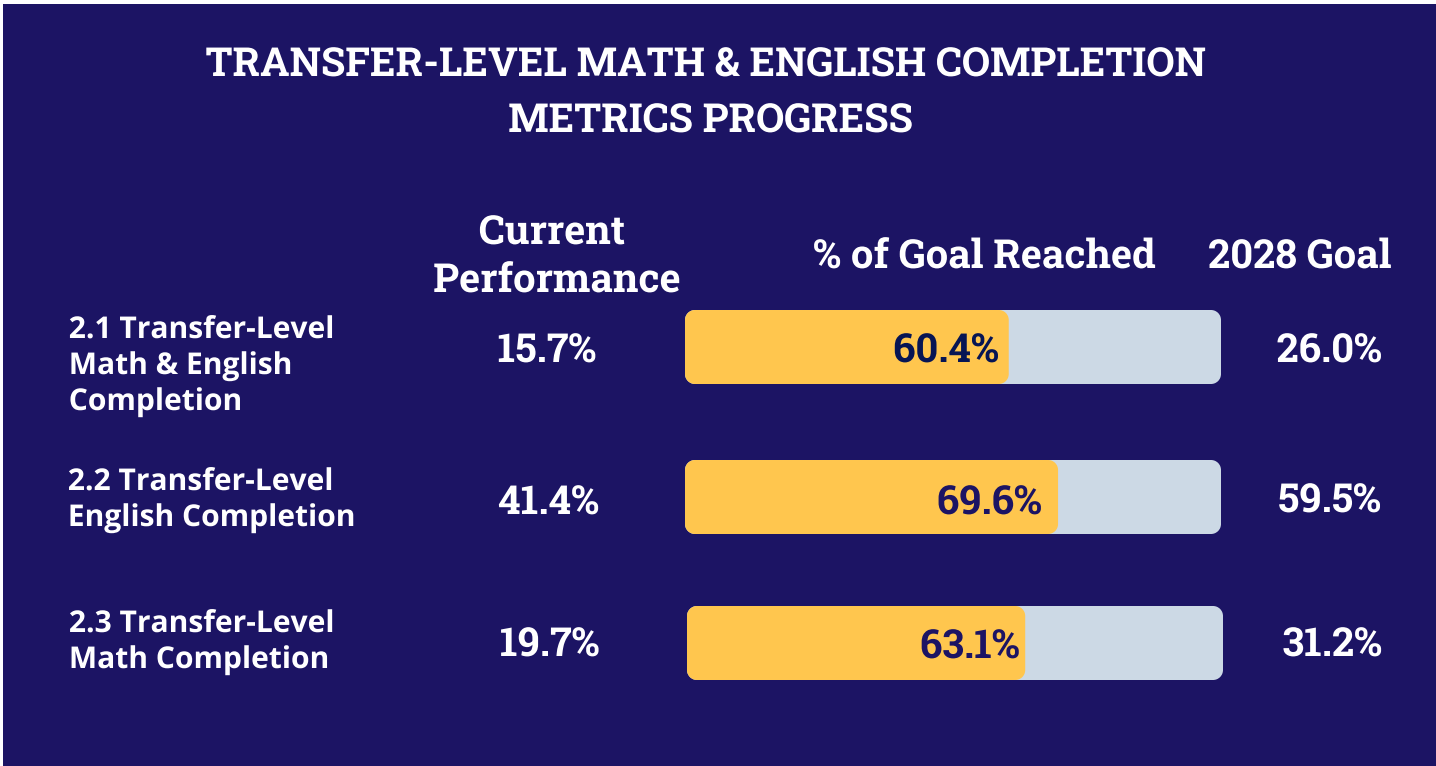
Metric Group 2:
Transfer-Level Math & English Completion

Chapter 2: Transfer-Level Math & English Completion

This chapter focuses on three key metrics that track the percentage of first-time in college (FTIC) credit students who complete transfer-level math, transfer-level English, and both courses within their first year of enrollment in the district. These metrics serve as important indicators of early academic momentum and are central to statewide student success initiatives. Completion of both transfer-level math and English aligns with the Student Equity and Achievement (SEA) Program, the Student-Centered Funding Formula (SCFF), and Guided Pathways, while the individual math and English metrics align with Guided Pathways.

The chart below highlights SMC's most recent performance on these metrics and tracks the College's progress toward its 2028 target goals.

TRANSFER-LEVEL MATH & ENGLISH COMPLETION METRICS PROGRESS

	Current Performance	% of Goal Reached	2028 Goal
2.1 Transfer-Level Math & English Completion	15.7%	60.4%	26.0%
2.2 Transfer-Level English Completion	41.4%	69.6%	59.5%
2.3 Transfer-Level Math Completion	19.7%	63.1%	31.2%

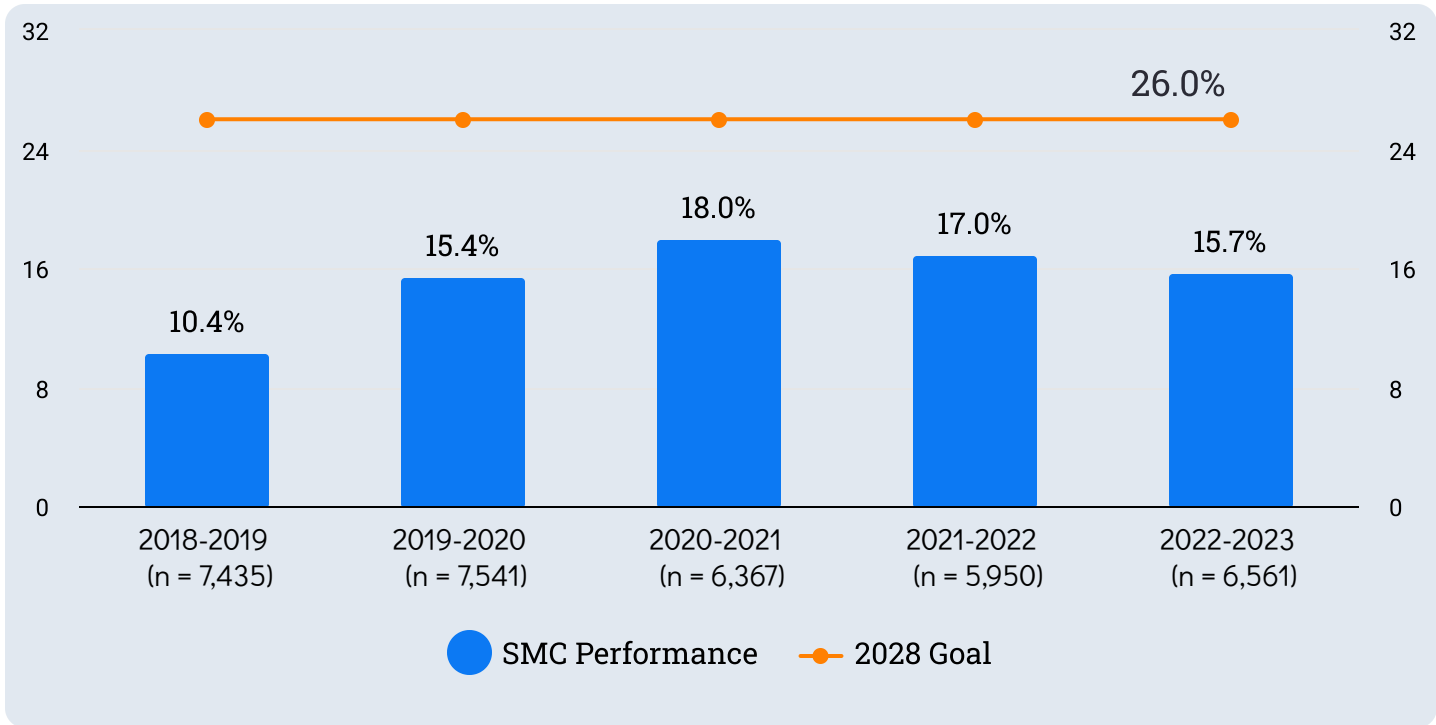# 2.1 Transfer-Level Math & English Completion

Description: The percentage of first-time in college (FTIC) credit students who successfully (with a C or pass or better grade) completed **both** transfer-level math **and** English courses in the district in the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 501C

Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.

TRENDS ACROSS YEARS (2.1)

Year	SMC Performance	2028 Goal
2018-2019 (n = 7,435)	10.4%	26.0%
2019-2020 (n = 7,541)	15.4%	26.0%
2020-2021 (n = 6,367)	18.0%	26.0%
2021-2022 (n = 5,950)	17.0%	26.0%
2022-2023 (n = 6,561)	15.7%	26.0%

The chart shows the percentage of first-time in college (FTIC) students at SMC who completed transfer-level math and English within their first year of enrollment. While rates increased from 10.4% in 2018–2019 to a peak of 18.0% in 2020–2021, progress has since leveled off, with 15.7% of students reaching this milestone in 2022–2023. **The 2028 target goal of 26.0%** was established by the Institutional Effectiveness Committee and is based on the 2022–2023 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.
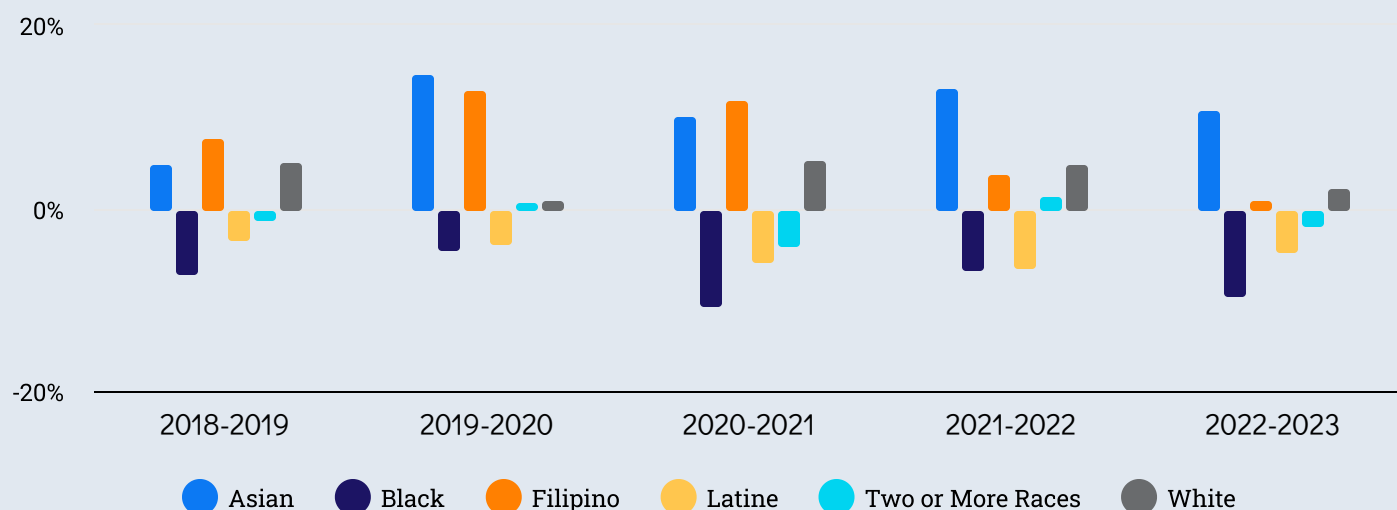
DATA DISAGGREGATED BY RACE/ETHNICITY (2.1)
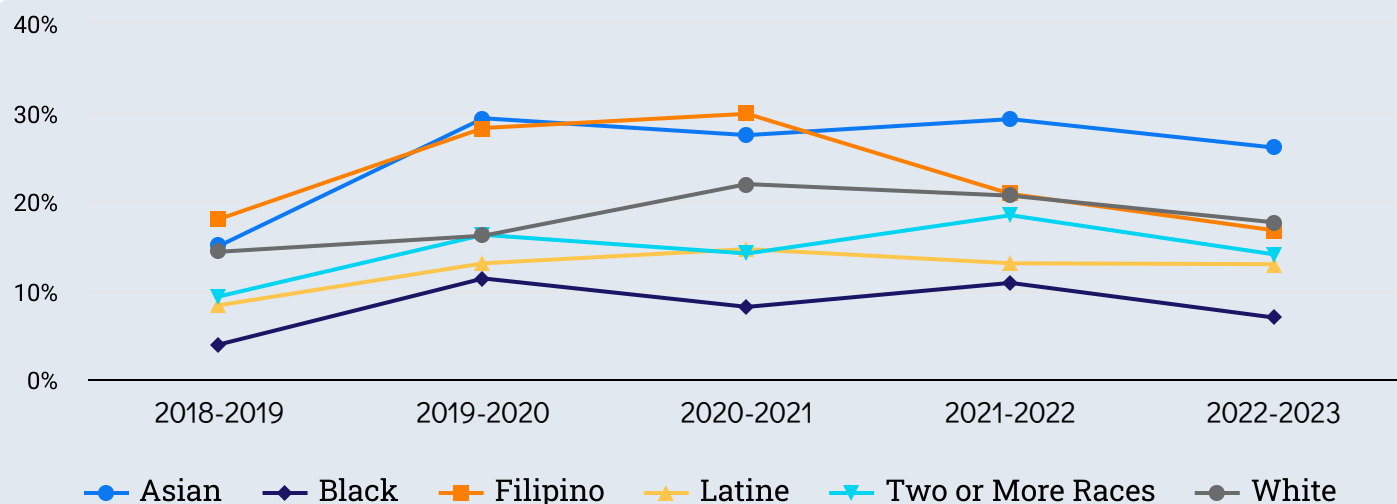
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	15.0% (n = 541)	29.3% (n = 482)	27.4% (n = 413)	29.2% (n = 418)	26.0% (n = 408)
Black/African American	3.9% (n = 569)	11.3% (n = 515)	8.1% (n = 470)	10.8% (n = 400)	6.9% (n = 465)
Filipino	18.0% (n = 122)	28.2% (n = 110)	29.8% (n = 84)	20.8% (n = 106)	16.7% (n = 84)
Latine (Hispanic)	8.3% (n = 2,761)	13.0% (n = 2,888)	14.6% (n = 2,766)	13.0% (n = 2,311)	12.9% (n = 2,500)
Two or More Races	9.3% (n = 311)	16.2% (n = 315)	14.1% (n = 326)	18.4% (n = 294)	14.0% (n = 299)
White	14.3% (n = 1,801)	16.1% (n = 1,642)	21.9% (n = 1,652)	20.6% (n = 1,511)	17.6% (n = 1,709)

The chart shows first-year transfer-level math and English completion rates among FTIC students at SMC by race/ethnicity. Asian and Filipino students had the highest rates, with Asian students reaching 26.0% in 2022–2023. Black students consistently had the lowest rates, dropping to 6.9% in the most recent year. Latine, Two or More, and White students showed modest gains over time but remained below 18%. **The data reveal persistent equity gaps, particularly for Black students.**

EQUITY GAPS (PPG-1 VALUES) (2.1)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	5.0% (n = 541)	14.8% (n = 482)	10.1% (n = 413)	13.2% (n = 418)	10.9% (n = 408)
Black/African American	-7.0% (n = 569)	-4.4% (n = 515)	-10.7% (n = 470)	-6.7% (n = 400)	-9.5% (n = 465)
Filipino	7.8% (n = 122)	13.0% (n = 110)	12.0% (n = 84)	3.9% (n = 106)	0.9% (n = 84)
Latine (Hispanic)	-3.3% (n = 2,761)	-3.9% (n = 2,888)	-5.9% (n = 2,766)	-6.5% (n = 2,311)	-4.6% (n = 2,500)
Two or More Races	-1.1% (n = 311)	0.8% (n = 315)	-4.0% (n = 326)	1.5% (n = 294)	-1.8% (n = 299)
White	5.2% (n = 1,801)	0.9% (n = 1,642)	5.3% (n = 1,652)	4.9% (n = 1,511)	2.4% (n = 1,709)

The PPG-1 (equity gap) data reveal persistent disparities in transfer-level math and English completion among FTIC students, with Black students experiencing the largest gaps, averaging -7.7% over the past five years, ranging from -4.4% in 2019–2020 to -10.7% in 2020–2021. Latine students also faced consistently negative gaps, averaging -4.8% during the same period, with the gap widening from -3.3% in 2018–2019 to -6.5% in 2021–2022.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

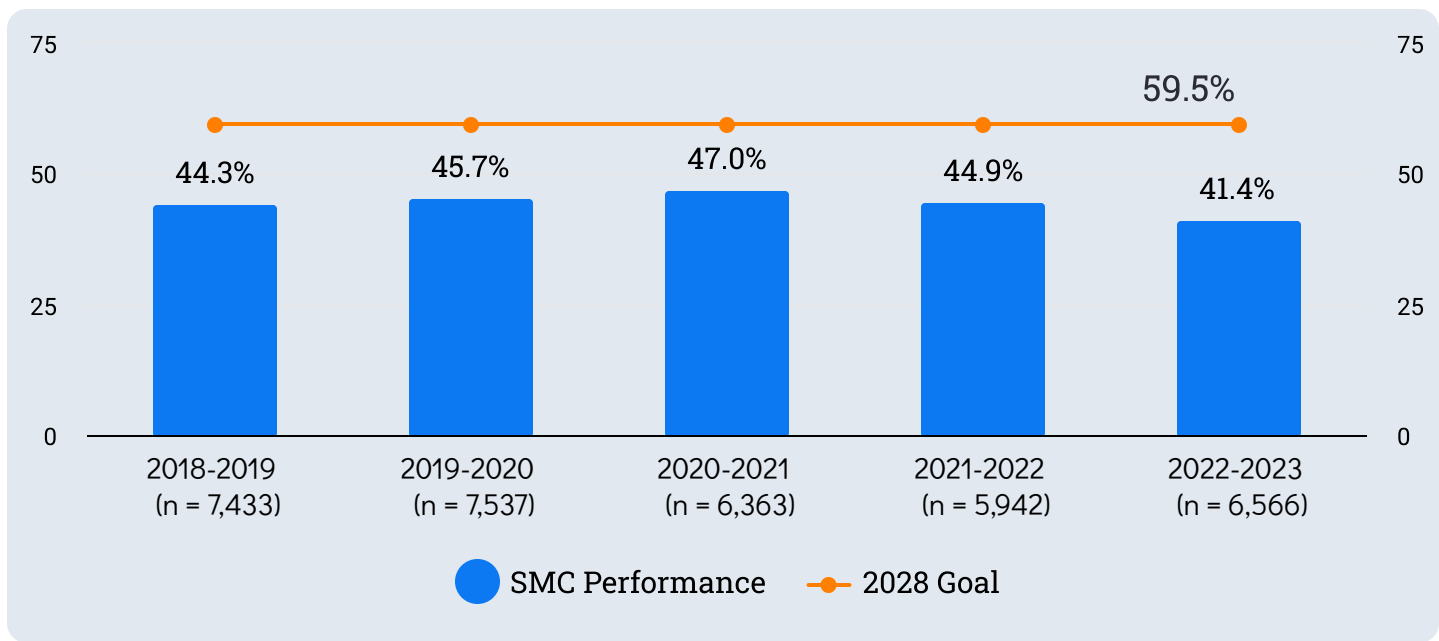# 2.2 Transfer-Level English Completion

⚠

Description: The percentage of first-time in college (FTIC) credit students who successfully (with a C or pass or better grade) completed a transfer-level English course in the district in the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 503C

Pulled from DataVista in June 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (2.2)

Approximately four in ten FTIC students at SMC completed transfer-level English course within their first year. While performance has remained relatively stable over the past five years, the rate declined to its lowest point in 2022–2023 at 41.4%.

SMC began implementing AB 705 reforms a year ahead of the statewide mandate, placing the vast majority of incoming students directly into transfer-level English, either with or without co-requisite support, starting in Fall 2018. These placements were determined using multiple measures or guided self-placement, in alignment with the intent of AB 705, which officially took effect statewide in Fall 2019.

The 2028 target goal of 59.5% was established by the IE Committee and is based on the 2022–2023 performance of Filipino FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.

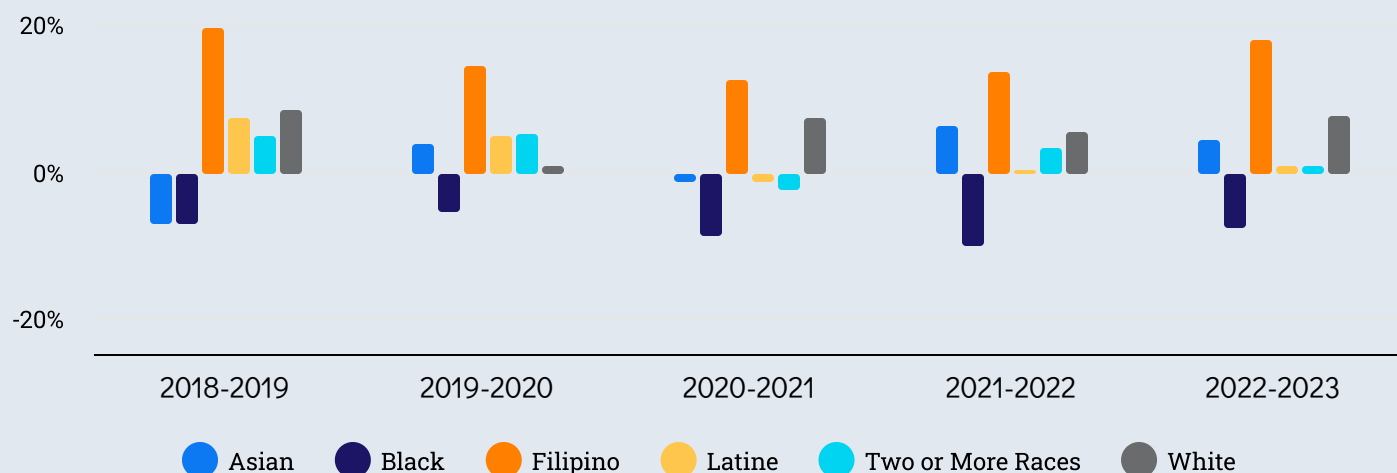# DATA DISAGGREGATED BY RACE/ETHNICITY (2.2)
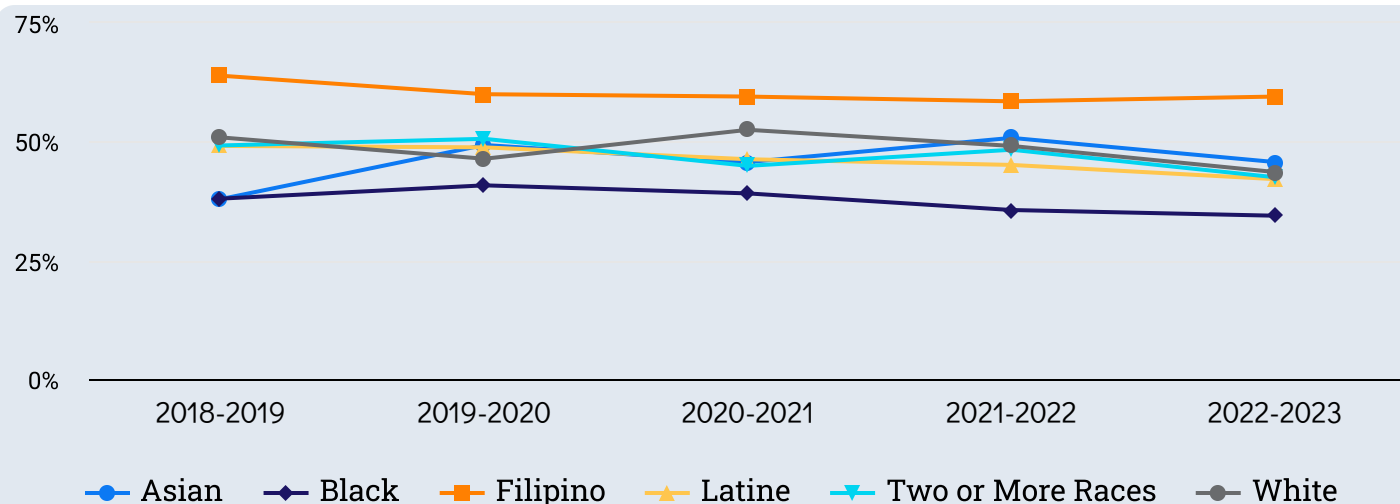
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	37.9% *(n = 541)*	49.3% *(n = 481)*	45.7% *(n = 411)*	50.8% *(n = 417)*	45.7% *(n = 407)*
Black/African American	38.0% *(n = 569)*	40.8% *(n = 515)*	39.1% *(n = 470)*	35.6% *(n = 399)*	34.4% *(n = 465)*
Filipino	63.9% *(n = 122)*	60.0% *(n = 110)*	59.5% *(n = 84)*	59.5% *(n = 106)*	59.5% *(n = 84)*
Latine (Hispanic)	49.1% *(n = 2,760)*	48.8% *(n = 2,888)*	46.3% *(n = 2,765)*	45.1% *(n = 2,310)*	42.1% *(n = 2,499)*
Two or More Races	49.2% *(n = 311)*	50.6% *(n = 314)*	44.9% *(n = 325)*	48.3% *(n = 294)*	42.5% *(n = 299)*
White	50.9% *(n = 1,800)*	46.4% *(n = 1,640)*	52.5% *(n = 1,652)*	49.1% *(n = 1,506)*	43.6% *(n = 1,707)*

