



Institutional Effectiveness Report

2010

Office of Institutional Research

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Executive Summary

An assessment of institutional effectiveness at Santa Monica College (SMC) was conducted in fall 2010. The current summary provides a description of the major findings in the first SMC Institutional Effectiveness Report. Performance data were reported by the college's supporting goals, Innovative and Responsive Academic Environment, Supporting Learning Environment, Supportive Collegial Environment, Stable Fiscal Environment, and Sustainable Physical Environment.

>>> INNOVATIVE AND RESPONSIVE ACADEMIC ENVIRONMENT

The "Innovative and Responsive Academic Environment" section of the document reveals that while SMC is performing at satisfactory rates on several indicators, there is much room for improvement on other indicators. The following provides a summary of the college's performance related to promoting an innovative and responsive academic environment:

Progress

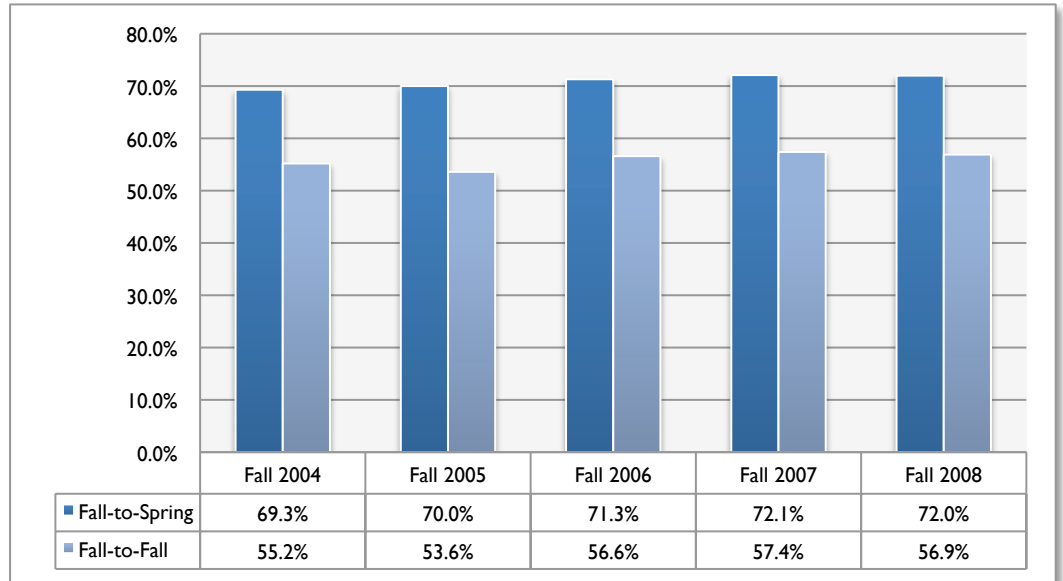
Table I.1:
Percent of Students
Earning 30 Units

	Fall 2001 to 2006-2007	Fall 2002 to 2007-2008	Fall 2003 to 2008-2009	Fall 2004 to 2009-2010
Percent of degree/transfer intended students earning 30 units within six years	73.4%	70.9%	75.1%	72.5%

Findings in the progress dimension of the area reveal that a large majority of students who show intent to earn a certificate/degree or transfer to a four-year institution make great strides towards their educational goal within six years. About seven in ten first-time students successfully earned 30 units or more within six years of enrolling at SMC. For more detailed data, see page 19.