The chart displays first-year transfer-level English completion rates among FTIC students at SMC, disaggregated by race/ethnicity from 2018–2019 to 2022–2023. Filipino students consistently had the highest completion rates, maintaining around 59–64% across all years. In contrast, Black students had the lowest rates, declining from 38.0% in 2018–2019 to 34.4% in 2022–2023. Asian, White, Latine, and students of Two or More Races had more moderate outcomes, generally ranging between 42% and 52%, though most groups saw a decline in the most recent year. **These trends highlight persistent equity gaps, particularly for Black students.**

EQUITY GAPS (PPG-1 VALUES) (2.2)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	-7.0% (n = 541)	3.9% (n = 481)	-1.3% (n = 411)	6.4% (n = 417)	4.5% (n = 407)
Black/African American	-6.9% (n = 569)	-5.3% (n = 515)	-8.5% (n = 470)	-10.0% (n = 399)	-7.6% (n = 465)
Filipino	19.9% (n = 122)	14.5% (n = 110)	12.7% (n = 84)	13.8% (n = 106)	18.3% (n = 84)
Latine (Hispanic)	7.5% (n = 2,760)	5.0% (n = 2,888)	-1.2% (n = 2,765)	0.3% (n = 2,310)	1.0% (n = 2,499)
Two or More Races	5.1% (n = 311)	5.2% (n = 314)	-2.2% (n = 325)	3.5% (n = 294)	1.0% (n = 299)
White	8.7% (n = 1,800)	0.9% (n = 1,640)	7.5% (n = 1,652)	5.6% (n = 1,506)	2.8% (n = 1,707)

The PPG-1 data for transfer-level English completion reveal ongoing equity gaps among PHC students at SMC. Black students consistently experienced the largest negative gaps over the past five years, with the gap widening to -10.0% in 2021–2022 and remaining high at -7.6% in 2022–2023. Asian students also had negative gaps in some years but saw improvement in 2021–2022 (+6.4%) and 2022–2023 (+4.5%). In contrast, Filipino students had the most consistently positive gaps, averaging over +15% in recent years and reaching +18.3% in 2022–2023. **These patterns underscore the persistent and pronounced disparities in early English completion for Black students.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".
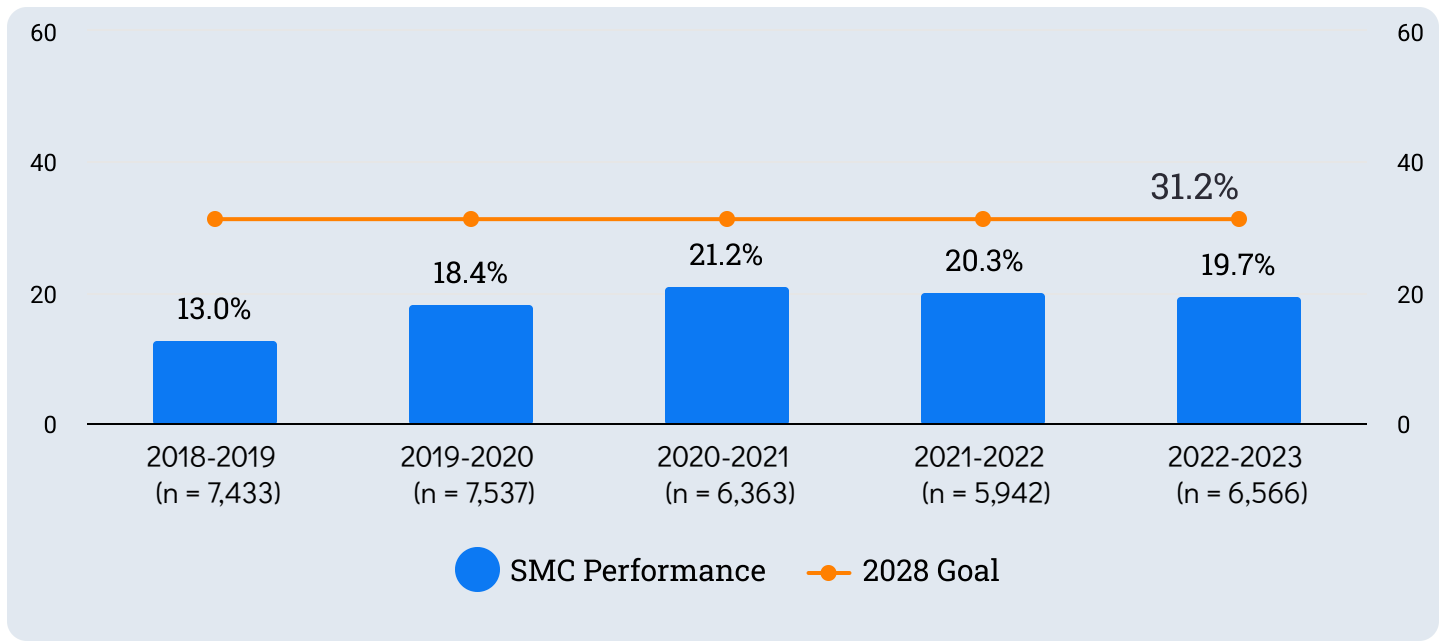
2.3 Transfer-Level Math Completion

⚠️

Description: The percentage of first-time in college (FTIC) credit students who successfully (with a C or pass or better grade) completed a transfer-level math course in the district in the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 502C

Pulled from DataVista in June 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (2.3)

|	2018-2019 (n = 7,433)	2019-2020 (n = 7,537)	2020-2021 (n = 6,363)	2021-2022 (n = 5,942)	2022-2023 (n = 6,566)
SMC Performance	13.0%	18.4%	21.2%	20.3%	19.7%
2028 Goal					31.2%

The chart shows first-year transfer-level math completion rates among FTIC students at SMC. While there was notable improvement from 13.0% in 2018–2019 to 21.2% in 2020–2021, progress has since plateaued, with a slight decline to 19.7% in 2022–2023. Current performance remains well below the 2028 target goal of 31.2%, indicating a need for strengthened support strategies to boost math completion within students' first year.

SMC began implementing AB 705 for math in Fall 2019 and began placing a vast majority of incoming students directly into transfer-level math, with or without co-requisite support.

The 2028 target goal of 31.2% was established by the IE Committee and is based on the 2022–2023 performance of Asian FTIC students, the highest-performing group that year, setting an equity-focused benchmark for all student groups.

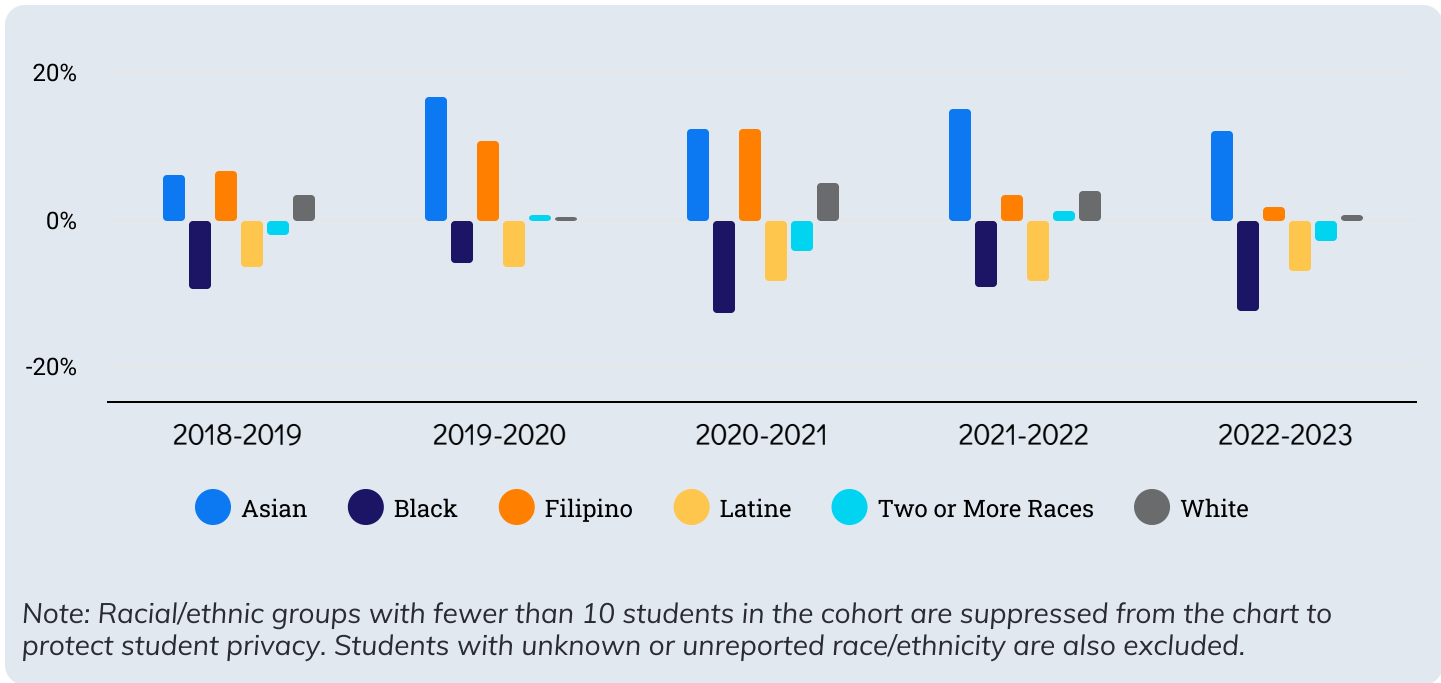# DATA DISAGGREGATED BY RACE/ETHNICITY (2.3)
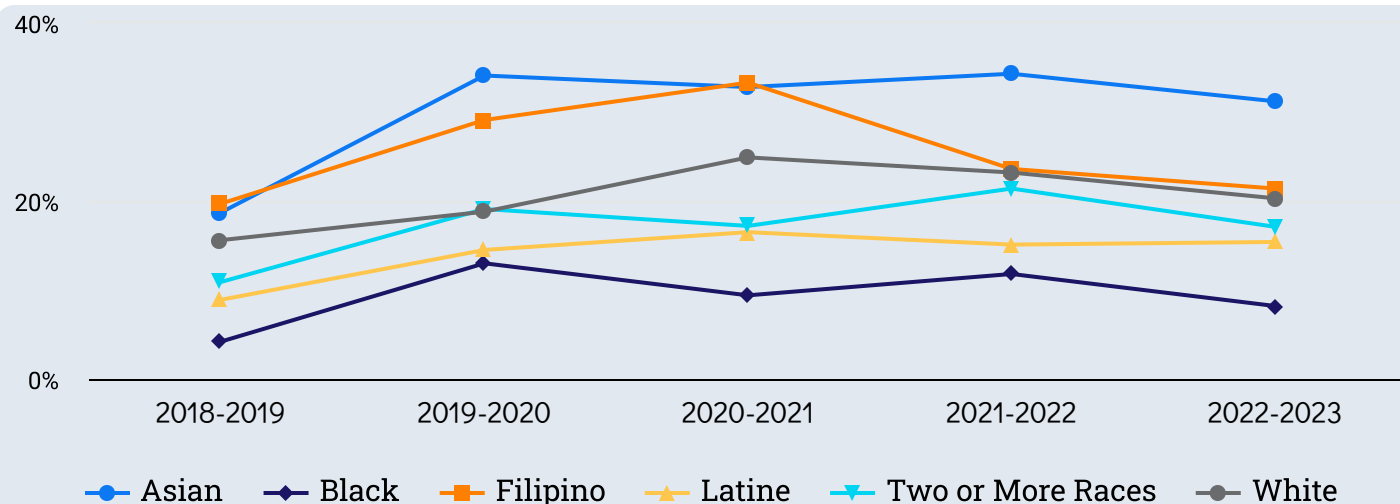
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	18.7% (n = 541)	34.1% (n = 481)	32.8% (n = 411)	34.3% (n = 417)	31.2% (n = 407)
Black/African American	4.2% (n = 569)	13.0% (n = 515)	9.4% (n = 470)	11.8% (n = 399)	8.2% (n = 465)
Filipino	19.7% (n = 122)	29.1% (n = 110)	33.3% (n = 84)	23.6% (n = 106)	21.4% (n = 84)
Latine (Hispanic)	8.9% (n = 2,760)	14.5% (n = 2,888)	16.5% (n = 2,765)	15.1% (n = 2,310)	15.4% (n = 2,499)
Two or More Races	10.9% (n = 311)	19.1% (n = 314)	17.2% (n = 325)	21.4% (n = 294)	17.1% (n = 299)
White	15.6% (n = 1,800)	18.8% (n = 1,640)	24.9% (n = 1,652)	23.2% (n = 1,506)	20.3% (n = 1,707)

Asian FTIC students had the highest transfer-level math completion rates on average, peaking at 34.3% in 2021–2022. In contrast, Black students consistently had the lowest rates, ranging from 4.2% in 2018–2019 to a high of 13.0% in 2019–2020, before declining to 8.2% in 2022–2023. Latine students showed moderate improvement over time but consistently held the second-lowest completion rates compared to other racial/ethnic groups. **These persistent disparities highlight the need for targeted, race-conscious interventions to support equitable access to and success in transfer-level math for disproportionately impacted student groups, particularly Black and Latine students, who complete transfer-level math at the lowest rates.**

EQUITY GAPS (PPG-1 VALUES) (2.3)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	6.1% (n = 541)	16.7% (n = 481)	12.4% (n = 411)	15.1% (n = 417)	12.2% (n = 407)
Black/African American	-9.5% (n = 569)	-5.8% (n = 515)	-12.8% (n = 470)	-9.1% (n = 399)	-12.5% (n = 465)
Filipino	6.8% (n = 122)	10.8% (n = 110)	12.3% (n = 84)	3.4% (n = 106)	1.7% (n = 84)
Latine (Hispanic)	-6.4% (n = 2,760)	-6.4% (n = 2,888)	-8.4% (n = 2,765)	-8.4% (n = 2,310)	-7.1% (n = 2,499)
Two or More Races	-2.1% (n = 311)	0.7% (n = 314)	-4.2% (n = 325)	1.2% (n = 294)	-2.8% (n = 299)
White	3.4% (n = 1,800)	0.4% (n = 1,640)	5.0% (n = 1,652)	4.0% (n = 1,506)	0.8% (n = 1,707)

The PPG-1 chart for transfer-level math shows persistent equity gaps across racial/ethnic groups. Black students experienced the largest and most consistent negative gaps each year, averaging over -10% in the last two years. Latine students also faced consistently negative gaps, ranging from -6.4% to -8.4% across all five years. In contrast, Asian and Filipino students had the highest positive gaps, with Asian students peaking at +16.7% in 2019–2020. **These trends underscore persistent disparities, particularly for Black and Latine students in early math completion.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".
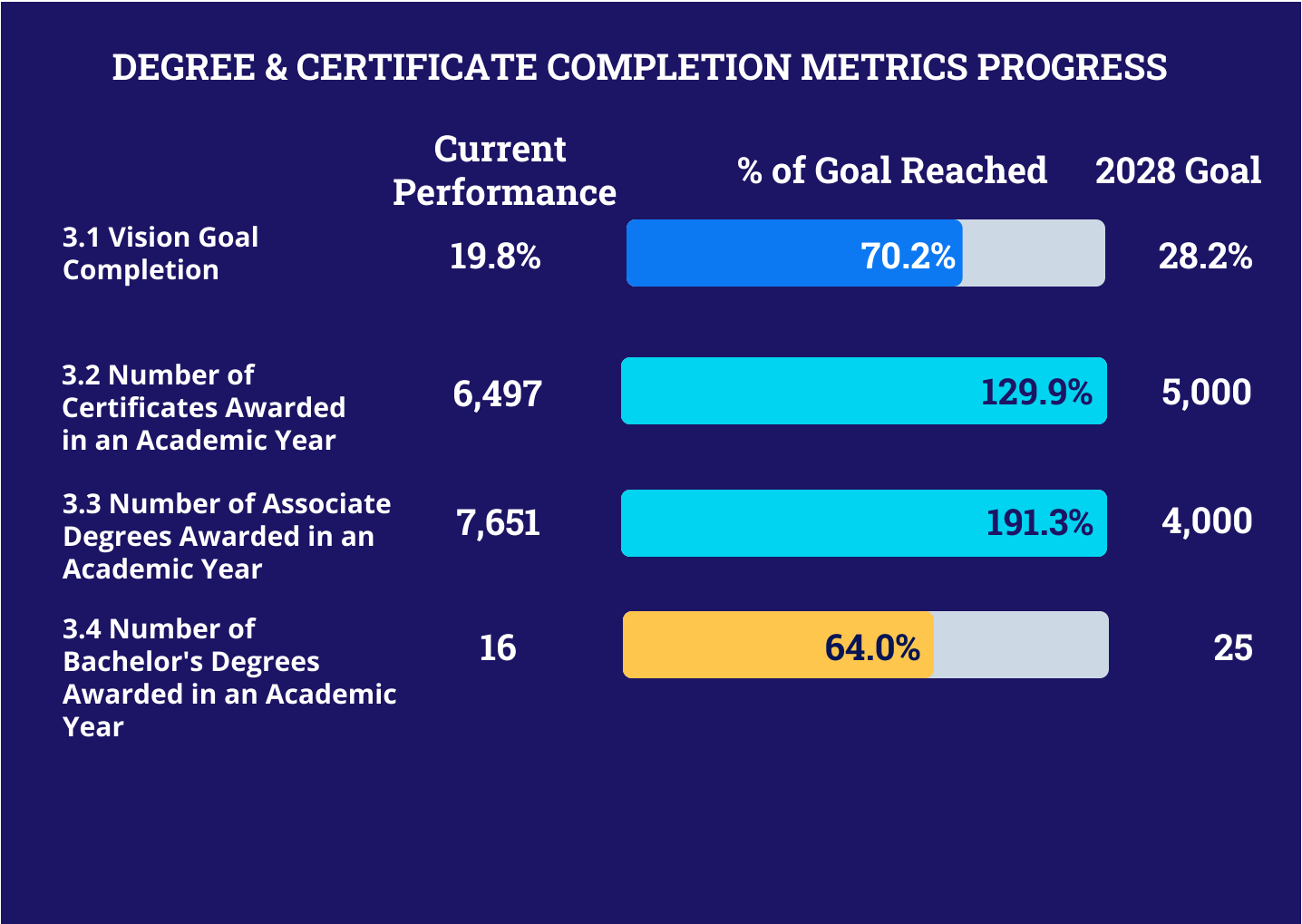
Metric Group 3:
Degree & Certificate Completion

Chapter 3: Degree & Certificate Completion

This chapter highlights the number and rate of students who complete associate degrees and certificates, providing insight into SMC's effectiveness in helping students reach their educational goals. It includes four key metrics: one uses a cohort tracking model aligned with the Student Equity and Achievement (SEA) Program, following first-time in college (FTIC) students over a three-year period to determine the percentage who earn an associate degree, Chancellor's Office-approved certificate, and/or a CCC baccalaureate degree (Vision Goal). The remaining three metrics present annual counts of awards conferred by type (associate degrees, certificates, and total completions), as reported to the Accrediting Commission for Community and Junior Colleges (ACCJC). Together, these metrics offer both a long-term and year-by-year view of student completion outcomes.

The chart below highlights SMC's most recent performance on these metrics and tracks the College's progress toward its 2028 target goals.

DEGREE & CERTIFICATE COMPLETION METRICS PROGRESS

|	Current Performance	% of Goal Reached	2028 Goal
3.1 Vision Goal Completion	**19.8%**	**70.2%**	**28.2%**
3.2 Number of Certificates Awarded in an Academic Year	**6,497**	**129.9%**	**5,000**
3.3 Number of Associate Degrees Awarded in an Academic Year	**7,651**	**191.3%**	**4,000**
3.4 Number of Bachelor's Degrees Awarded in an Academic Year	**16**	**64.0%**	**25**

3.1 Vision Goal Completion

Description: The percentage of first-time in college (FTIC) credit students who earned at least one of the following within three years of enrolling: a Chancellor's Office-approved certificate, an associate degree, and/or a CCC baccalaureate degree. To be included, students must have been enrolled in the selected year at SMC when the award was earned.

**Data Source:** California Community College Chancellor's Office DataVista Metric 619C

Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.

TRENDS ACROSS YEARS (3.1)
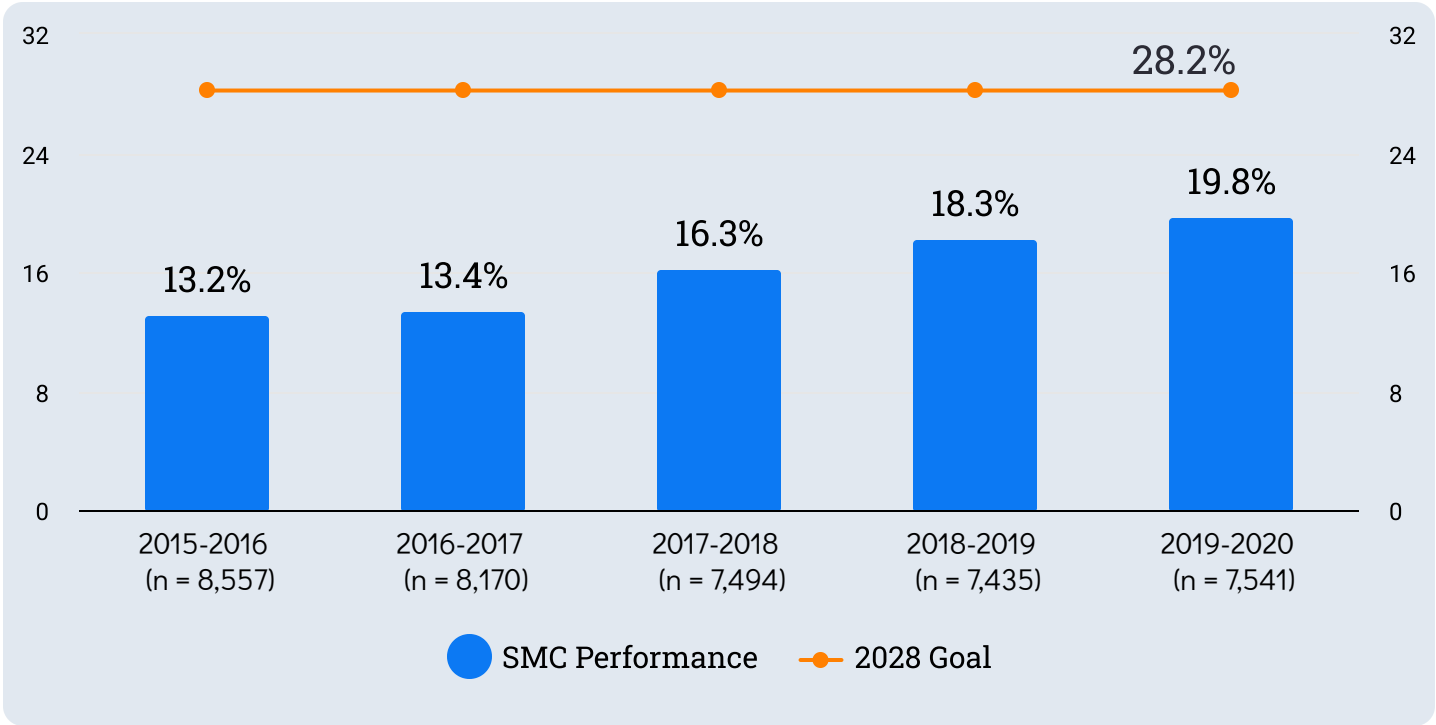
The percentage of students achieving the Vision Goal Completion metric increased steadily from 13.2% in 2015–2016 to 19.8% in 2019–2020, a 6.6 percentage point gain over five years. While this steady growth reflects progress in supporting student completion within three years, the 2019–2020 rate still falls short of the **target goal of 28.2%,** which was established by the Institutional Effectiveness Committee based on the performance of Filipino students, the highest-performing group that year. This equity-focused benchmark highlights the need for continued, intentional efforts to close the 8.4 percentage point gap and ensure more students across all groups complete degrees or certificates within a timely period.
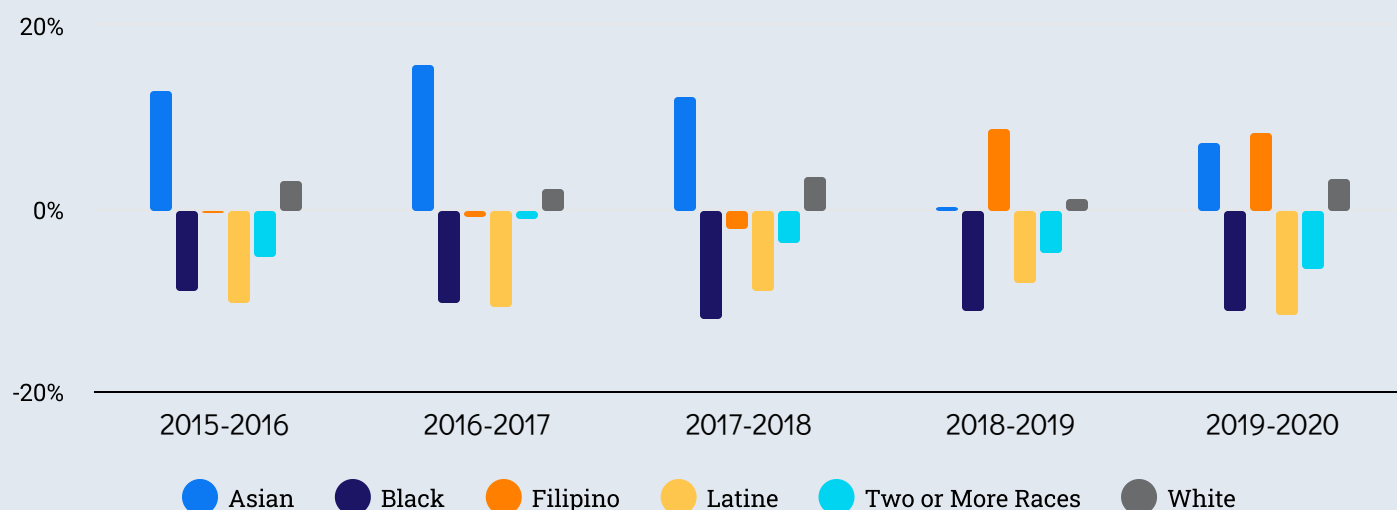
DATA DISAGGREGATED BY RACE/ETHNICITY (3.1)
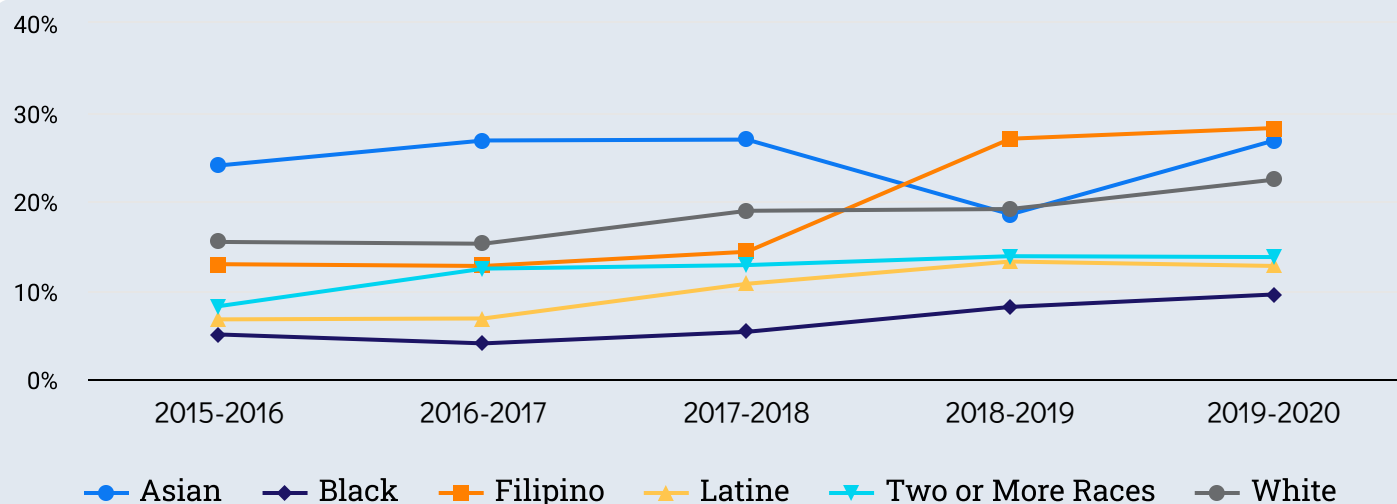
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Asian	24.0% (n = 1,407)	26.8% (n = 1,270)	26.9% (n = 1,040)	18.5% (n = 541)	26.8% (n = 482)
Black/African American	5.0% (n = 657)	4.0% (n = 674)	5.3% (n = 565)	8.1% (n = 569)	9.5% (n = 515)
Filipino	12.9% (n = 132)	12.7% (n = 126)	14.3% (n = 112)	27.0% (n = 122)	28.2% (n = 110)
Latine (Hispanic)	6.7% (n = 3,173)	6.8% (n = 3,114)	10.7% (n = 2,729)	13.2% (n = 2,761)	12.7% (n = 2,888)
Two or More Races	8.2% (n = 305)	12.4% (n = 323)	12.8% (n = 320)	13.8% (n = 311)	13.7% (n = 315)
White	15.4% (n = 2,264)	15.2% (n = 2,138)	18.9% (n = 2,035)	19.1% (n = 1,801)	22.4% (n = 1,642)

The disaggregated data for the Vision Goal Completion metric reveal persistent equity gaps among some racial/ethnic groups. Filipino students showed the most significant improvement, reaching 28.2% in 2019–2020, the highest rate across all groups and the basis for the college's 2028 target goal. Asian and White students also performed above the college average, with steady gains over time. In contrast, Latine students, who represent the largest cohort, improved from 6.7% to 12.7% but remain one of the group who complete at the lowest rates. Black students had the lowest rates overall, increasing modestly from 5.0% to 9.5%. **These trends underscore the need for intentional, race-conscious strategies to close gaps in degree and certificate completions, particularly for Black and Latine students.**

EQUITY GAPS (PPG-1 VALUES) (3.1)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Asian	12.9% (n = 1,407)	15.9% (n = 1,270)	12.3% (n = 1,040)	0.3% (n = 541)	7.4% (n = 482)
Black/African American	-8.8% (n = 657)	-10.2% (n = 674)	-11.9% (n = 565)	-11.0% (n = 569)	-11.0% (n = 515)
Filipino	-0.3% (n = 132)	-0.7% (n = 126)	-2.1% (n = 112)	8.9% (n = 122)	8.5% (n = 110)
Latine (Hispanic)	-10.2% (n = 3,173)	-10.5% (n = 3,114)	-8.8% (n = 2,729)	-8.0% (n = 2,761)	-11.4% (n = 2,888)
Two or More Races	-5.2% (n = 305)	-1.0% (n = 323)	-3.7% (n = 320)	-4.6% (n = 311)	-6.4% (n = 315)
White	3.1% (n = 2,264)	2.4% (n = 2,138)	3.5% (n = 2,035)	1.1% (n = 1,801)	3.3% (n = 1,642)

The PPG-1 values reveal persistent equity gaps in completion, especially for Black and Latine students, who consistently had the largest negative gaps, approximately -11% in 2019–2020. In contrast, Asian and Filipino students had strong positive gaps in the most recent year (+7.4% and +8.5%, respectively), while White students remained slightly above parity. **These trends highlight continued disparities and the need for race-conscious strategies to improve completion outcomes for Black and Latine students.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".
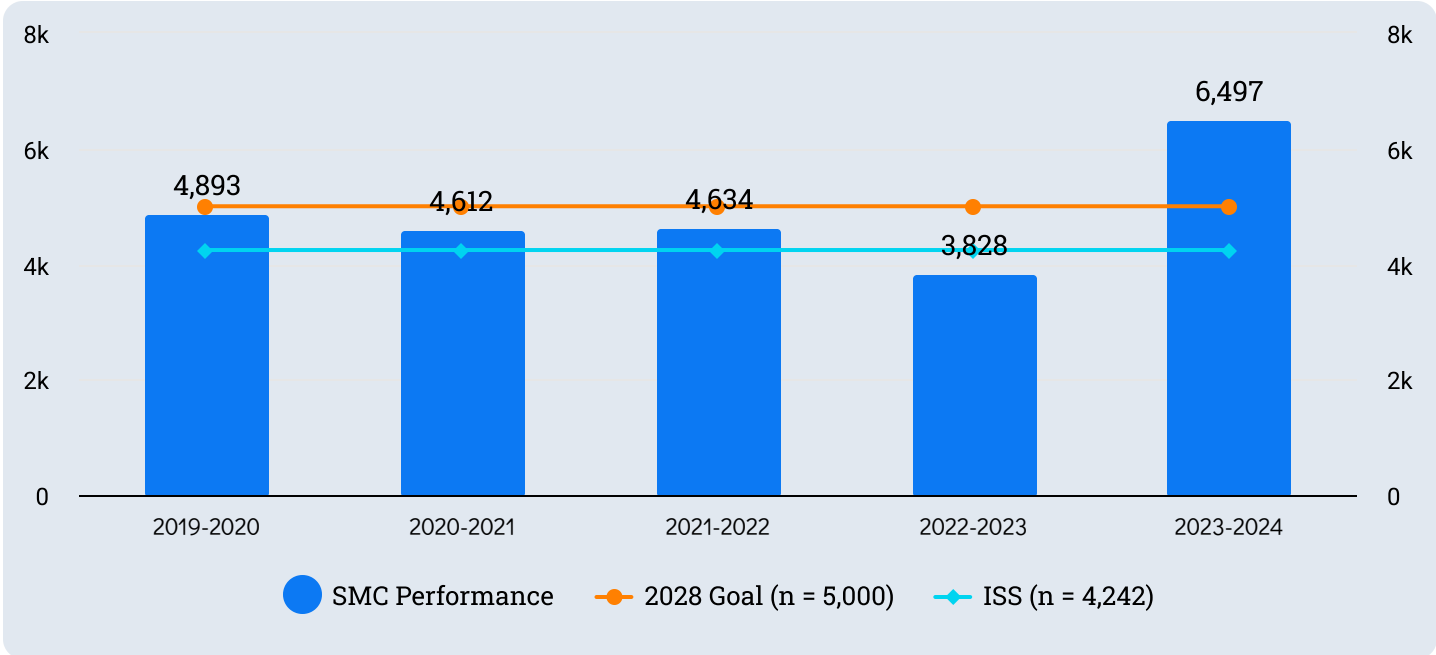
3.2 Number of Certificates Awarded in Academic Year

Description: The total number of Chancellor's Office-approved credit and noncredit certificates awarded to students in the selected year, regardless of enrollment status. Each certificate is counted separately, and students are counted multiple times if they earned more than one certificate.

Data Source: SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (3.2)

Legend: SMC Performance ● | 2028 Goal (n = 5,000) | ISS (n = 4,242)

Bar values: 2019-2020: 4,893 | 2020-2021: 4,612 | 2021-2022: 4,634 | 2022-2023: 3,828 | 2023-2024: 6,497

The number of Chancellor's Office-approved credit and noncredit certificates awarded annually at SMC has fluctuated over the past five years, declining from 4,893 in 2019–2020 to a low of 3,828 in 2022–2023, before rising sharply to 6,497 in 2023–2024. This significant increase exceeds the institution-set standard required by ACCJC, which establishes both a floor level of satisfactory performance. In addition, SMC's performance exceeds the 2028 target goal of 5,000 certificates. While this growth is a positive indicator, it is likely due in large part to the college's expanded efforts to automatically award certificates without requiring students to petition, rather than reflecting a sudden surge in completions. Looking ahead, we do not anticipate sustained ceiling-level certificate counts, as the IGETC Certificate of Completion will be phased out in response to AB 928, and there may be a temporary decline before the CalGETC Certificate is fully implemented. The College will continue to monitor these impacts closely during this transition period.

Certificate Type	2019-2022	2020-2021	2021-2022	2022-2023	2023-2024
Credit Certificates	4,815	4,456	4,491	3,609	6,105
Noncredit Certificates	78	156	143	219	392
Total Certificates	4,893	4,612	4,634	3,828	6,497

The number of noncredit certificates awarded at SMC has quadrupled over the past five years, reaching a record high of 392 in 2023–2024—the most in the college's history. This growth is largely attributed to the expansion of Career Development and College Preparation (CDCP) programs, which are designed to prepare students for workforce entry or transition into credit-bearing pathways. Notable CDCP programs include Bicycle Maintenance, Business Essentials, Early Care & Education, and Rehabilitation Therapy Aide. SMC's first noncredit certificate was approved in 2017, marking the beginning of a growing commitment to accessible, workforce-aligned education.
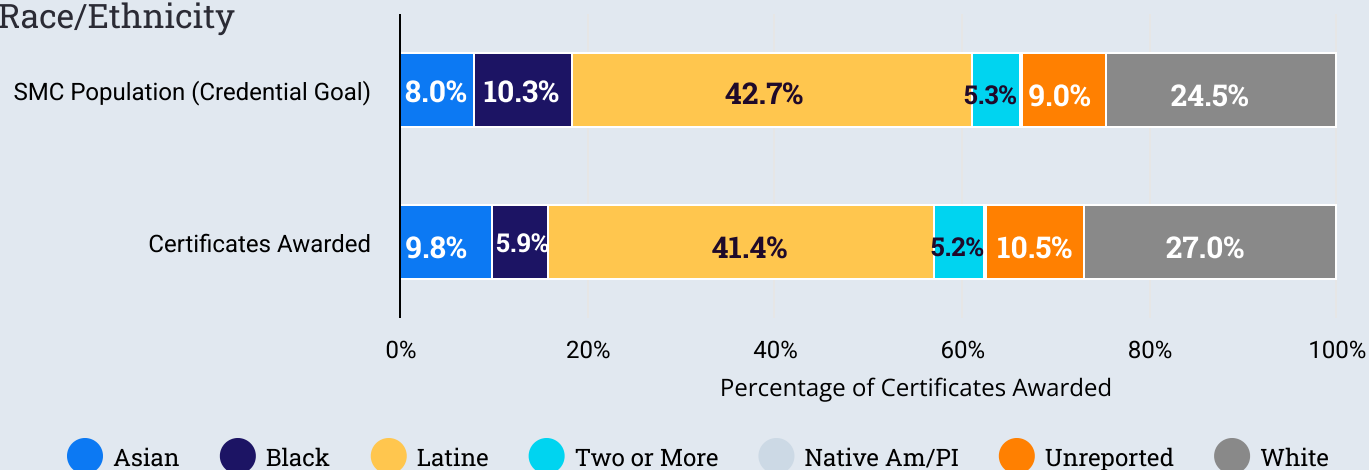
PROPORTION OF OUTCOME COMPLETION BY RACE/ETHNICITY (3.2)
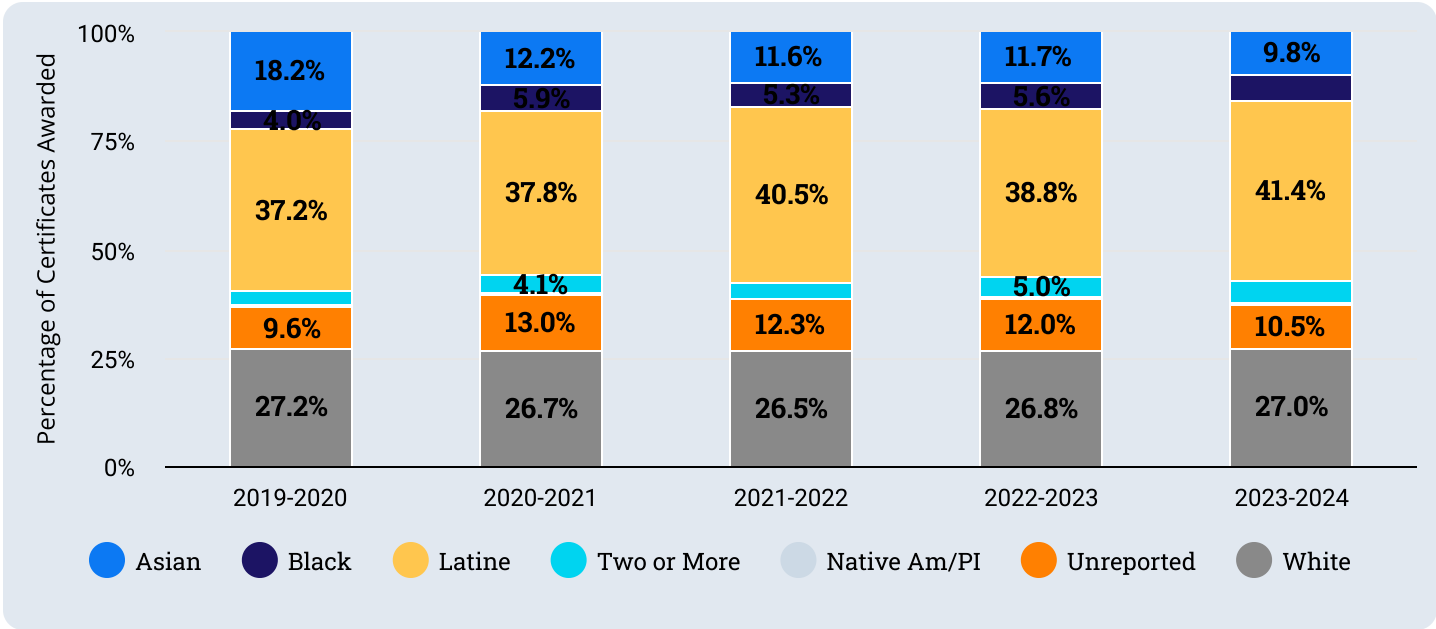
Disaggregated data reveal that, on average, Latine students have received the largest share of Chancellor's-Approved certificates over the last five years, followed by White students. In contrast, Native American, Pacific Islander (PI), multi-racial, and Black students have consistently represented the smallest share of certificates conferred.

In 2023–2024, Black students were underrepresented among certificate recipients compared to their share of students with a credential goal. Although they made up 10.3% of students pursuing a certificate, degree, or transfer, they accounted for only 5.9% of Chancellor's Office-approved certificates awarded that year.

2023-2024 Comparison of Students with Credential Goals vs. Certificates Awarded by Race/Ethnicity

	Asian	Black	Latine	Two or More	Unreported	White
SMC Population (Credential Goal)	8.0%	10.3%	42.7%	5.3%	9.0%	24.5%
Certificates Awarded	9.8%	5.9%	41.4%	5.2%	10.5%	27.0%

0%   20%   40%   60%   80%   100%

Percentage of Certificates Awarded

● Asian   ● Black   ● Latine   ● Two or More   ○ Native Am/PI   ● Unreported   ● White

Latine students were only slightly underrepresented among certificate recipients compared to their share of students with credential goals. In contrast, Asian, White, and students with unreported race/ethnicity were slightly overrepresented among those awarded certificates. **These disparities highlight the continued need for race-conscious strategies to ensure equitable certificate attainment for Black and Latine students.**
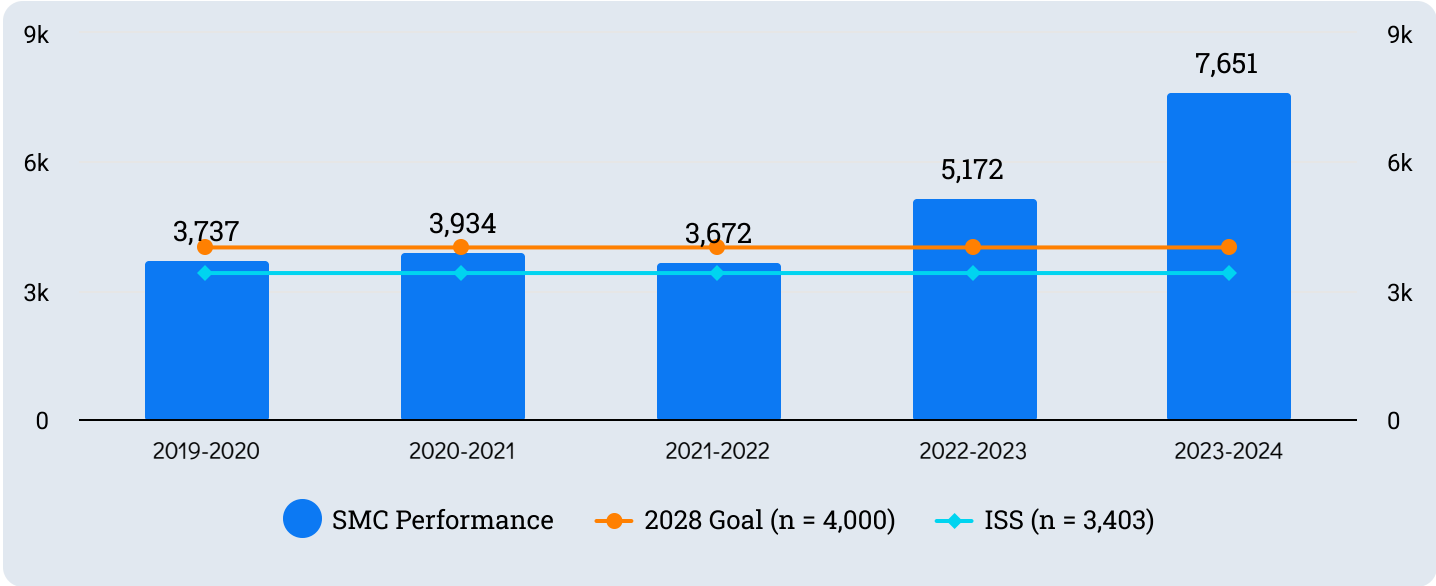
3.3 Number of Associate Degrees Awarded in Academic Year

Description: The total number of associate degrees (local and transfer) awarded to students in the selected year, regardless of enrollment status. Each degree is counted separately, and students are counted multiple times if they earned more than one degree.

Data Source: SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (3.3)

Legend: ● SMC Performance ●— 2028 Goal (n = 4,000) ◆— ISS (n = 3,403)

Chart values: 2019-2020: 3,737; 2020-2021: 3,934; 2021-2022: 3,672; 2022-2023: 5,172; 2023-2024: 7,651

The number of associate degrees awarded at SMC has steadily increased over the past five years, rising from 3,737 in 2019–2020 to a record high of 7,651 in 2023–2024. This far exceeds both the institution-set standard (floor threshold) of 3,403 and the aspirational target of 4,000 degrees. The sharp increase in recent years is largely attributable to expanded efforts to award degrees without requiring student petitions, particularly to students who had already met degree requirements. In 2023–2024, 64% of degrees were awarded without petition, up from 54% in 2022–2023 and just 31% in 2021–2022.

While this policy change has effectively increased completions and recognized students' achievements more efficiently, the current swell in degrees is not expected to continue indefinitely. As the backlog of eligible past students is cleared, the number of degrees awarded will likely level off. Going forward, most degrees awarded without petition will likely be conferred to currently enrolled students, making future trends more stable and reflective of ongoing enrollment and completion patterns.

Associate Degree Type	2019-2022	2020-2021	2021-2022	2022-2023	2023-2024
Associate in Science for Transfer (A.S.-T)	358	405	397	304	395
Associate in Arts for Transfer (A.A.-T)	796	855	768	770	948
Associate of Science (A.S.)	517	591	531	593	681
Associate of Arts (A.A.)	2,066	2,083	1,976	3,505	5,627
Total Associates	3,737	3,934	3,672	5,172	7,651

This growth in associate degrees has been driven primarily by a sharp rise in Associate of Arts (A.A.) degrees, which surged from 2,066 to 5,627 during the last five years. In contrast, the number of Associate Degrees for Transfer (ADT), particularly the A.S.-T degree, has remained relatively stable, with a slight decline in 2022–2023 before rebounding. These trends suggest that the recent increases are largely due to expanded awarding practices for local A.A. degrees rather than growth in transfer-oriented degrees.

PROPORTION OF OUTCOME COMPLETION BY RACE/ETHNICITY (3.3)
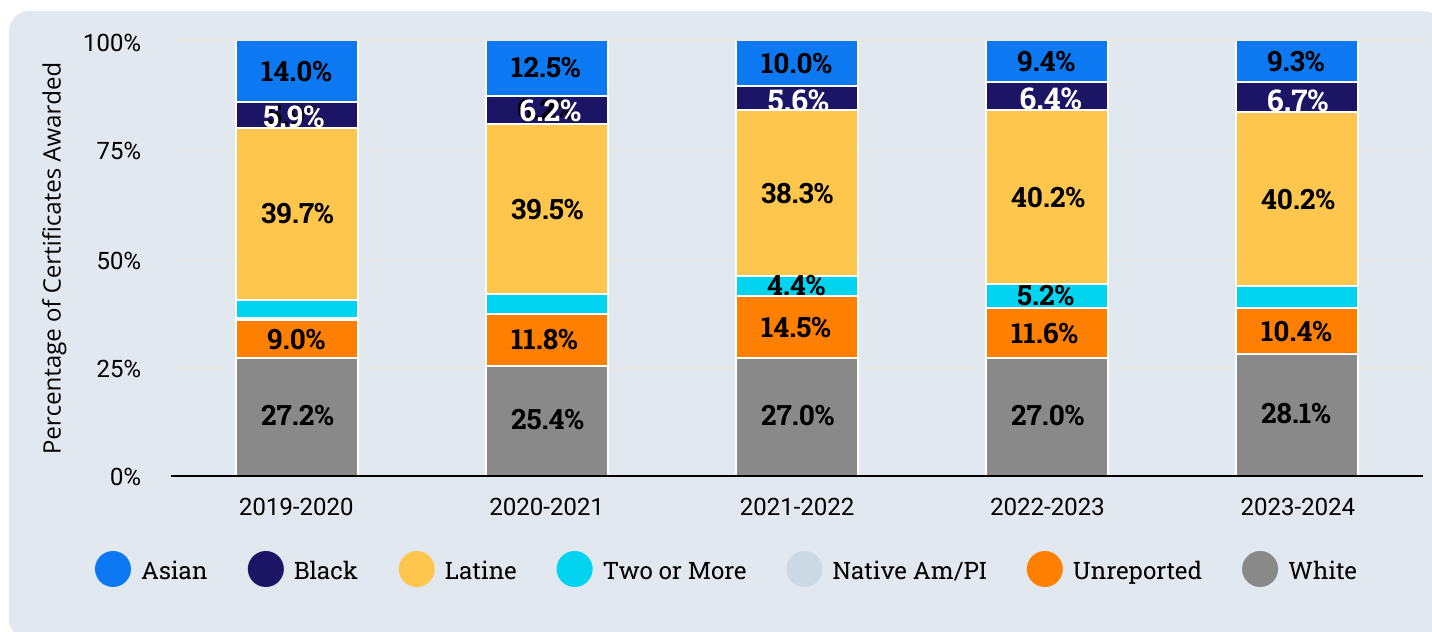
Disaggregated data reveal that, on average, Latine students have received the largest share of associate degrees over the last five years, followed by White students. In contrast, Native American, Pacific Islander (PI), multi-racial, and Black students have consistently represented the smallest share of associate degrees awarded.

2023-2024 Comparison of Students with Credential Goals vs. Associate Degrees Awarded by Race/Ethnicity

	Asian	Black	Latine	Two or More	Native Am/PI	Unreported	White
SMC Population (Credential Goal)	8.0%	10.3%	42.7%	5.3%		9.0%	24.5%
Associate Degrees Awarded	9.3%	6.7%	40.4%	5.0%		10.4%	28.0%

Percentage of Certificates Awarded

Legend: Asian, Black, Latine, Two or More, Native Am/PI, Unreported, White
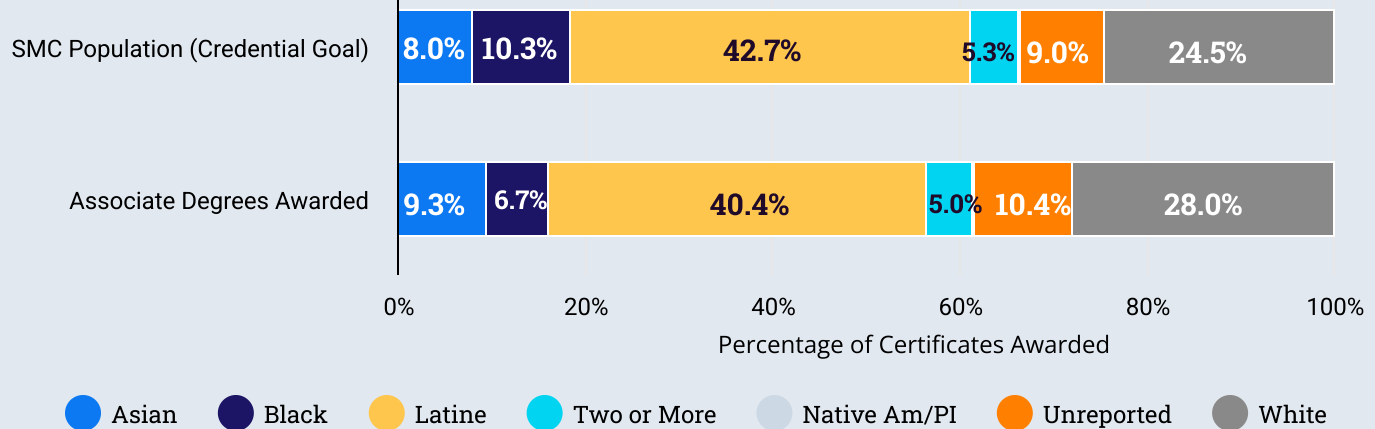
In 2023–2024, Black students were the most underrepresented among associate degree recipients, comprising 10.3% of students with a credential goal but only 6.7% of degrees awarded, a gap of 3.6 percentage points. Latine students also experienced underrepresentation, making up 42.7% of the credential-seeking population but accounting for just 40.4% of associate degrees, a 2.3-point gap.

In contrast, White students were overrepresented by 3.5 percentage points, while Asian students and those with unreported race/ethnicity were slightly overrepresented, by 1.3 and 1.4 points, respectively. **These disparities highlight the continued need for race-conscious strategies to ensure equitable degree attainment for Black and Latine students.**

3.4 Number of Bachelor's Degrees Awarded in Academic Year

Description: The total number of community college bachelor's degree awarded to students in the selected year, regardless of enrollment status. SMC currently offers one bachelor's program: B.S. in Interaction Design.

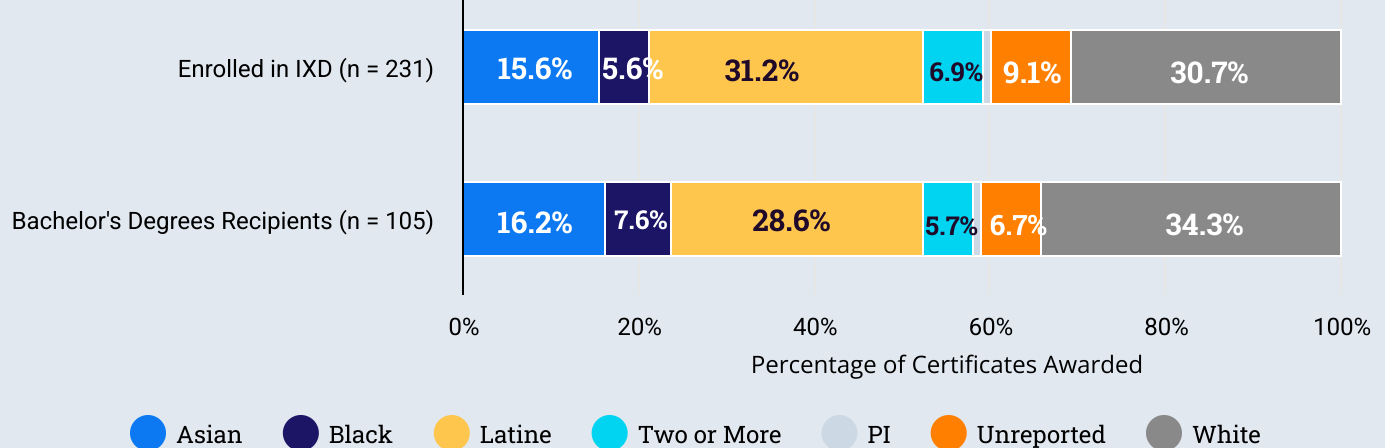**Data Source:** SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (3.4)
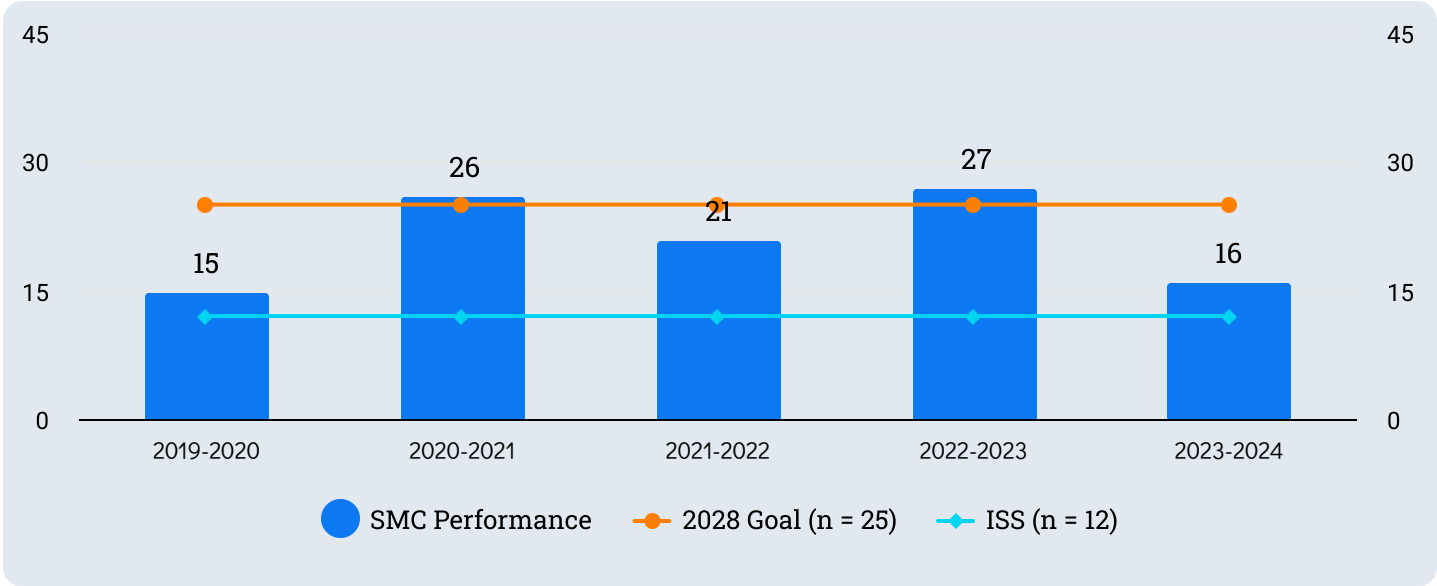
Graduation data for SMC's Bachelor of Science (B.S.) in Interaction Design program show that the number of degrees awarded annually has remained relatively small and stable, consistent with the program's cohort-based structure. Between 2019–2020 and 2023–2024, annual completions ranged from a low of 15 graduates to a high of 27, with 16 degrees awarded in 2023–2024. This exceeds the institution-set standard of 12, ensuring the college meets the minimum threshold for satisfactory performance.

While the most recent year fell below the target goal of 25, the program has met or surpassed that goal in two of the past five years. The bachelor's degree awards trends reflect the selective and specialized nature of the Interaction Design program, which typically admits around 20–25 students per cohort.

Comparison of 2019-20 to 2023-24 Interaction Design Enrolled Students vs. 2019-20 to 2023-24 Bachelor's Degrees Recipients by Race/Ethnicity

Category	Asian	Black	Latine	Two or More	Unreported	White
Enrolled in IXD (n = 231)	15.6%	5.6%	31.2%	6.9%	9.1%	30.7%
Bachelor's Degrees Recipients (n = 105)	16.2%	7.6%	28.6%	5.7%	6.7%	34.3%

Percentage of Certificates Awarded

Legend: Asian, Black, Latine, Two or More, PI, Unreported, White

Due to small annual cohort sizes in the Bachelor of Science in Interaction Design program, data are not disaggregated by race/ethnicity on a yearly basis to protect student privacy. However, an aggregate breakdown of graduates over the past five years is provided to offer a more comprehensive view of student representation in the program.

Over the past five years, Latine students were the most underrepresented, comprising 31.2% of those enrolled but only 28.6% of graduates, a gap of 2.6 percentage points. Students with unreported race/ethnicity also experienced underrepresentation, making up 9.1% of enrollment but only 6.7% of graduates, a 2.4-point gap.

In contrast, White students were overrepresented among graduates by 3.6 percentage points, and Black students by 2.0 points. **These disparities underscore the continued need for race-conscious strategies to ensure equitable bachelor's degree attainment, particularly for Latine students, in this selective and high-impact program.**
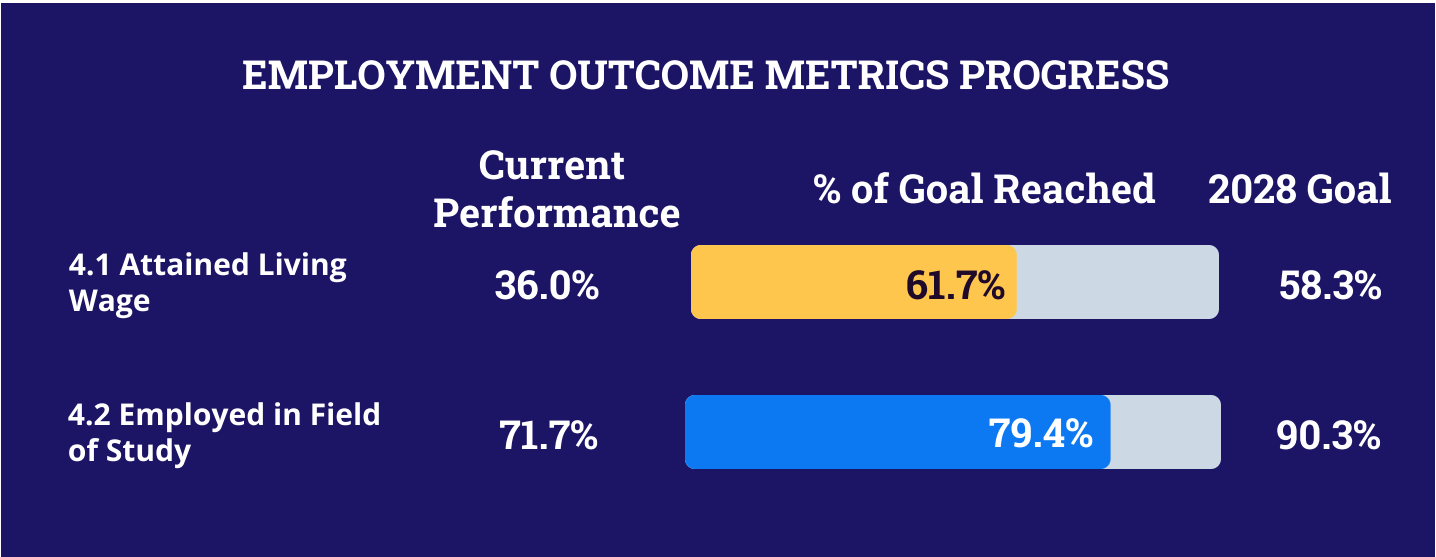
Metric Group 4:
Employment Outcomes

Chapter 4: Employment Outcomes

This chapter highlights two key metrics that assess post-college employment outcomes for SMC students. Metric 4.1, Attained Living Wage, measures the percentage of students who, after leaving the college, earn at or above a regional living wage, an indicator aligned with Vision 2030, the Student Centered Funding Formula (SCFF), and the Strong Workforce Program (SWP). Metric 4.2, Employed in Field of Study, reflects the percentage of formers students who report being employed in a job closely related to their program of study, as measured through the Career Technical Education (CTE) Outcomes Survey. Both metrics provide insight into the College's effectiveness in preparing students for meaningful, career-aligned employment that supports economic mobility.

The chart below highlights SMC's most recent performance on these metrics and tracks the College's progress toward its 2028 target goals.

EMPLOYMENT OUTCOME METRICS PROGRESS

|	Current Performance	% of Goal Reached	2028 Goal
4.1 Attained Living Wage	**36.0%**	**61.7%**	**58.3%**
4.2 Employed in Field of Study	**71.7%**	**79.4%**	**90.3%**

4.1 Attained Living Wage

Description: The percentage of SMC student who exited the community college system, without transferring to another two-year or four-year college, who were employed in the second fiscal quarter after exit and earned at or above the median LA County living wage for a single adult in the year after they left. For this report, the 2024 living wage was used and adjusted for inflation. While this approach conceptually aligns with the SCFF metric, it does not precisely match the official SCFF calculation, which does not account for inflation in its living wage threshold.

Data Source: California Community College Chancellor's Office DataVista Metric 802S

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (4.1)
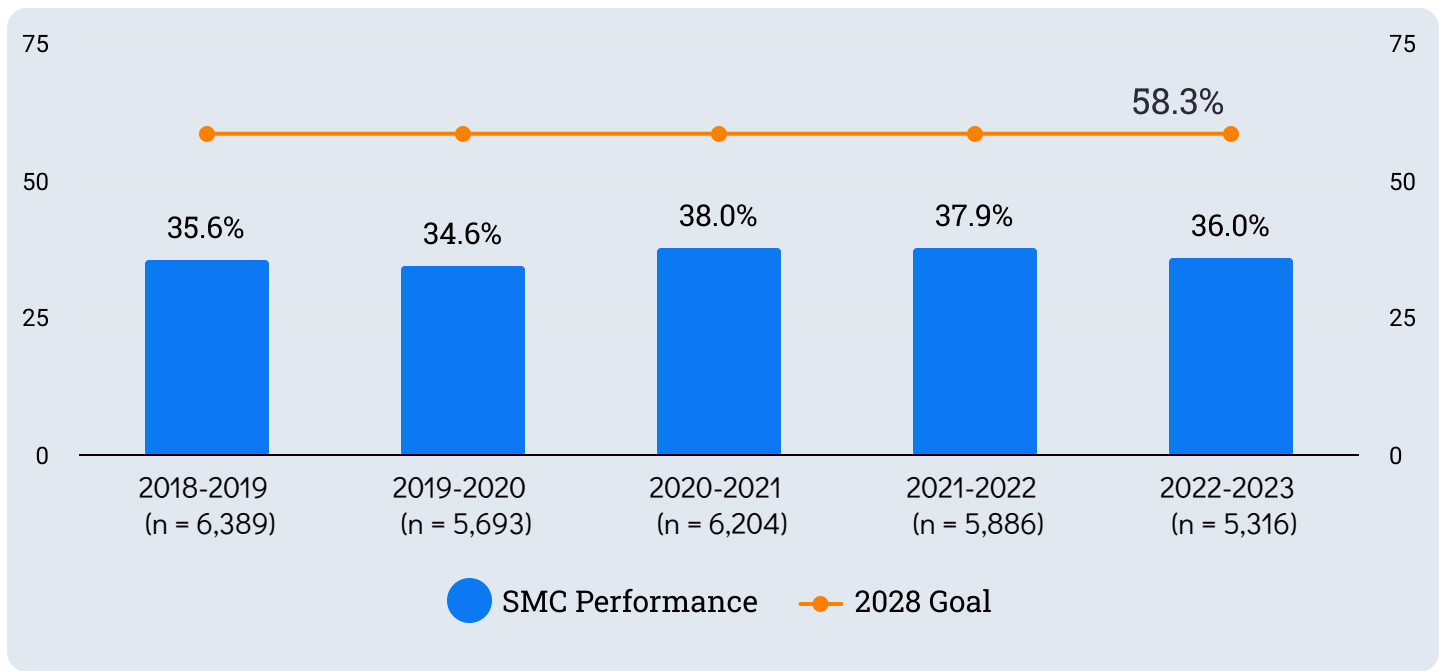
Over the past five years, the percentage of students attaining a living wage after exiting higher education has remained relatively stable, ranging from 34.6% to 38.0%. In 2022–2023, the rate was 36.0%, which is 22.3 percentage points below the **target goal of 58.3%,** set by the Institutional Effectiveness Committee based on the performance of Asian students, the highest-performing group, in that year. It is concerning that only about one in three students who exit SMC attain a living wage based on the Los Angeles County cost of living, approximately $27.81 per hour or an annual income of $57,845 based on a 40-hour workweek. Despite relatively stable performance over the past five years, the fact that roughly two-thirds of students are not earning enough to meet basic living expenses highlights a critical equity and economic mobility challenge.
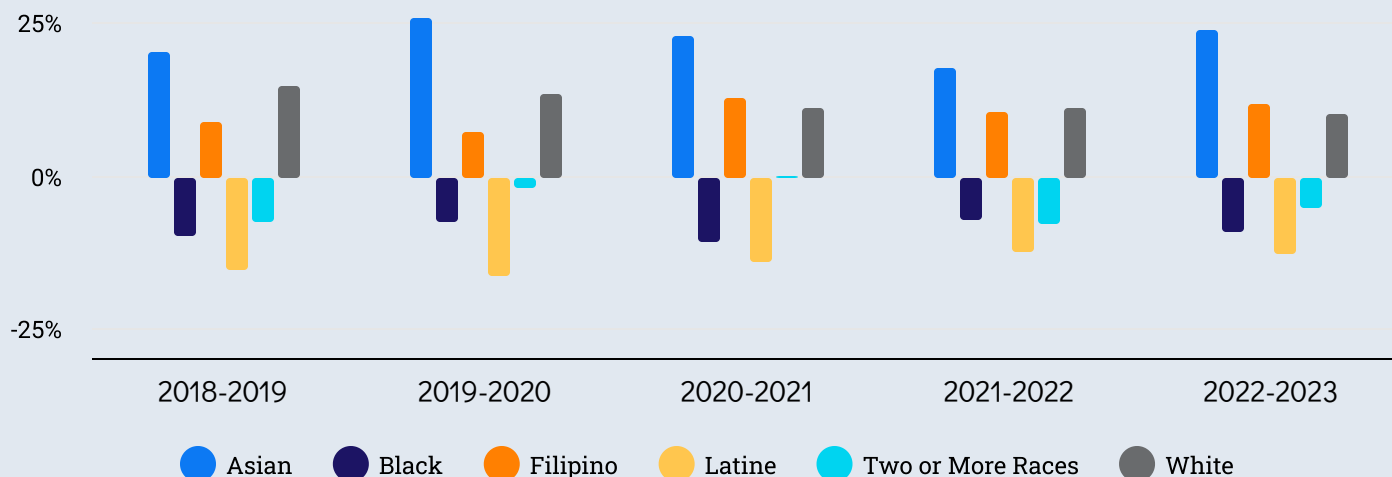
DATA DISAGGREGATED BY RACE/ETHNICITY (4.1)
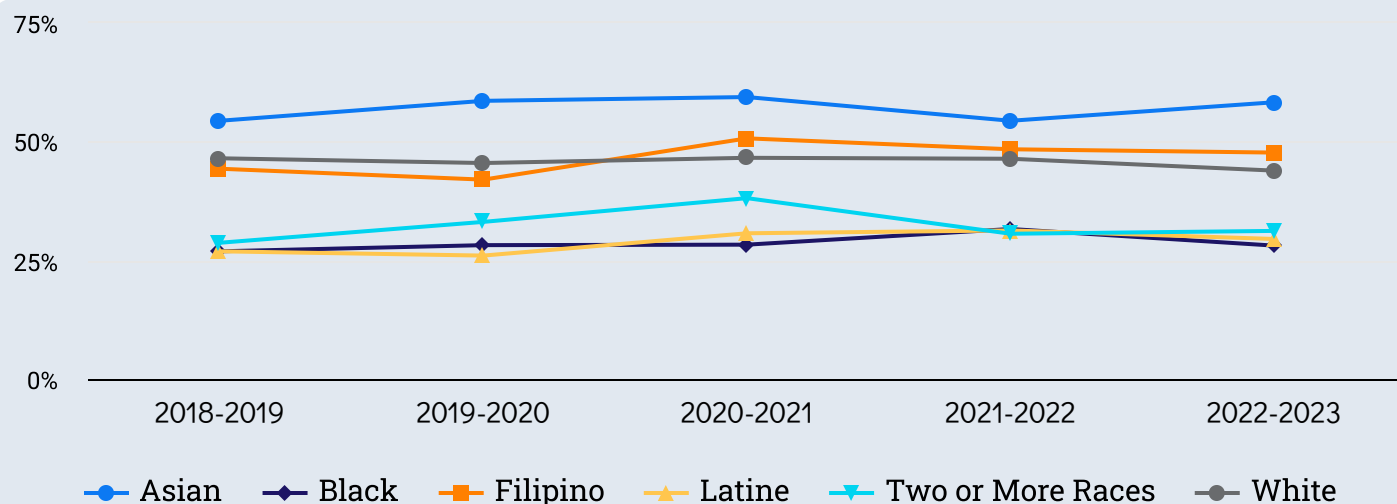
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	54.4% (n = 542)	58.6% (n = 461)	59.4% (n = 419)	54.4% (n = 436)	58.3% (n = 424)
Black/African American	26.9% (n = 688)	28.2% (n = 657)	28.3% (n = 622)	31.6% (n = 583)	28.1% (n = 566)
Filipino	44.3% (n = 115)	42.0% (n = 100)	50.7% (n = 134)	48.4% (n = 124)	47.7% (n = 111)
Latine (Hispanic)	26.9% (n = 2,736)	26.0% (n = 2,658)	30.7% (n = 2,967)	31.3% (n = 2,759)	29.5% (n = 2,550)
Two or More Races	28.7% (n = 342)	33.1% (n = 236)	38.1% (n = 278)	30.6% (n = 320)	31.2% (n = 250)
White	46.5% (n = 1,766)	45.5% (n = 1,196)	46.6% (n = 1,533)	46.4% (n = 1,480)	43.9% (n = 1,251)

The disaggregated data for the Attained Living Wage metric reveal persistent racial disparities among SMC students who exited without transferring. Asian students consistently had the highest attainment rates, reaching a five-year high of 58.3% in 2022–2023. White and Filipino students also performed above the collegewide average, though with some year-to-year fluctuation. In contrast, Black, Latine, and multi-racial students consistently attained the living wage at the lowest rates when compared to their counterparts. **These persistent gaps highlight the need for targeted, race-conscious workforce strategies to improve post-college outcomes, particularly for Black, Latine, and multi-racial students.**

EQUITY GAPS (PPG-1 VALUES) (4.1)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian	20.6% (n = 542)	26.0% (n = 461)	23.0% (n = 419)	17.8% (n = 436)	24.1% (n = 424)
Black/African American	-9.8% (n = 688)	-7.3% (n = 657)	-10.8% (n = 622)	-7.0% (n = 583)	-8.9% (n = 566)
Filipino	8.9% (n = 115)	7.5% (n = 100)	13.1% (n = 134)	10.7% (n = 124)	12.0% (n = 111)
Latine (Hispanic)	-15.2% (n = 2,736)	-16.1% (n = 2,658)	-13.9% (n = 2,967)	-12.4% (n = 2,759)	-12.6% (n = 2,550)
Two or More Races	-7.3% (n = 342)	-1.7% (n = 236)	0.2% (n = 278)	-7.7% (n = 320)	-5.1% (n = 250)
White	15.0% (n = 1,766)	13.7% (n = 1,196)	11.4% (n = 1,533)	11.4% (n = 1,480)	10.3% (n = 1,251)

The PPG-1 values reveal persistent equity gaps in living wage attainment. Latine students experienced the largest and most consistent gaps, ranging from -12.4% to -16.1%, followed by Black students with gaps between -7.0% and -10.8%. In contrast, Asian, White, and Filipino students consistently performed on this metric when compared to other students, with Asian students peaking at +26.0%. Students of Two or More Races showed smaller, fluctuating gaps. **These trends highlight the need for targeted efforts to improve economic outcomes for Black and Latine students.**

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

# 4.2 Employed in Field of Study

⚙

Description: Among students who responded to the Career and Technical Education Outcomes Survey (CTEOS) and who did not transfer to any postsecondary institution, the percentage who reported working in a job "very closely" or "closely" related to their field of study. The data are reported on a two-year lag. For example, students identified in the 2021-2022 cohort were last enrolled in that year, did not enroll in any postsecondary institution in 2022-2023, and were surveyed in 2023-2024.

Data Source: California Community College Chancellor's Office DataVista Metric 701S

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (4.2)
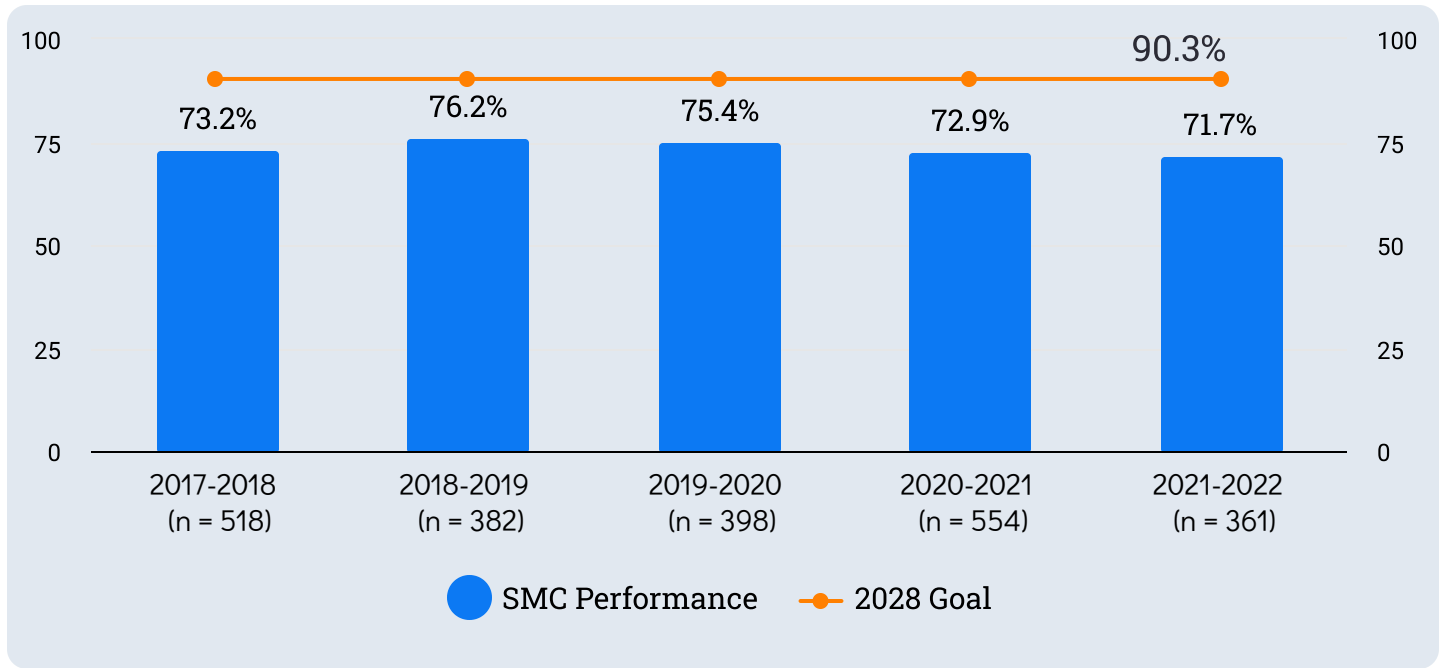
Over the past five years, the percentage of students reporting employment in a job closely related to their field of study has remained relatively stable, ranging from a high of 76.2% in 2018–2019 to a low of 71.7% in 2021–2022. This suggests that about 7 in 10 respondents are consistently finding employment aligned with their area of study.

The College's performance on this metric is below the target goal of 90.3% by 2028, set by the Institutional Effectiveness Committee based on the highest performing student group (Asian students in 2021-2022).

# DATA DISAGGREGATED BY RACE/ETHNICITY (4.2)
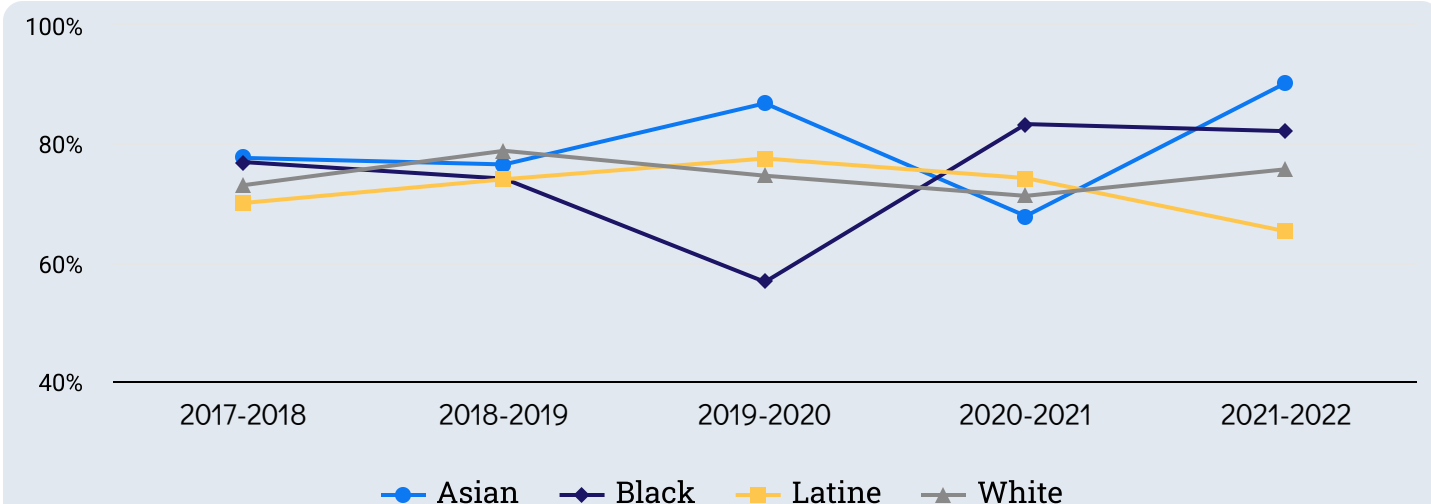
Note: Note: The y-axis does not begin at zero in order to better highlight differences between groups. Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	77.6% (n = 76)	76.5% (n = 51)	86.8% (n = 38)	67.8% (n = 59)	90.3% (n = 31)
Black/African American	76.9% (n = 39)	74.1% (n = 27)	56.7% (n = 30)	83.3% (n = 36)	82.1% (n = 28)
Latine (Hispanic)	70.0% (n = 170)	74.0% (n = 131)	77.5% (n = 151)	74.2% (n = 186)	65.2% (n = 155)
White	73.0% (n = 178)	78.8% (n = 132)	74.6% (n = 118)	71.2% (n = 139)	75.7% (n = 107)

The Employed in Field of Study metric, disaggregated by race/ethnicity, shows that the majority of students across all groups report working in jobs closely related to their studies at SMC. While year-to-year fluctuations occur, likely due to self-selection bias, varying survey populations, and small sample sizes, overall results suggest that most students are finding employment aligned with their field of study.

EQUITY GAPS (PPG-1 VALUES) (4.2)
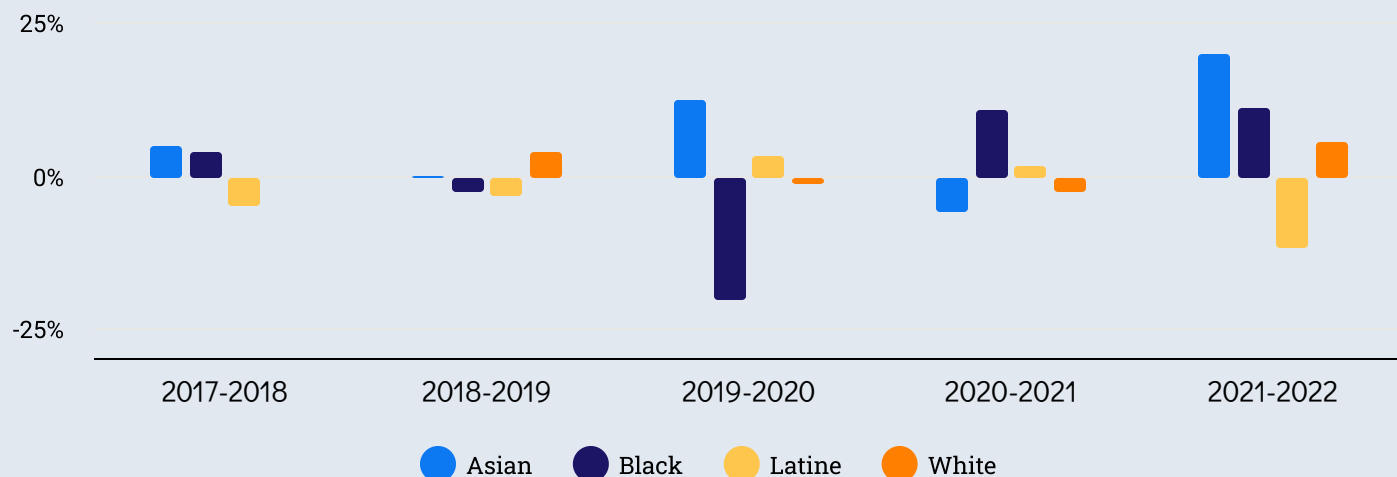
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Asian	5.2% *(n = 76)*	0.3% *(n = 51)*	12.7% *(n = 38)*	-5.7% *(n = 59)*	20.3% *(n = 31)*
Black/African American	4.1% *(n = 39)*	-2.3% *(n = 27)*	-20.2% *(n = 30)*	11.1% *(n = 36)*	11.3% *(n = 28)*
Latine (Hispanic)	-4.7% *(n = 170)*	-3.2% *(n = 131)*	3.4% *(n = 151)*	1.9% *(n = 186)*	-11.5% *(n = 155)*
White	-0.2% *(n = 178)*	4.0% *(n = 132)*	-1.1% *(n = 118)*	-2.3% *(n = 139)*	5.6% *(n = 107)*

The PPG-1 values for the Employed in Field of Study metric reveal persistent racial/ethnic disparities. Asian students consistently had positive outcomes, particularly in 2019–2020 (12.7%) and 2021–22 (20.3%). Black students showed no or small gaps in most cohorts, but experienced a large equity gap in 2019–2020 (-20.2%). Latine students had mostly small gaps, with a notable -11.5% gap in 2021–22.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".

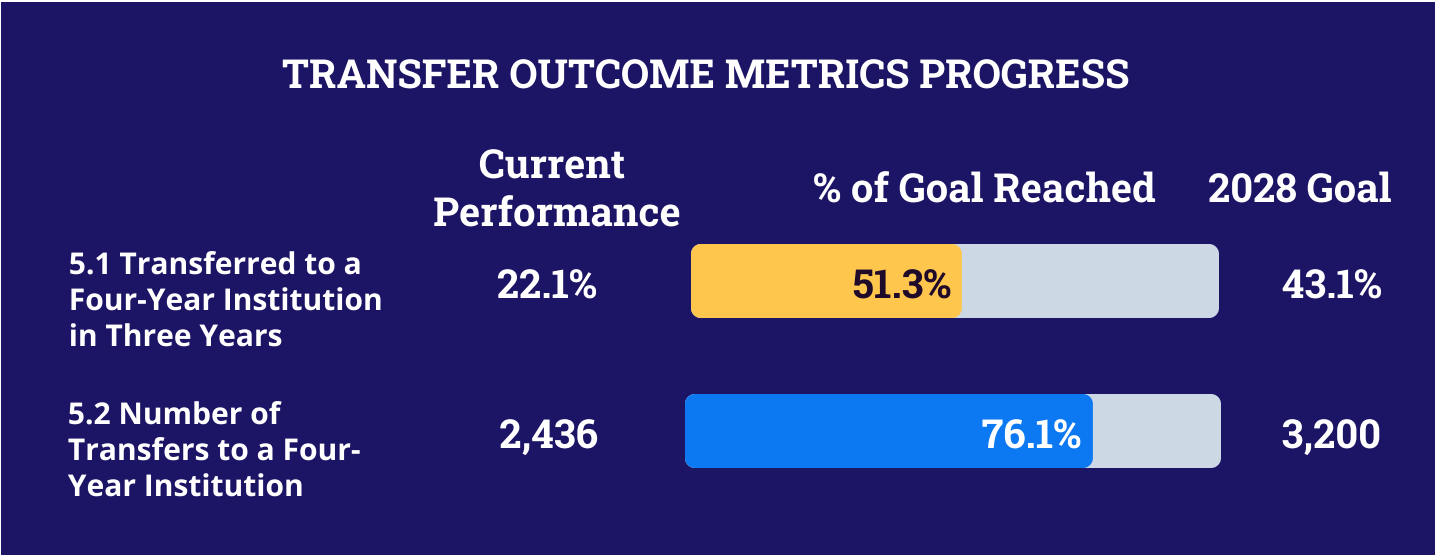# Metric Group 5:
Transfer to Four-Year Institutions

Chapter 5: Transfer Outcomes

This chapter focuses on two key metrics that track student transfer outcomes. The first measures the percentage of first time in college (FTIC) students who transfer to a four-year institution within three years, an outcome aligned with the Student Equity and Achievement (SEA) Program. The second metric, aligned with ACCJC accreditation standards, captures the total number of students who transferred to any four-year institution in a given academic year, including UCs, CSUs, in-state private, and out-of-state institutions. Together, these metrics offer both a cohort-based and annual snapshot of transfer performance.

The chart below highlights SMC's most recent performance on these metrics and tracks the College's progress toward its 2028 target goals.

TRANSFER OUTCOME METRICS PROGRESS

	Current Performance	% of Goal Reached	2028 Goal
5.1 Transferred to a Four-Year Institution in Three Years	**22.1%**	**51.3%**	**43.1%**
5.2 Number of Transfers to a Four-Year Institution	**2,436**	**76.1%**	**3,200**

# 5.1 Transferred to a Four-Year Institution in Three Years

Description: The percentage of first-time in college (FTIC) credit students who earned 12 or more units at any time and at any CCC, exited the system in the selected year, and enrolled in any four-year institution within four year of first enrolling at SMC. This metric tracks transfer outcomes for a three-year cohort.

Data Source: California Community College Chancellor's Office DataVista Metric 620C

Pulled from DataVista in January 2025. As DataVista is periodically updated, data values may change in future pulls. The January 2025 dataset was used to ensure consistency with data reported in the 2025–2028 Student Equity Plan.

TRENDS ACROSS YEARS (5.1)
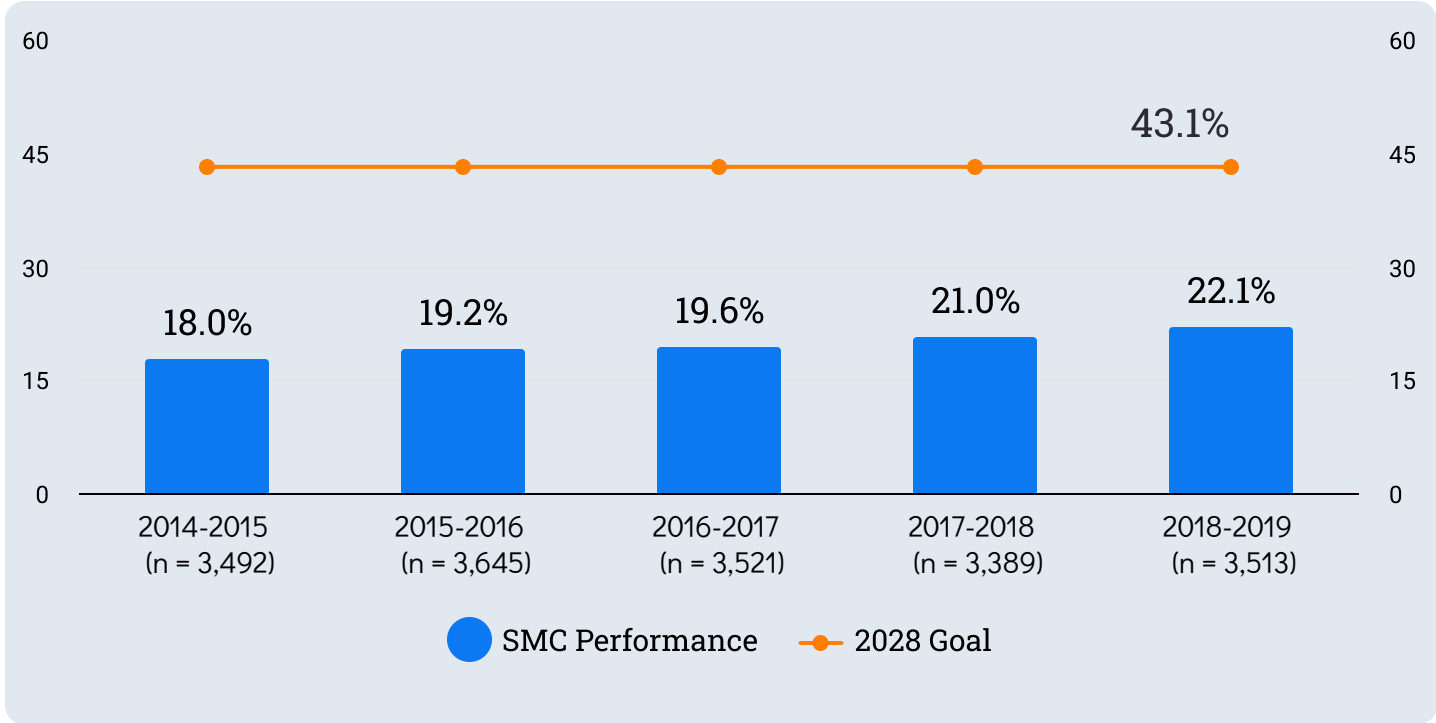
The overall three-year transfer increased steadily by 4.1% in five years, from 18.0% in 2014–2015 to 22.1% in 2018–2019. While this improvement reflects progress in supporting student successfully transfer within three years, the 2018–2019 rate falls short of the **target goal of 43.1%,** which was established by the Institutional Effectiveness Committee based on the performance of Filipino students, the highest-performing group that year. This equity-focused benchmark highlights the need for continued, intentional efforts to close the 21.0 percentage point gap and ensure more students across all groups successfully transfer within a timely period.

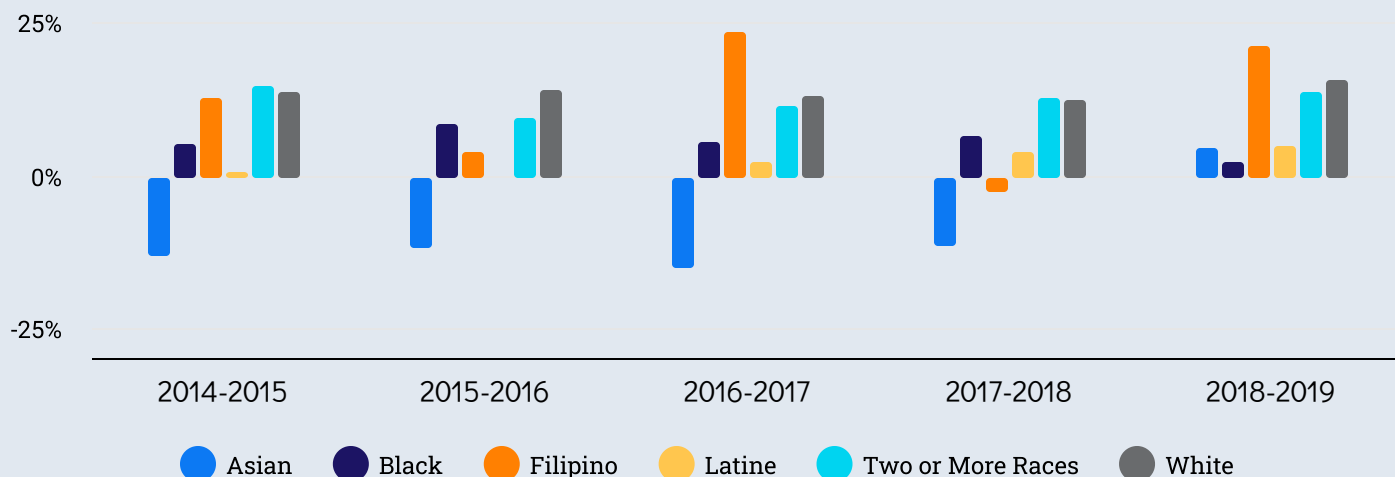# DATA DISAGGREGATED BY RACE/ETHNICITY (5.1)
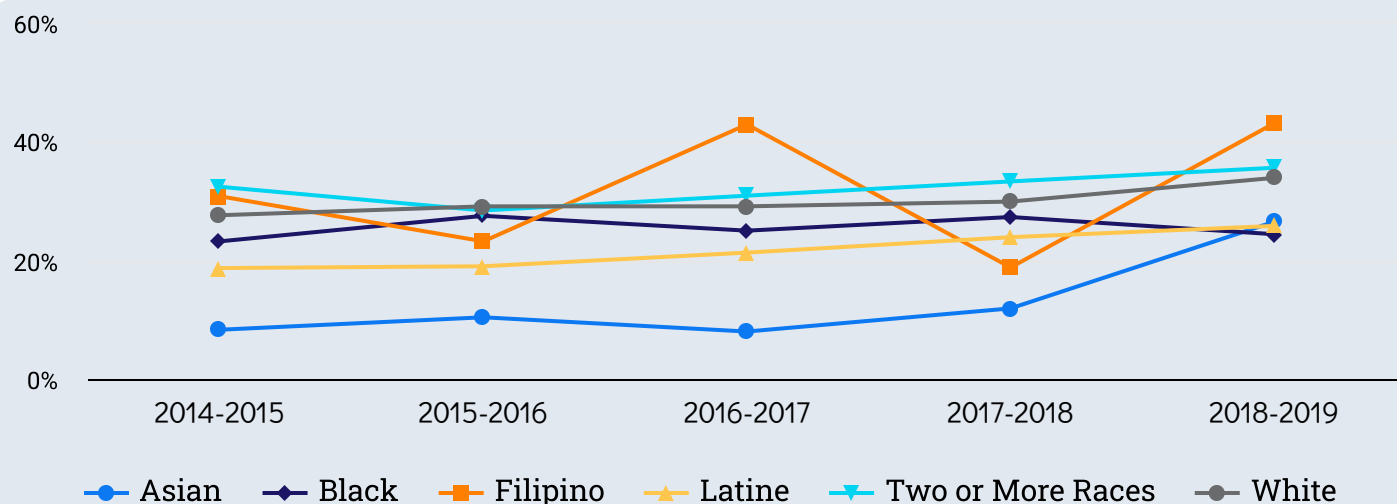
Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Asian	8.3% (n = 868)	10.4% (n = 873)	8.0% (n = 812)	11.9% (n = 653)	26.5% (n = 275)
Black/African American	23.2% (n = 190)	27.5% (n = 171)	25.0% (n = 192)	27.3% (n = 161)	24.4% (n = 193)
Filipino	30.8% (n = 39)	23.2% (n = 56)	42.9% (n = 56)	18.8% (n = 32)	43.1% (n = 65)
Latine (Hispanic)	18.7% (n = 921)	19.0% (n = 962)	21.3% (n = 958)	23.9% (n = 960)	25.8% (n = 993)
Two or More Races	32.4% (n = 74)	28.4% (n = 109)	30.9% (n = 139)	33.3% (n = 123)	35.6% (n = 118)
White	27.6% (n = 1,058)	29.1% (n = 1,091)	29.1% (n = 1,007)	29.9% (n = 984)	33.9% (n = 881)

Transfer rates disaggregated by race/ethnicity reveal important trends over the five-year period. Historically, Asian students transferred at the lowest rates compared to other groups, but they have shown the most improvement, increasing from 8.3% in 2014–2015 to 26.5% in 2018–2019, an 18.2 percentage point gain. Latine students, one of the largest student populations at the college, also showed steady improvement, with transfer rates increasing from 18.7% to 25.8% over the same period. Black and White students consistently demonstrated higher transfer rates, with Black students ranging from 23.2% to 27.5% and White students increasing from 27.6% to 33.9%. Filipino and students identifying as Two or More Races had some of the highest transfer rates, peaking at 43.1% and 35.6%, respectively, in 2018–2019.

EQUITY GAPS (PPG-1 VALUES) (5.1)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Asian	-12.9% (n = 868)	-11.5% (n = 873)	-15.0% (n = 812)	-11.2% (n = 653)	4.8% (n = 275)
Black/African American	5.5% (n = 190)	8.7% (n = 171)	5.7% (n = 192)	6.6% (n = 161)	2.4% (n = 193)
Filipino	12.9% (n = 39)	4.1% (n = 56)	23.7% (n = 56)	-2.3% (n = 32)	21.4% (n = 65)
Latine (Hispanic)	0.9% (n = 921)	-0.2% (n = 962)	2.4% (n = 958)	4.0% (n = 960)	5.1% (n = 993)
Two or More Races	14.8% (n = 74)	9.6% (n = 109)	11.8% (n = 139)	12.8% (n = 123)	14.0% (n = 118)
White	13.8% (n = 1,058)	14.1% (n = 1,091)	13.3% (n = 1,007)	12.5% (n = 984)	15.8% (n = 881)

PPG-1 trends show no racial/ethnic equity gaps in 2018–2019. However, the Student Equity Working Group is currently developing a supplemental metric to address limitations in the state-defined transfer rate. The current metric excludes students with fewer than 12 units, often those facing the greatest barriers, and omits students who transfer but remain concurrently enrolled at SMC, a common strategy due to cost or course availability. It also fails to account for part-time students, who make up 60% of SMC's credit population and may need more than three years to transfer. This metric, once finalized, will be included in the 2025-2028 Student Equity Plan and will be included in future Institutional Effectiveness reports.

For more information on how equity gaps are calculated using the PPG-1 method, refer to the guide "CCCCO Percentage Point Gap Method Minus One".
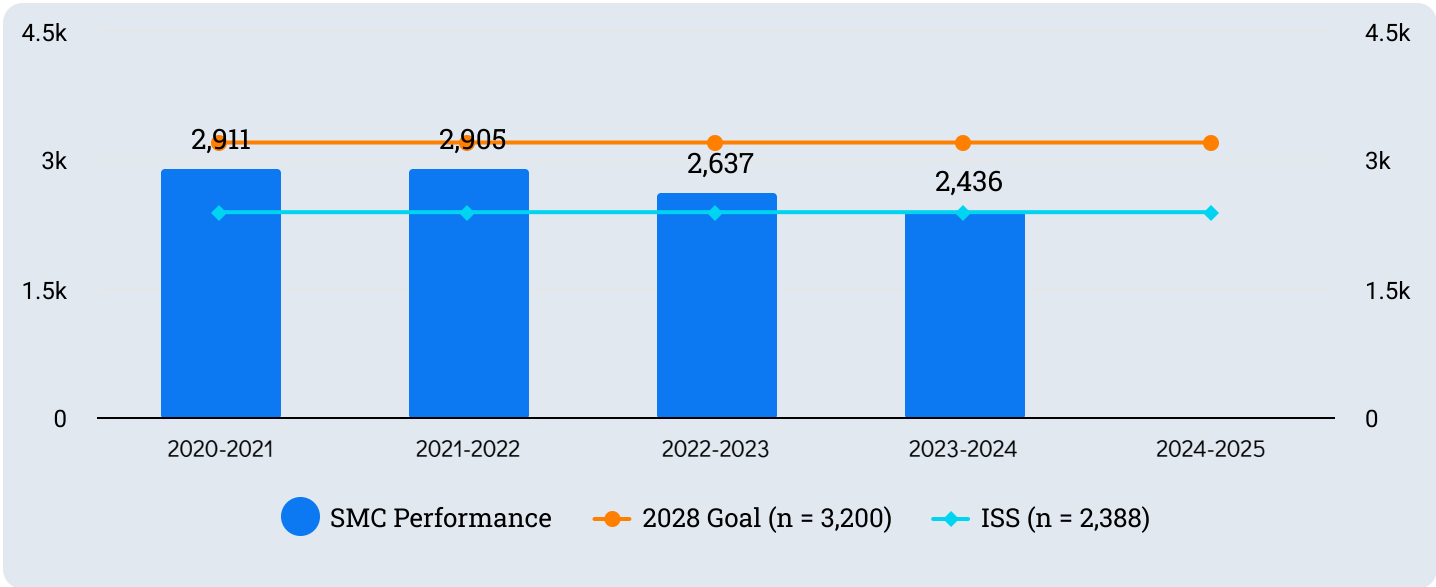
5.2 Number of Transfers to a Four-Year Institution

Description: The total number of SMC students who transferred to a four-year institution in the selected academic year, regardless of their unit completion status, whether they exited the community college system, or if they remained concurrently enrolled. Note: UC data includes only fall-term transfers.

Data Sources: University of California (UC) Information Center, California State University (CSU) Analytics Studies, California Community Colleges Chancellor's Office Data Mart

TRENDS ACROSS YEARS (5.2)

The total number of students transferring to four-year institutions, including UCs, CSUs, in-state privates (ISP), and out-of-state (OOS) colleges, declined by 475 students over the past four years, from 2,911 in 2020–2021 to 2,436 in 2023–2024. Data for 2024–2025 is incomplete, as ISP and OOS figures were unavailable at the time of reporting. While the most recent transfer count remains above the institution-set standard (floor) of 2,388, it falls short of the target goal of 3,200 by 2028 established by the Institutional Effectiveness Committee.

Transfer Institution Type	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
University of California (UC)	1,186	1,200	1,086	983	995
California State University (CSU)	1,282	1,217	1,084	1,071	996
In-State Privates (ISP)	152	175	140	141	NA
Out-of-State Institutions (OOS)	291	313	327	241	NA
Total Associates	2,911	2,905	2,637	2,436	NA

Transfers to UC and CSU campuses account for the largest share of transfer students, with approximately an equal number of students transferring to each system each year. During the last five years, UC transfers decreased from 1,186 to 983, a decrease of 191 students. Transfers to the CSU experienced a larger decline (286 students), dropping from 1,282 to 1,071 during this period.

Though data for in-state private (ISP) and out-of-state (OOS) transfers in 2024–2025 are not yet complete, the numbers for UC and CSU transfers show only a modest rebound from the prior year, suggesting continued challenges in reaching the target goal of 3,200 transfers. While 2023–2024 totals remain above the floor standard of 2,388, the sustained decline indicates a need for further inquiry and targeted support to reverse the trend and ensure more students are successfully transitioning to four-year institutions.

PROPORTION OF OUTCOME COMPLETION BY RACE/ETHNICITY (5.2)
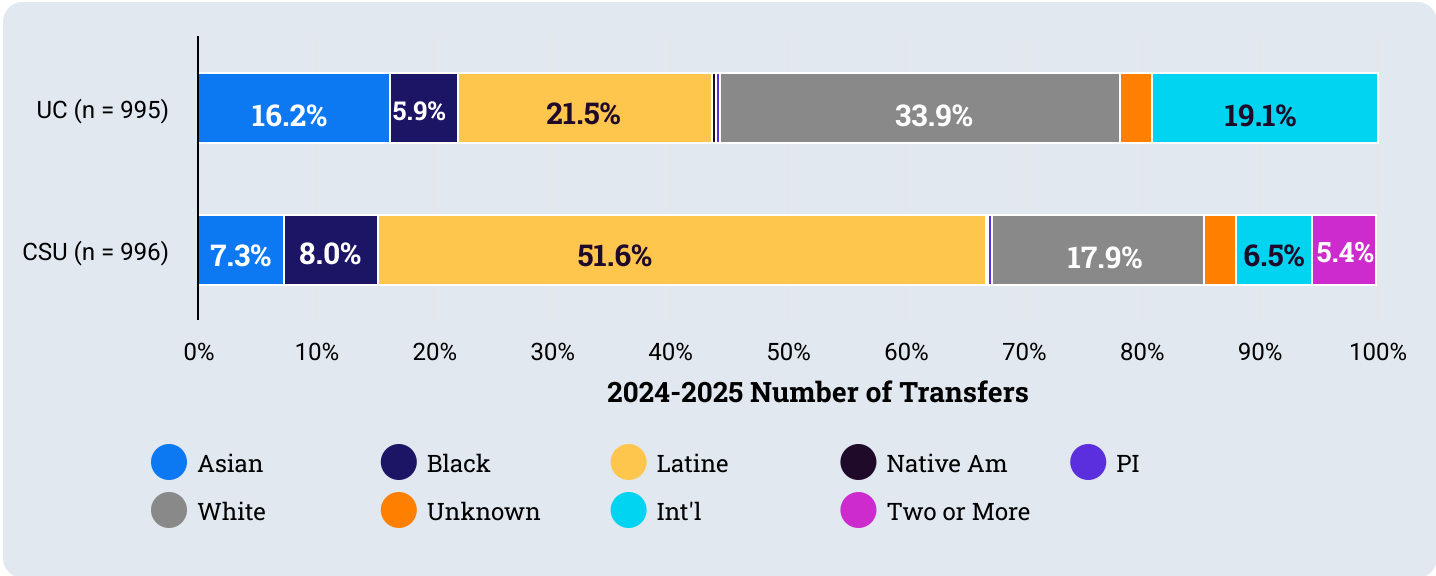
Transfers to UC and CSU campuses reveal clear racial/ethnic differences*. In 2024–2025, Latine students comprised over half (51.6%) of CSU transfers but only 21.5% of UC transfers. Black students made up 8.0% of CSU and 5.9% of UC transfers. In contrast, White and Asian students were more represented among UC transfers (33.9% and 16.2%, respectively) than compared to CSU transfers (17.9% and 7.3%). The UC data does not include a "Two or More Races" category, which limited the analysis.

The differences in racial distribution reflect broader structural inequities in access. UCs are generally more selective, with higher admissions criteria (e.g., GPA, unit thresholds, competitive majors), which may disadvantage students who face systemic barriers to transfer preparation, such as part-time enrollment or financial constraints. CSUs tend to have broader access pathways and serve a more racially diverse transfer population, especially among Latine students. **The lower representation of Black and Latine students among UC transfers highlights the need for race-conscious strategies to ensure equitable transfer access and preparation across both systems.**

*Disaggregated data for in-state private (ISP) and out-of-state (OOS) transfers was unavailable at the time of this report and is therefore not included in the analysis.

Metric Group 6:
Community & Student Support

Chapter 6: Community & Student Support

Chapter Six focuses on seven metrics that reflect Santa Monica College's commitment to community engagement and student support. Unlike traditional student success measures, these indicators assess how well the College is serving both its local K-12 pipeline and its enrolled students, particularly in terms of access to financial aid. The metrics are largely financial aid–related, including the number of students receiving Pell and California College Promise Grants, both of which align with Vision 2030 and the Student Centered Funding Formula (SCFF). Because these measures are not considered student success outcomes, no target goals or institution-set standards have been set. Nonetheless, they offer valuable information about equity in access to resources, and areas where additional support may be needed.

35.1%
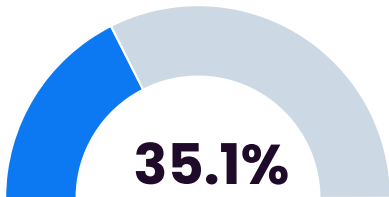
6.1 SMMUSD Graduates Enrolled at SMC in One Year
CURRENT (2023-2024) ▼
PREVIOUS (2022-2023): 39.8%

6.2 Ever Received Pell Grant

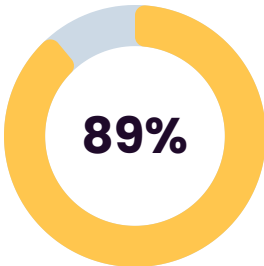**12,181**
(2023-2024) ▲
PREVIOUS (2022-2023): 12,053

6.3 Ever Received College Promise Grant

18,758 (2023-2024) ▲
PREVIOUS (2022-2023): 18,479

50.4%

6.4 Financial Aid Recipient Rate
CURRENT (2023-2024) ▲
PREVIOUS (2022-2023): 50.3%

52.6%

6.5 Financial Aid Application Rate
CURRENT (Fall 2023) ▼
PREVIOUS (Fall 2022): 52.8%

89%

6.6 Percentage of Students in Good Academic Standing
CURRENT (Fall 2022): ▼
PREVIOUS (Fall 2023): 89.9%

6.7 Number of AB 540 Status Students

| Year	Number
2020-2021	1,365
2021-2022	1,165
2022-2023	1,101
2023-2024	1,071

6.1 SMMUSD Graduates Enrolled at SMC in One Year

Description: Among all high school graduates from the Santa Monica-Malibu Unified School District (SMMUSD) in a given academic year, the percentage who enrolled in at least one course at SMC during the following academic year. For example, graduates from 2023-2024 were tracked for SMC enrollment through the end of 2024-2025.

Data Source: SMC Office of Institutional Research/Chancellor's Office MIS, California Department of Education DataQuest
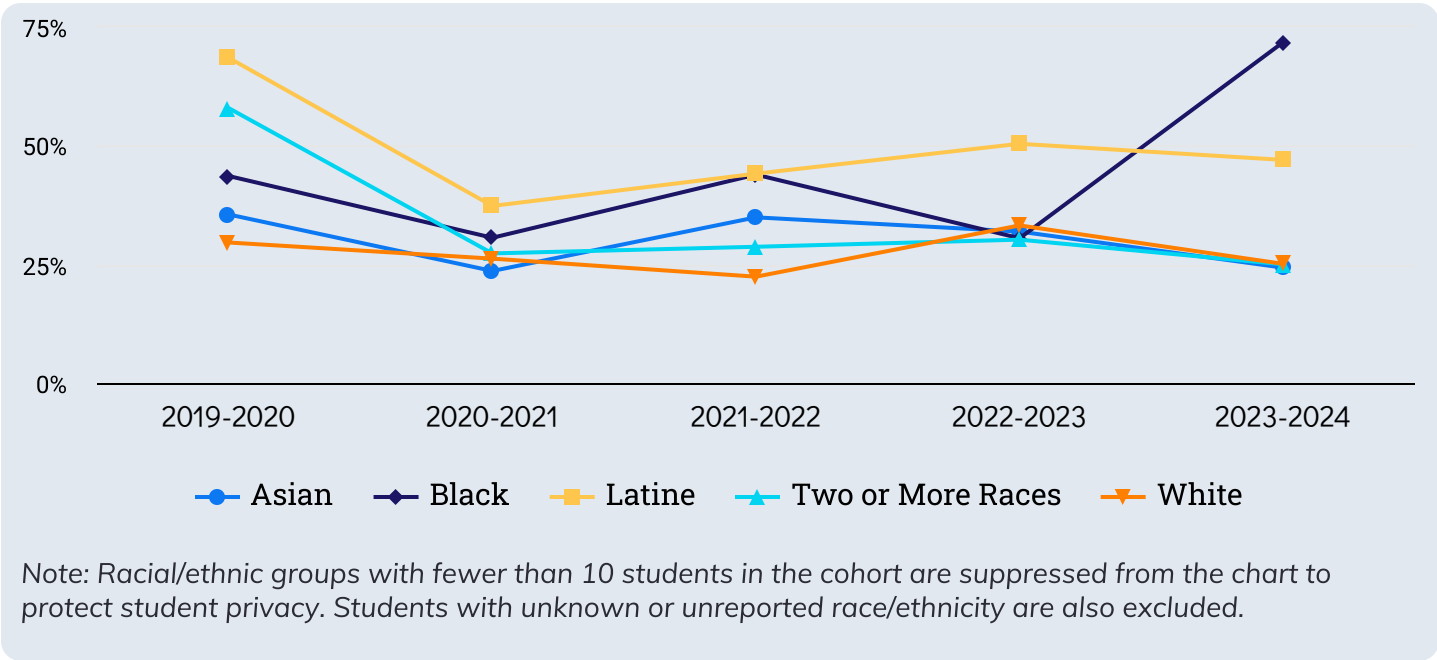
TRENDS ACROSS YEARS (6.1)
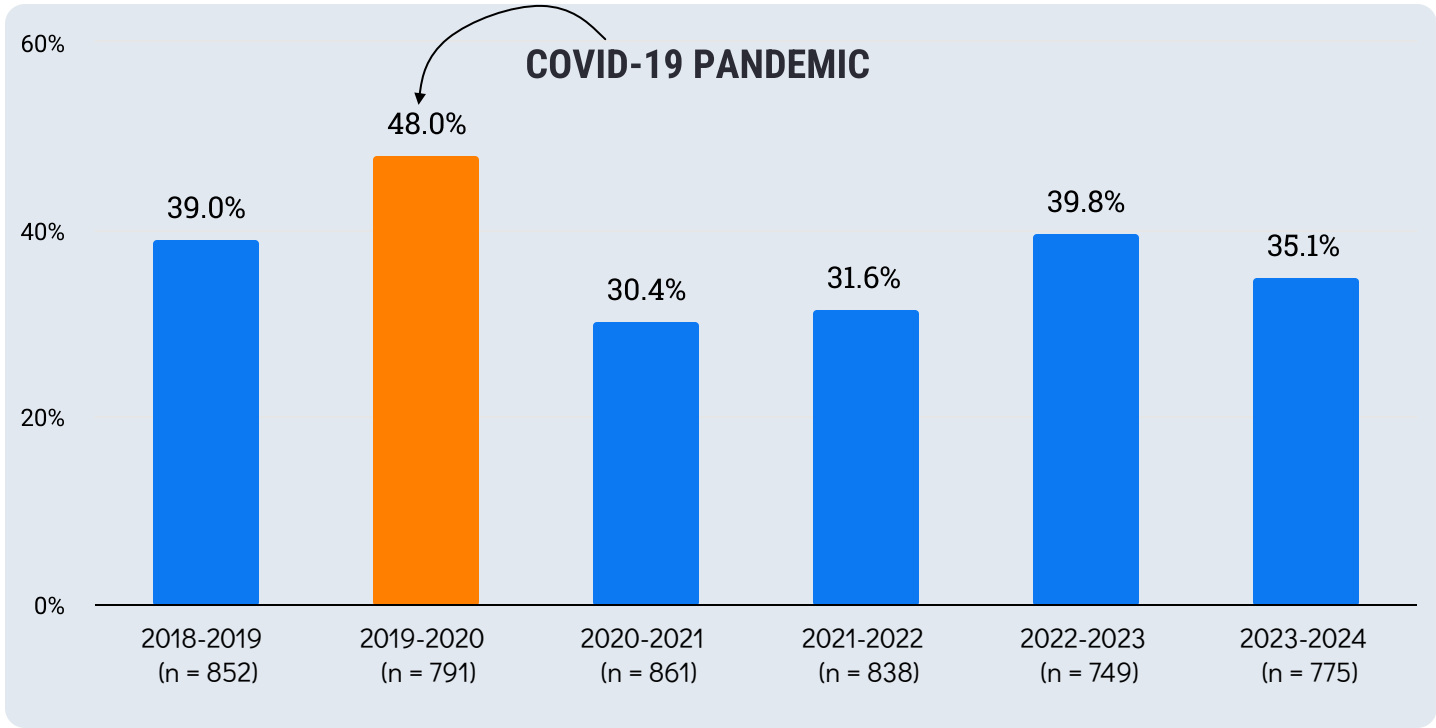
The percentage of SMMUSD graduates enrolling at SMC within one year has fluctuated over the past six years. The highest rate was 48.0% among the 2019–2020 graduating class, likely influenced by the onset of the COVID-19 pandemic in spring 2020, which may have led more students to stay local and choose a community college. Since then, enrollment has declined, hitting a low of 30.4% in 2020–2021, and gradually recovering to 39.8% in 2022–2023, to similar pre-pandemic levels (39.0% in 2018-2019), before dipping slightly to 35.1% in 2023–2024. These patterns highlight opportunities for targeted outreach, improved transition resources, and stronger community partnerships to increase local enrollment.

DATA DISAGGREGATED BY RACE/ETHNICITY (6.1)

Note: Racial/ethnic groups with fewer than 10 students in the cohort are suppressed from the chart to protect student privacy. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	**36.5%** *(n = 52)*	**23.6%** *(n = 55)*	**34.9%** *(n = 43)*	**31.9%** *(n = 47)*	**24.3%** *(n = 37)*
Black/African American	**43.6%** *(n = 55)*	**30.6%** *(n = 49)*	**43.9%** *(n = 41)*	**30.5%** *(n = 59)*	**71.8%** *(n = 39)*
Latine (Hispanic)	**68.5%** *(n = 251)*	**37.3%** *(n = 284)*	**44.1%** *(n = 254)*	**50.4%** *(n = 248)*	**47.0%** *(n = 264)*
Two or More Races	**57.9%** *(n = 57)*	**27.3%** *(n = 77)*	**28.7%** *(n = 87)*	**30.2%** *(n = 63)*	**25.0%** *(n = 76)*
White	**29.6%** *(n = 361)*	**26.2%** *(n = 381)*	**22.4%** *(n = 411)*	**33.2%** *(n = 331)*	**25.1%** *(n = 358)*

The data show that SMMUSD graduates' enrollment rates at SMC vary significantly by race/ethnicity over the past five years. Hispanic students consistently enrolled at the highest rates, peaking at 68.5% in 2019–2020 and remaining above 44% in subsequent years. Black student enrollment also showed strong years, notably reaching 71.8% in 2023–2024, the highest single-year rate across all groups.

In contrast, Asian and White graduates from SMMUSD enrolled at lower and more variable rates. Asian student enrollment dropped from 36.5% in 2019–2020 to 24.3% in 2023–2024, while White student rates remained relatively low and flat, ranging from 22.4% to 33.2%. Students identifying as Two or More Races followed a similar declining pattern.

6.2 Number of Students Receiving Pell Grants

Description: The total number of students enrolled in the selected year who received a Pell Grant at any California community college with amounts greater than $0 at any time up to and including the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 111S

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (6.2)
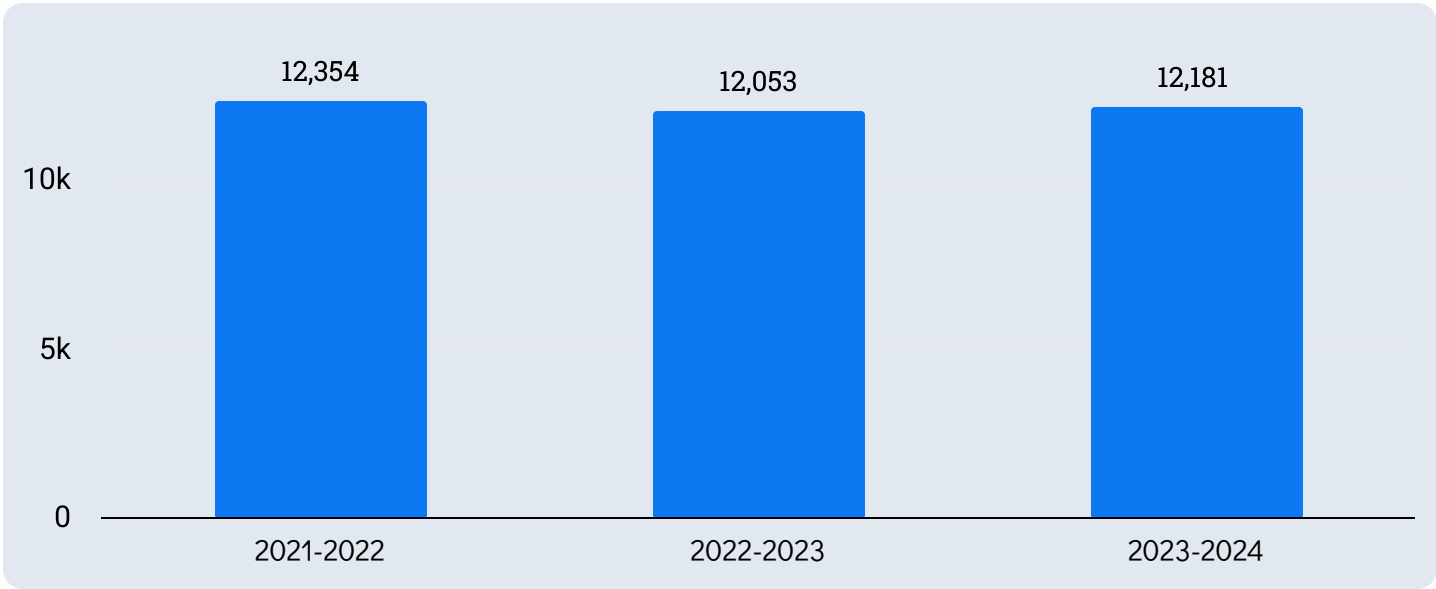
Data for this metric has only been available for the past three years through the California Community Colleges Chancellor's Office (CCCCO) DataVista, following its inclusion under Goal 3: Equity in Support in Vision 2030: A Roadmap for California Community Colleges, launched systemwide in July 2023. The 2021–2022 academic year serves as the baseline.

The three-year average number of students who received Pell Grants is 12,196, with figures remaining relatively stable year over year.

Disaggregated data for this metric is not available on the DataVista website.

# 6.3 Number of Students Receiving California College Promise Grant (CCPG)

Description: The total number of students enrolled in the selected year who received a College Promise Grant/Board of Governor's Waiver at any California community college with amounts greater than $0 at any time up to and including the selected year.

Data Source: California Community College Chancellor's Office DataVista Metric 115S

Pulled from DataVista in July 2025. As DataVista is periodically updated, data values may change in future pulls.

TRENDS ACROSS YEARS (6.3)
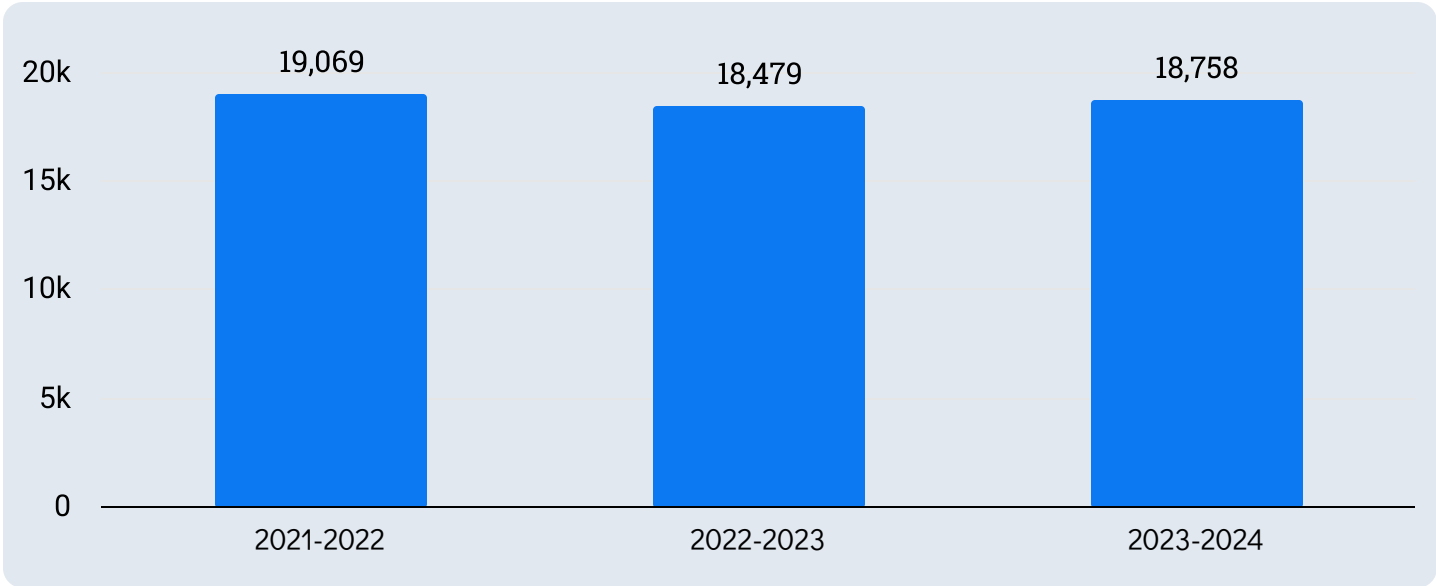
Data for this metric has only been available for the past three years through the California Community Colleges Chancellor's Office (CCCCO) DataVista, following its inclusion under Goal 3: Equity in Support in Vision 2030: A Roadmap for California Community Colleges, launched systemwide in July 2023. The 2021–2022 academic year serves as the baseline.

The three-year average number of students who received the California College Promise Grant (CCPG) is 18,769. The number peaked in the baseline year (2021–2022) at 19,069, dipped by 590 students to 18,479 in 2022–2023, and then rebounded by 279 students to 18,758 in 2023–2024.

Disaggregated data for this metric is not available on the DataVista website.

6.4 Financial Aid Recipient Rate

Description: The percentage of credit students eligible for financial aid (U.S. Citizens, permanent residents, and undocumented students), who received any form of financial aid during the selected year.

**Data Source:** SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (6.4)
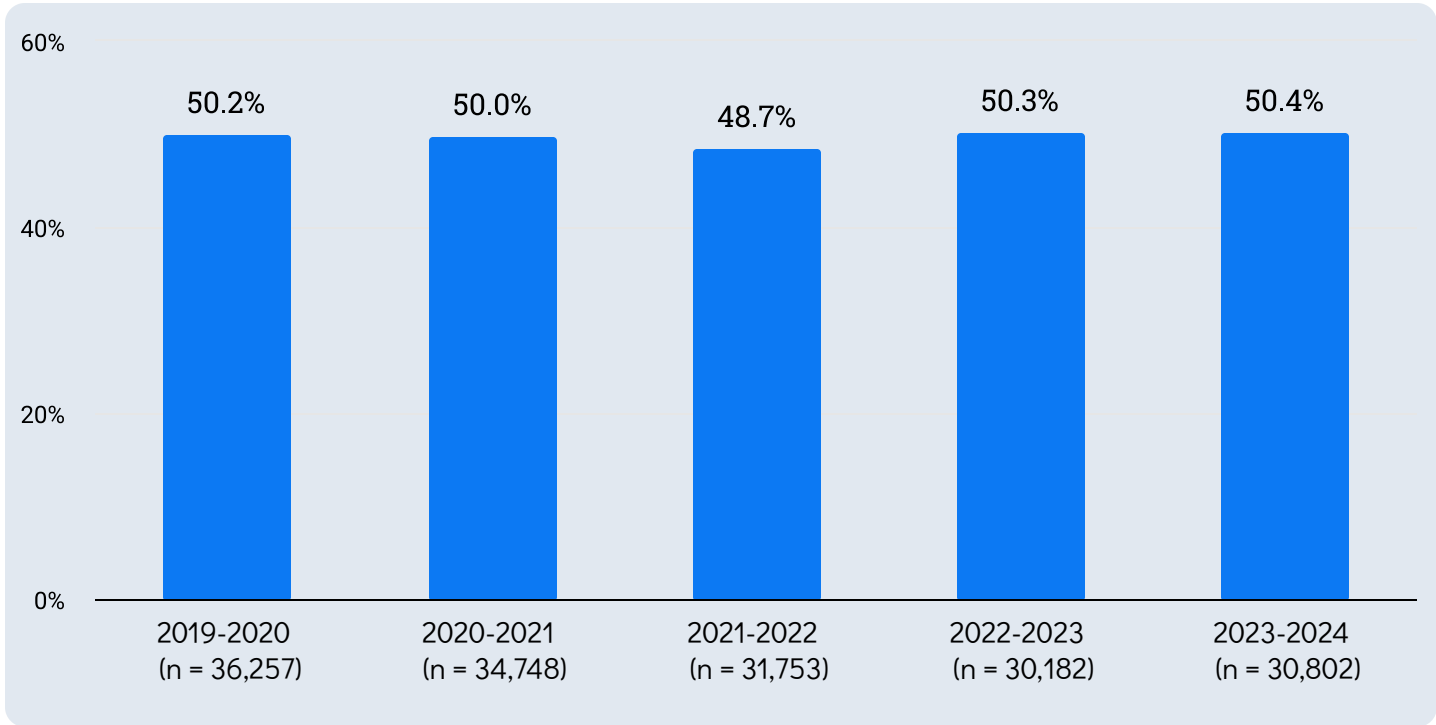
On average, about half of students who are eligible for financial aid receive aid. The proportion of eligible students who received aid has remained relatively stable over the last five years, experiencing a small dip in 2021-2022.

DATA DISAGGREGATED BY RACE/ETHNICITY (6.4)
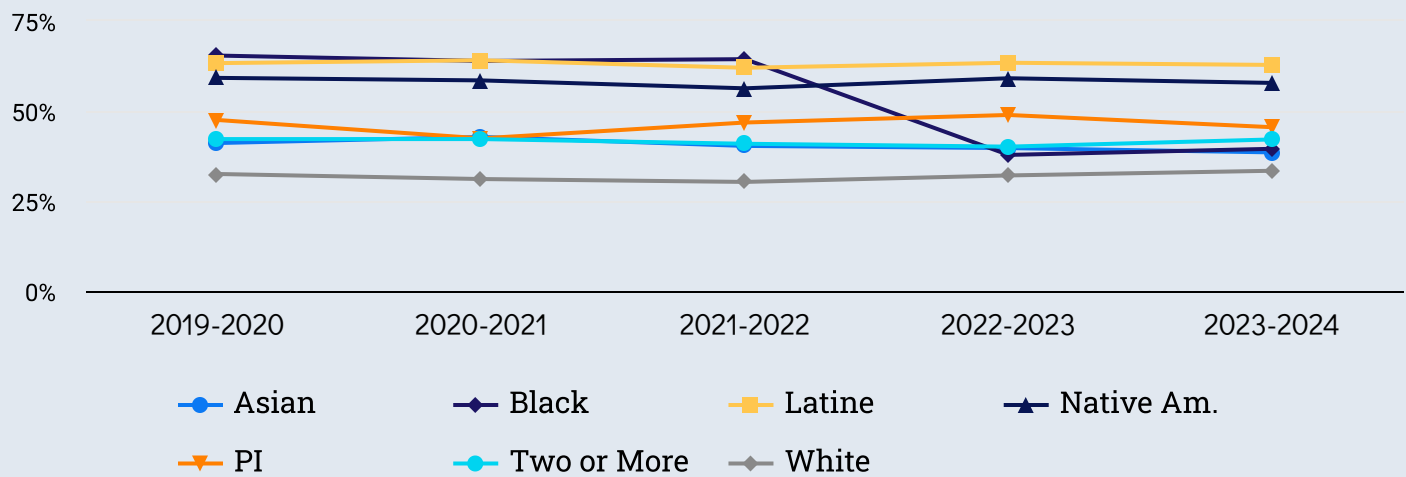
Note: Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian	41.1% *(n = 3,618)*	42.8% *(n = 3,416)*	40.3% *(n = 3,299)*	39.7% *(n = 3,040)*	38.5% *(n = 2,985)*
Black/African American	65.4% *(n = 3,369)*	63.9% *(n = 3,008)*	64.4% *(n = 2,846)*	67.8% *(n = 2,924)*	69.5% *(n = 3,061)*
Latine (Hispanic)	63.3% *(n = 15,390)*	64.1% *(n = 14,702)*	62.0% *(n = 13,435)*	63.4% *(n = 12,746)*	62.8% *(n = 12,859)*
Native American	59.2% *(n = 71)*	58.5% *(n = 53)*	56.3% *(n = 48)*	59.1% *(n = 44)*	57.8% *(n = 45)*
Pacific Islander	47.5% *(n = 80)*	42.4% *(n = 66)*	46.8% *(n = 62)*	48.9% *(n = 45)*	45.5% *(n = 44)*
Two or More Races	42.2% *(n = 1,868)*	42.2% *(n = 1,934)*	40.9% *(n = 1,865)*	40.1% *(n = 1,831)*	42.1% *(n = 1,879)*
White	32.5% *(n = 9,899)*	31.1% *(n = 10,436)*	30.3% *(n = 9,412)*	32.1% *(n = 8,812)*	33.4% *(n = 9,196)*

On average, Black, Latine, and Native American students received financial aid at disproportionately higher rates compared to other racial/ethnic groups, with Black students having the highest proportion, over two-thirds receiving aid each year. Asian and White students consistently received financial aid at the lowest rates over the past five years.

The percentage of eligible Asian students receiving financial aid declined steadily from 41.1% in 2019–2020 to 38.5% in 2023–2024, alongside a drop of over 600 in the number of eligible students. In contrast, the percentage of Black students receiving aid increased from 65.4% to 69.5% during the same period. While Latine students also experienced a decline in the number of eligible students, their aid receipt rates remained relatively stable, hovering around 63%.
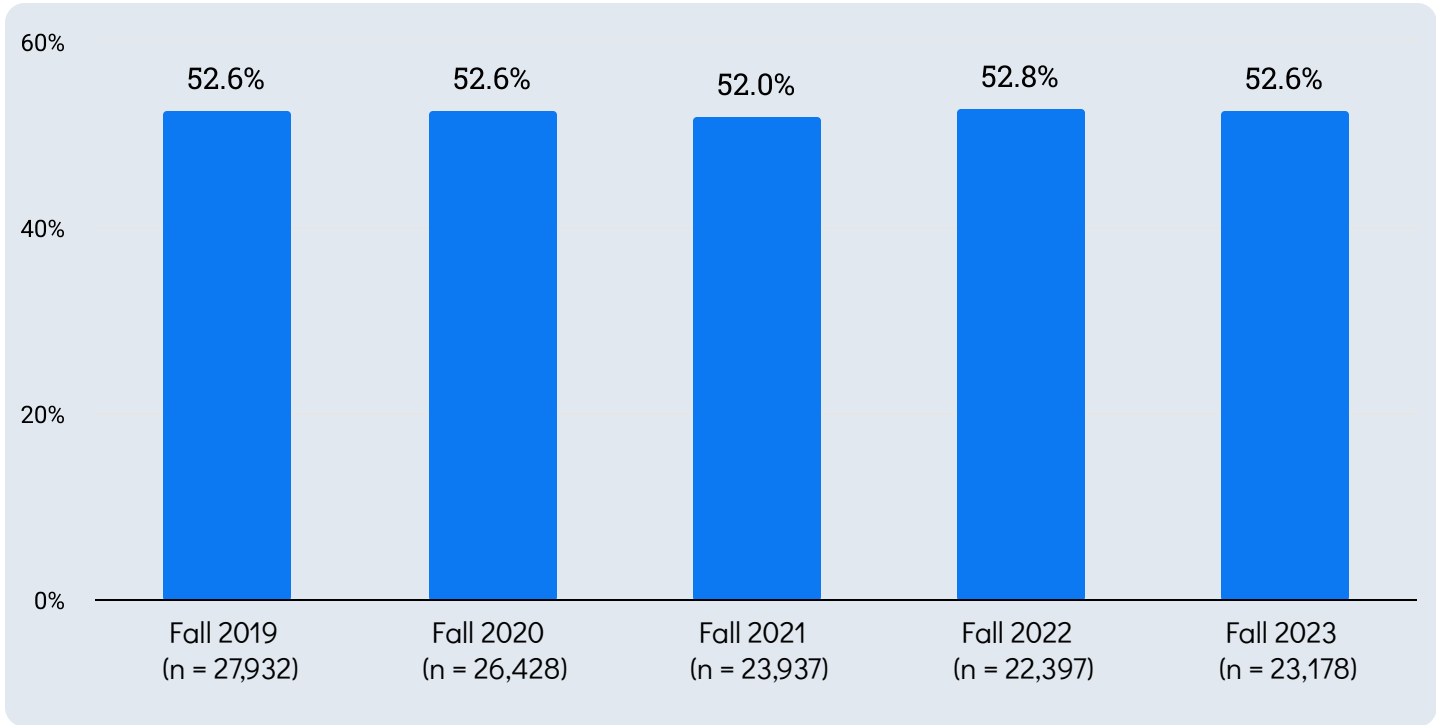
6.5 Financial Aid Application Rate

Description: The percentage of credit students enrolled in a Fall term who successfully completed a financial aid application for that same academic year (e.g., students enrolled in Fall 2023 who applied for financial aid for the 2023–2024 academic year).

**Data Source:** SMC Office of Institutional Research/Chancellor's Office MIS

TRENDS ACROSS YEARS (6.5)

	Fall 2019 (n = 27,932)	Fall 2020 (n = 26,428)	Fall 2021 (n = 23,937)	Fall 2022 (n = 22,397)	Fall 2023 (n = 23,178)
Rate	52.6%	52.6%	52.0%	52.8%	52.6%

On average, just over half (52.5%) of credit students enrolled in the Fall term completed a financial aid application for the corresponding academic year over the past five years. This rate remained relatively stable across the five fall terms.

DATA DISAGGREGATED BY RACE/ETHNICITY (6.5)
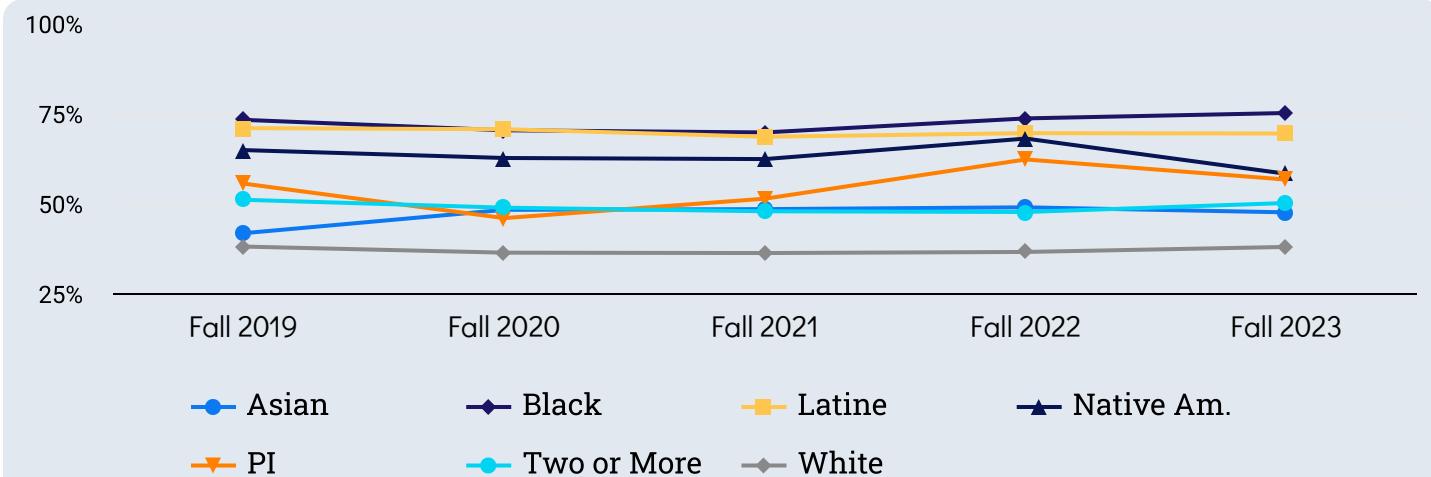
Note: Students with unknown or unreported race/ethnicity are also excluded.

| Race/Ethnicity	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Asian	41.6% (n = 2,831)	48.1% (n = 2,403)	48.3% (n = 2,222)	48.8% (n = 1,998)	47.7% (n = 1,972)
Black/African American	73.1% (n = 2,331)	70.2% (n = 2,094)	69.6% (n = 1,996)	73.5% (n = 1,982)	75.0% (n = 2,095)
Latine (Hispanic)	70.8% (n = 11,416)	70.5% (n = 10,962)	68.4% (n = 9926)	69.4% (n = 9,327)	69.3% (n = 9,456)
Native American	64.7% (n = 51)	62.2% (n = 40)	62.2% (n = 37)	67.9% (n = 28)	58.1% (n = 31)
Pacific Islander	55.4% (n = 56)	45.8% (n = 48)	51.2% (n = 41)	62.1% (n = 29)	56.5% (n = 23)
Two or More Races	50.9% (n = 1,246)	48.7% (n = 1,306)	47.7% (n = 1,275)	47.5% (n = 1,205)	50.0% (n = 1,272)
White	37.9% (n = 6,674)	36.2% (n = 6,944)	36.1% (n = 6,340)	36.4% (n = 5,727)	37.8% (n = 6,068)

Over the past five Fall terms, Black/African American and Latine students consistently had the highest financial aid application rates, approximately 72% and 70%, respectively, indicating strong engagement with aid resources. In contrast, White students had the lowest rates, consistently around 36–38%. Asian students saw modest increases over time, though rates remained below the college average. Pacific Islander, Native American, and Two or More Races students had fluctuating rates, with smaller group sizes experiencing year-to-year variation. These patterns suggest a need for targeted support to increase application rates among groups with lower engagement.

6.6 Percentage of Students in Good Academic Standing

Description: The percentage of credit students enrolled in a Fall term who completed the semester in good academic standing (not being on academic or progress probation, disqualified, or dismissed).

Data Source: SMC Office of Institutional Research/Chancellor's Office MIS
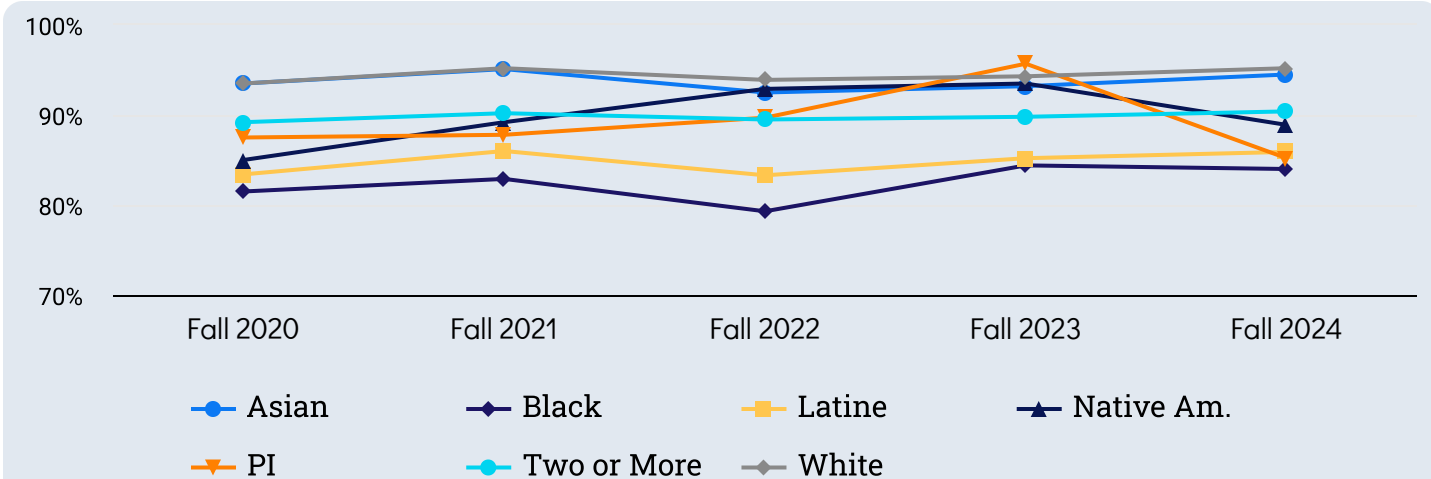
TRENDS ACROSS YEARS (6.6)
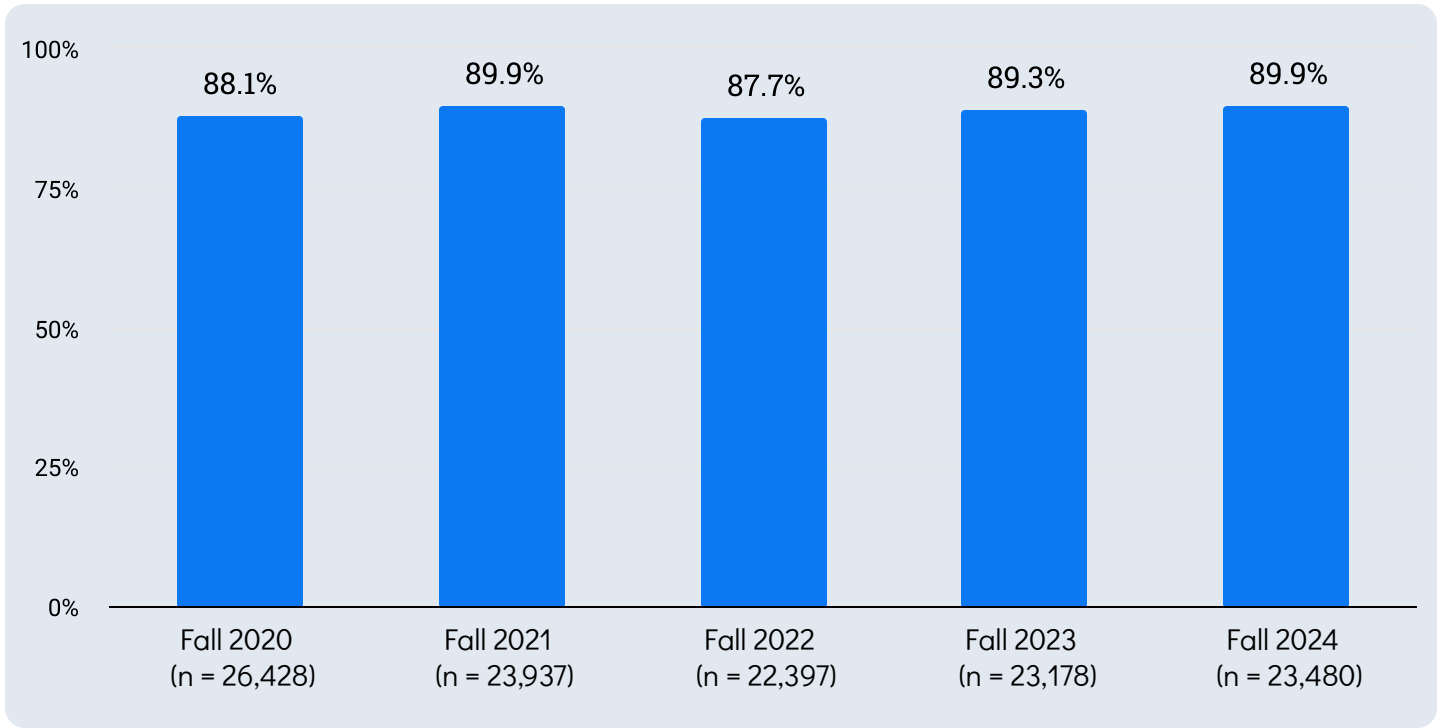
On average, approximately 90% of credit students enrolled in Fall terms finish the semester in good academic standing, meaning they are not on academic or progress probation, disqualified, or dismissed. This rate has remained consistently stable over the past five years.

DATA DISAGGREGATED BY RACE/ETHNICITY (6.6)

Note: The y-axis does not begin at zero in order to better highlight differences between groups. Students with unknown or unreported race/ethnicity are also excluded.

Race/Ethnicity	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Asian	93.5% *(n = 2,403)*	95.1% *(n = 2,222)*	92.5% *(n = 1,998)*	93.2% *(n = 1,972)*	94.5% *(n = 1,888)*
Black/African American	81.5% *(n = 2,094)*	82.9% *(n = 1,996)*	79.3% *(n = 1,982)*	84.4% *(n = 2,095)*	84.0% *(n = 2,175)*
Latine (Hispanic)	83.4% *(n = 10,962)*	86.0% *(n = 9,926)*	83.3% *(n = 9,327)*	85.2% *(n = 9,456)*	85.9% *(n = 9,471)*
Native American	85.0% *(n = 40)*	89.2% *(n = 37)*	92.9% *(n = 28)*	93.5% *(n = 31)*	88.9% *(n = 27)*
Pacific Islander	87.5% *(n = 48)*	87.8% *(n = 41)*	89.7% *(n = 29)*	95.7% *(n = 23)*	85.2% *(n = 27)*
Two or More Races	89.2% *(n = 1,306)*	90.2% *(n = 1,275)*	89.5% *(n = 1,205)*	89.8% *(n = 1,272)*	90.4% *(n = 1,246)*
White	93.5% *(n = 6,944)*	95.2% *(n = 6,340)*	93.9% *(n = 5,727)*	94.3% *(n = 6,068)*	95.2% *(n = 6,329)*

Over the past five Fall terms, academic good standing rates have remained high overall but show persistent racial/ethnic disparities. Black/African American and Latine students had the lowest rates of academic good standing, averaging around 82–85%. While Black students saw an encouraging increase from 79.3% in Fall 2022 to 84.0% in Fall 2024, their rates remain about 10 percentage points below their White and Asian peers. Latine students also improved modestly, but a consistent gap persists. White and Asian students consistently had the highest rates, averaging around 94–95%. Their rates remained stable across the five years, suggesting strong academic momentum among these groups. **The data indicate a need for race-conscious strategies that address the structural and academic barriers disproportionately affecting Black and Latine students.**

6.7 Number of AB 540 Status Students

$

Description: The total number of students enrolled during the reporting year who were granted an exemption from paying nonresident tuition under California Education Code Section 68130.5.

Data Source: Student Centered Funding Formula Supplemental Allocation

Data updated as of May 2025, 2024-25 P1 data. Only four years of data are provided by the data source.

TRENDS ACROSS YEARS (6.7)
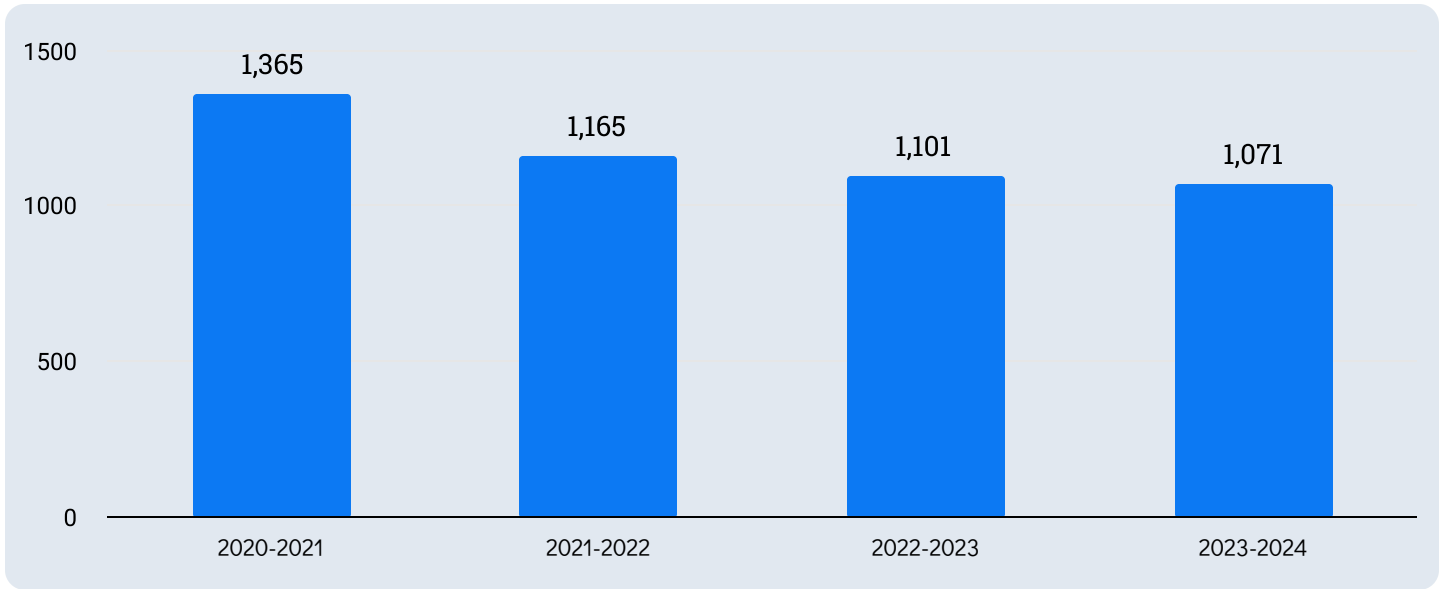
The number of students granted nonresident tuition exemptions under AB 540 has declined steadily over the past four academic years, from 1,365 in 2020–2021 to 1,071 in 2023–2024, a 21.6% decrease overall. This downward trend may reflect broader enrollment declines, changes in immigration or residency patterns, or barriers to meeting eligibility or documentation requirements.

Looking ahead, the current national political climate, marked by uncertainty around immigration policy, fluctuating protections for undocumented populations, and heightened fears within mixed-status families, future participation in AB 540 may continue to be affected. Students may be reluctant to share personal information or engage with institutions due to fear or mistrust.

To effectively support AB 540-eligible students, institutions must prioritize culturally responsive outreach, ensure staff and faculty are trained in immigration-related sensitivity and confidentiality, and invest in dedicated resources (e.g., Dream Centers, financial aid guidance, legal support) that affirm safety and belonging. Doing so is essential to fostering equitable access and academic success for this student population.
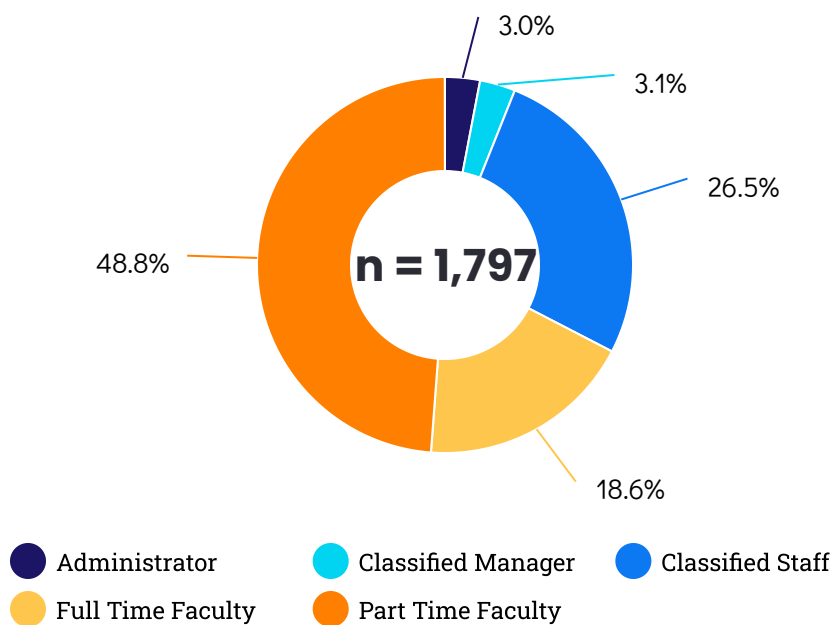
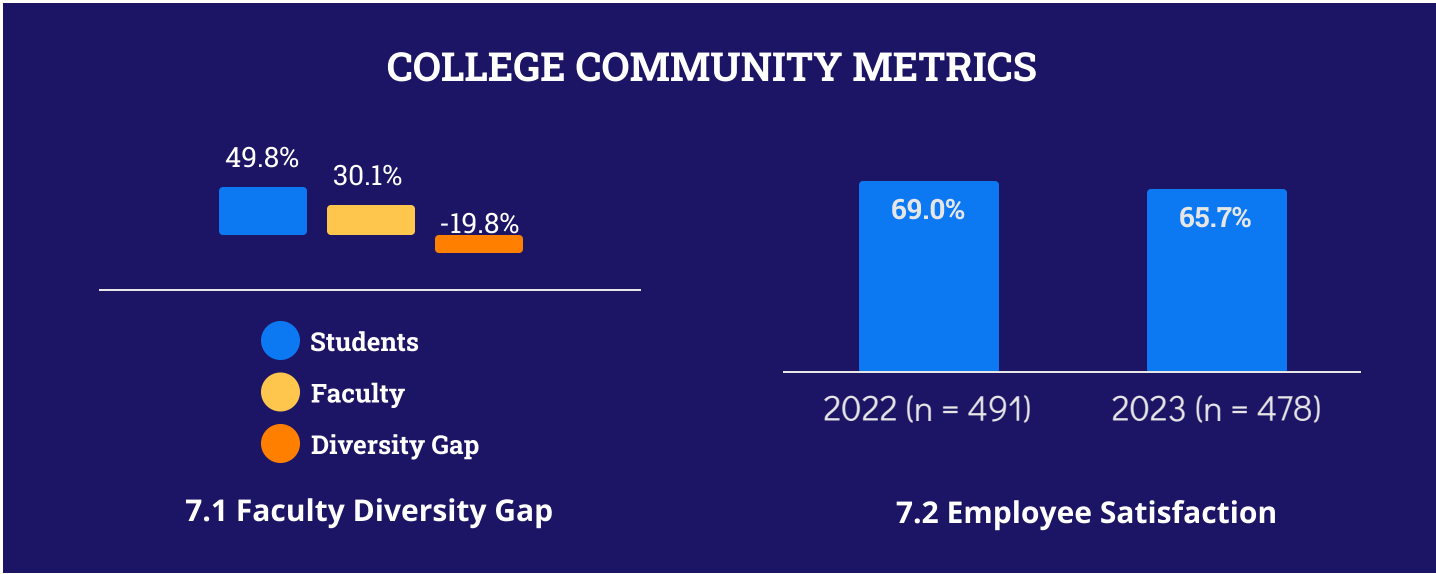# Metric Group 7:
College Community

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.

n = 1,797

3.0%
3.1%
26.5%
18.6%
48.8%

- ● Administrator
- ● Classified Manager
- ● Classified Staff
- ● Full Time Faculty
- ● Part Time Faculty

Source: California Community Colleges Chancellor's Office Data Mart

COLLEGE COMMUNITY METRICS

49.8%
30.1%
-19.8%

- ● Students
- ● Faculty
- ● Diversity Gap

7.1 Faculty Diversity Gap

69.0%
65.7%

2022 (n = 491)
2023 (n = 478)

7.2 Employee Satisfaction

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.
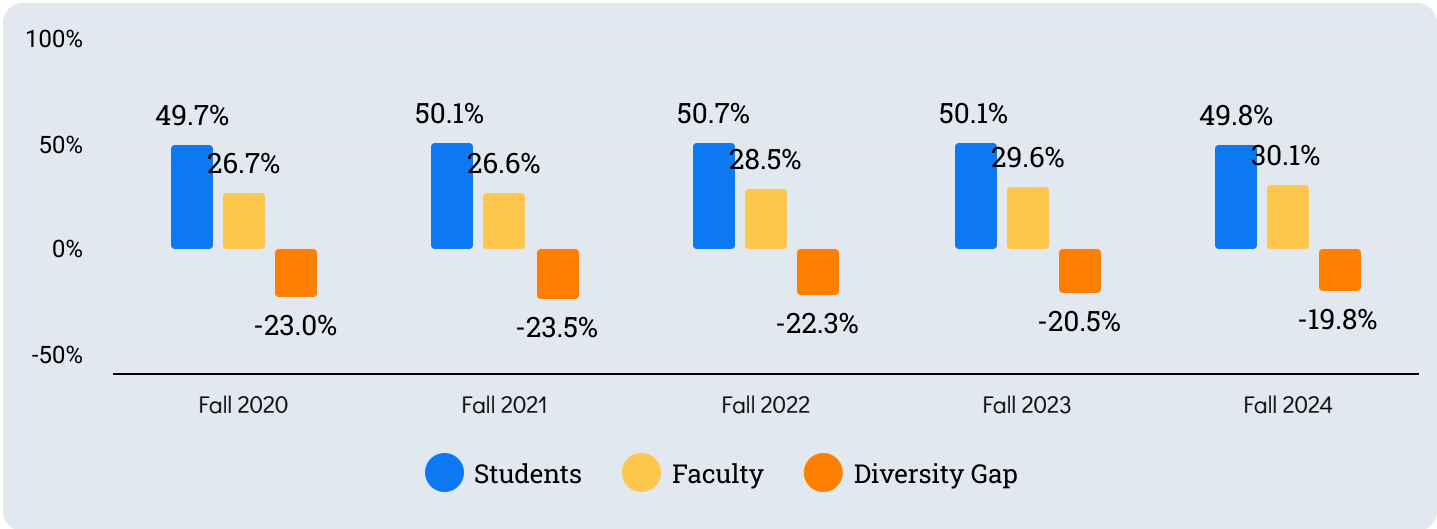
For this metric, historically underrepresented racial/ethnic groups are defined as:
- Black/African American
- Latine/Hispanic
- Native American/Alaskan Native
- Pacific Islander/Hawaiian Native

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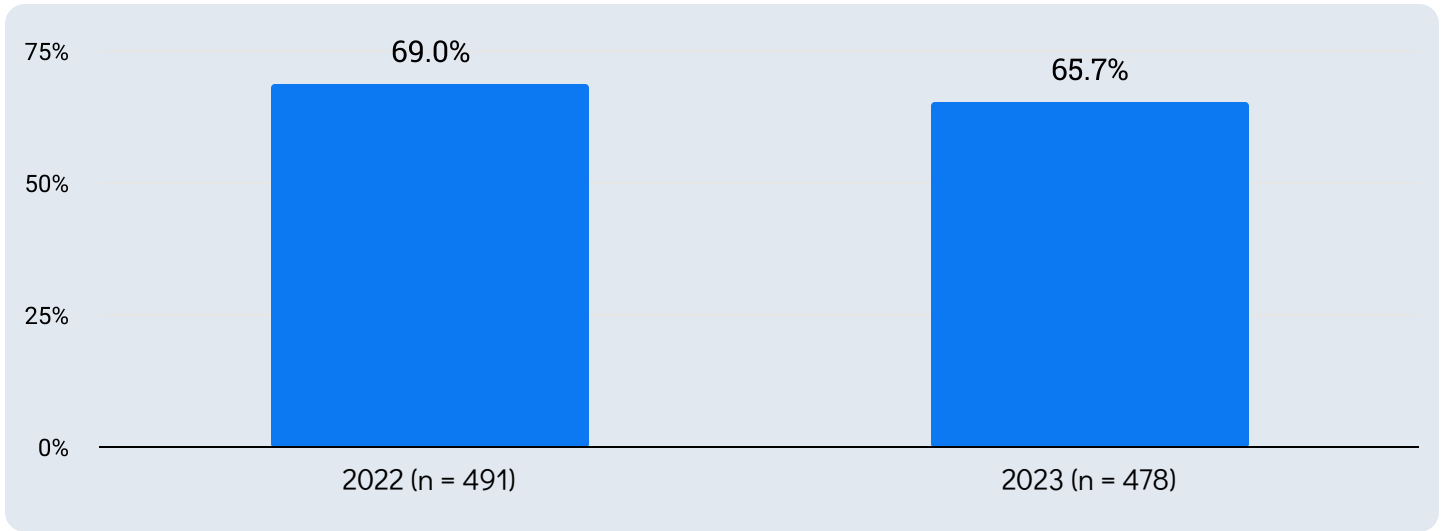
On average, over two-thirds of SMC employees who responded to the survey indicated they were satisfied or very satisfied in their job, reflecting a generally positive workplace climate and a strong foundation for continued efforts to enhance employee engagement, support, and retention. However, job satisfaction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

DATA DISAGGREGATED BY EMPLOYEE GROUP (7.2)
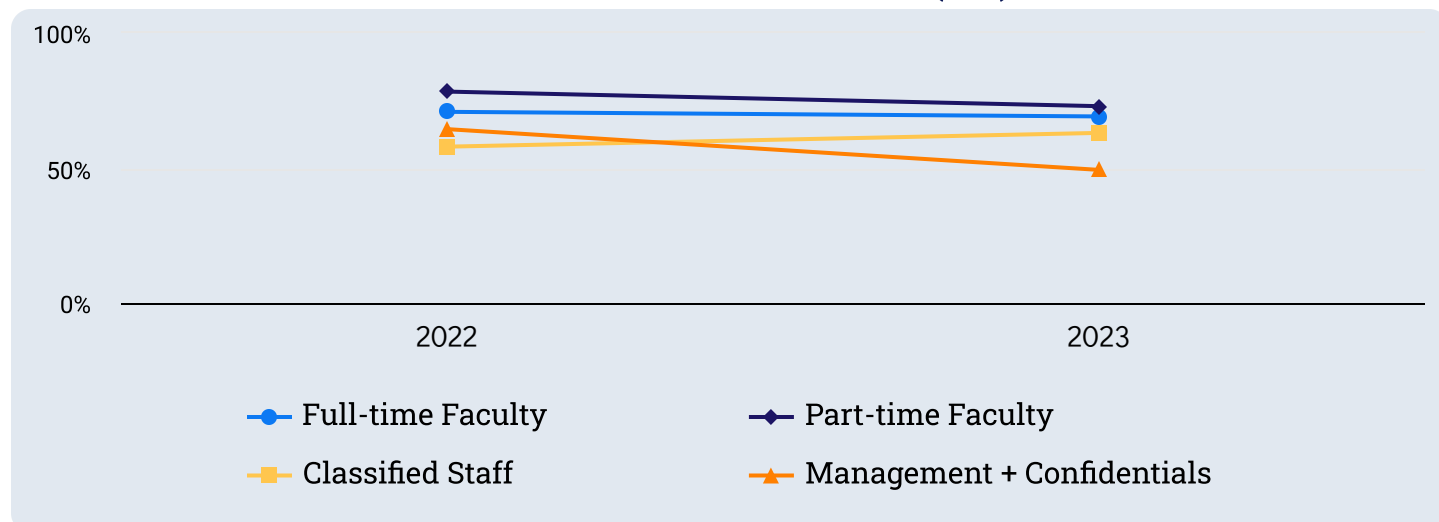
Employee Group	2022	2023
Full-Time Faculty	70.8% (n = 137)	69.1% (n = 136)
Part-Time Faculty	78.3% (n = 157)	72.9% (n = 140)
Classified Staff	57.9% (n = 145)	63.0% (n = 119)
Managers + Confidentials	64.4% (n = 45)	49.3% (n = 67)

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.

All Metrics
At-a-Glance

2025 SMC INSTITUTIONAL EFFECTIVENESS DASHBOARD

Metric	Reporting Year					One Year Change	Five Year Change
	2021	2022	2023	2024	2025		
1.1 First Primary to Second Primary Persistence	73.3%	74.4%	72.9%	71.1%	70.6%	-0.5% ▼	-2.7% ▼
1.2 Percentage of Students Completing 30 Units in First Year	13.7%	16.1%	17.5%	19.0%	17.0%	-2.0% ▼	+3.3% ▲
1.3 Course Success Rates	76.4%	76.4%	69.4%	76.0%	75.1%	-0.9% ▼	-1.3% ▼
1.4 Noncredit Adult Education Transitioned to Postsecondary Coursework	23.3%	18.6%	18.0%	15.5%	16.2%	+0.7% ▲	-7.1% ▼
1.5 ILO Mastery Rates	88.2%	86.0%	85.8%	86.8%	87.5%	+0.7% ▲	-0.7% ▼
2.1 Transfer-Level Math & English Completion	10.4%	15.4%	18.0%	17.0%	15.7%	-1.3% ▼	+5.3% ▲
2.2 Transfer-Level English Completion	44.3%	45.7%	47.0%	44.9%	41.4%	-3.5% ▼	-2.9% ▼
2.3 Transfer-Level Math Completion	13.0%	18.4%	21.2%	20.3%	19.7%	-0.6% ▼	+6.7% ▲
3.1 Vision Goal Completion	13.2%	13.4%	16.3%	18.3%	19.8%	+1.5% ▲	+6.6% ▲
3.2 Number of Certificates Awarded in Academic Year	4,893	4,612	4,634	3,828	6,497	+2,669 ▲	+1,604 ▲
3.3 Number of Associate Degrees Awarded in Academic Year	3,737	3,934	3,672	5,172	7,651	+2,479 ▲	+3,914 ▲
3.4 Number of Bachelor's Degrees Awarded in Academic Year	15	26	21	27	16	-11 ▼	+1 ▲
4.1 Attained Living Wage	35.6%	34.6%	38.0%	37.9%	36.0%	-1.9% ▼	+0.4% ▲
4.2 Employed in Field of Study	73.2%	76.2%	75.4%	72.9%	71.7%	-1.2% ▼	-1.5% ▼
5.1 Transferred to a Four-Year Institution in Three Years	18.0%	19.2%	19.6%	21.0%	22.1%	+1.1% ▲	+4.1% ▲
5.2 Number of Transfers to a Four-Year Institution	2,911	2,905	2,637	2,436	NA	NA	NA

2025 SMC INSTITUTIONAL EFFECTIVENESS DASHBOARD (PAGE 2)

Metric	Reporting Year					One Year Change	Five Year Change
	2021	2022	2023	2024	2025		
6.1 SMMUSD Graduates Enrolled at SMC in One Year	48.0%	30.4%	31.6%	39.8%	35.1%	-4.7% ▼	-12.9% ▼
6.2 Number of Students Receiving Pell Grants	--	--	12,354	12,053	12,181	+128 ▲	NA
6.3 Number of Students Receiving California College Promise Grant (CCPG)	--	--	19,069	18,479	18,758	+279 ▲	NA
6.4 Financial Aid Recipient Rate	50.2%	50.0%	48.7%	50.3%	50.4%	+0.1% ▲	+0.2% ▲
6.5 Financial Aid Application Rate	52.6%	52.6%	52.0%	52.8%	52.6%	-0.2% ▼	0.0%
6.6 Percentage of Students in Good Academic Standing	88.1%	89.9%	87.7%	89.3%	89.9%	+0.6% ▲	+1.8% ▲
6.7 Number of AB 540 Status Students	--	1,365	1,165	1,101	1,071	-30 ▼	NA
7.1 Faculty Diversity Gap	-23.0%	-23.5%	-22.3%	-20.5%	-19.8%	+0.7% ▲	+3.2% ▲
7.2 Employee Satisfaction	--	--	69.0%	65.7%	--	NA	NA

RACIAL/ETHNIC GROUPS EXPERIENCING GAPS - 2025 Performance Reporting Year

Metric	Asian	Black	Filipino	Native American	Pacific Islander	Latine	Two or More	White
1.1 First Primary to Second Primary Persistence		✓	✓			✓		✓
1.2 Percentage of Students Completing 30 Units in First Year		✓	✓			✓	✓	
1.3 Course Success Rates		✓		✓	✓	✓		
1.4 Noncredit Adult Education Transitioned to Postsecondary Coursework	✓							
1.5 ILO Mastery Rates		✓		✓	✓	✓	✓	
2.1 Transfer-Level Math & English Completion		✓				✓		
2.2 Transfer-Level English Completion		✓						
2.3 Transfer-Level Math Completion		✓				✓	✓	
3.1 Vision Goal Completion		✓				✓	✓	
4.1 Attained Living Wage		✓				✓	✓	
4.2 Employed in Field of Study						✓		
5.1 Transferred to a Four-Year Institution in Three Years								