Figures I.2 & I.3

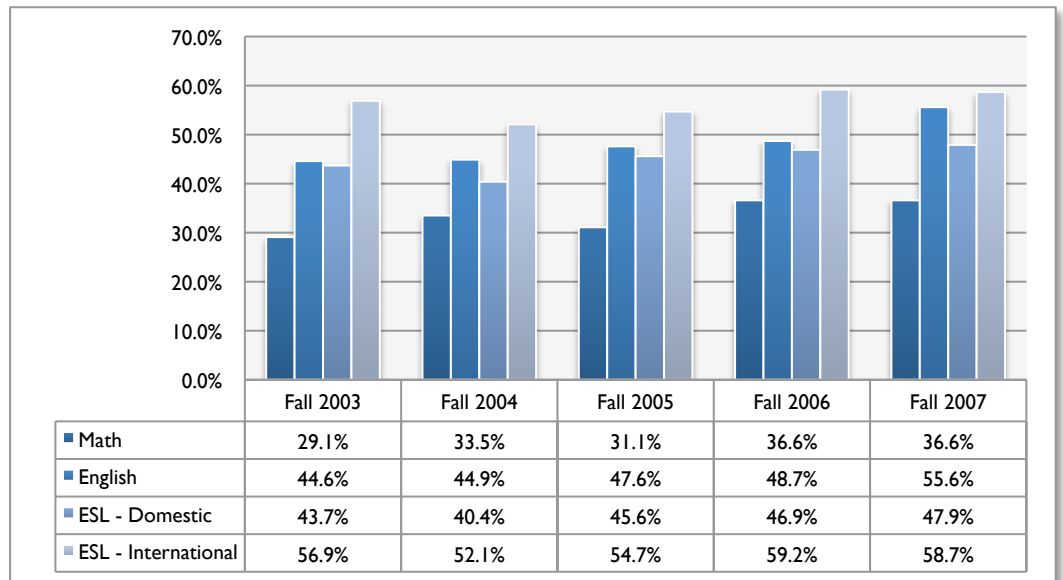
Term-to-Term
Persistence Rate



The persistence data show that while a large proportion of first-time students in fall terms return the following spring term (about 70%), less than 60% return the following fall term. The large drop-out rate is alarming given that a large proportion of our students report a certificate, degree, or transfer goal. For more detailed data, see pages 20 and 21.

Figure I.4

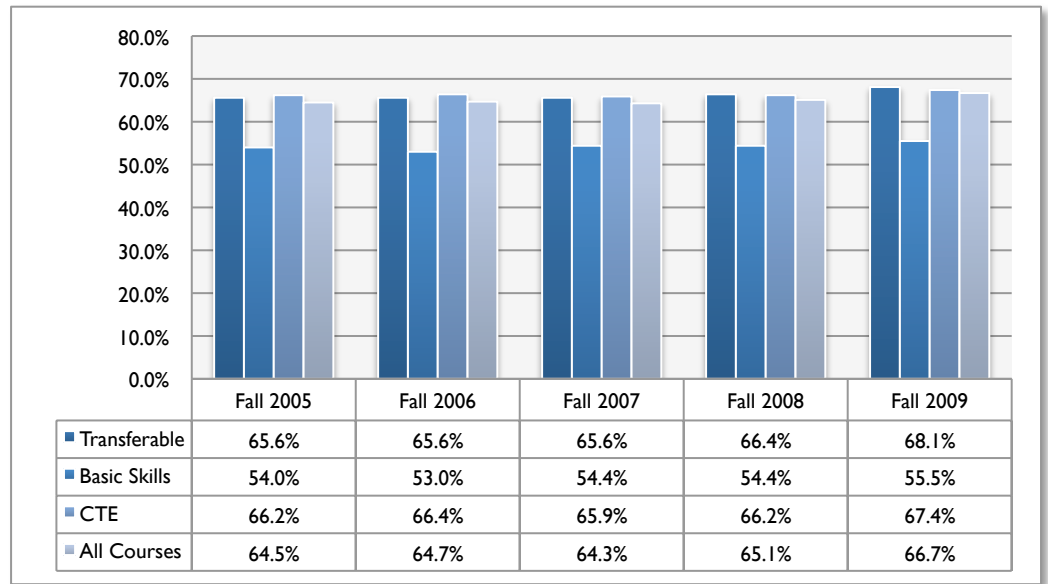
Progress through
Basic Skills



The progress through basic skills indicators found that in general, successful basic skills students still have difficulty progressing through the math, English, and ESL sequence of courses. Students have most difficulty in math; about one in three students who were successful in basic skills math enrolled in and successfully completed a higher-level math course within three years. The improvement rate in English and ESL courses is higher and hover around 50%. The data found that international students do better than domestic international students in progressing through and improving in basic skills ESL courses. While the data in all basic skills discipline are low, the improvement rates have been steadily increasing over the last five years. For more detailed data, see pages 21 to 25.

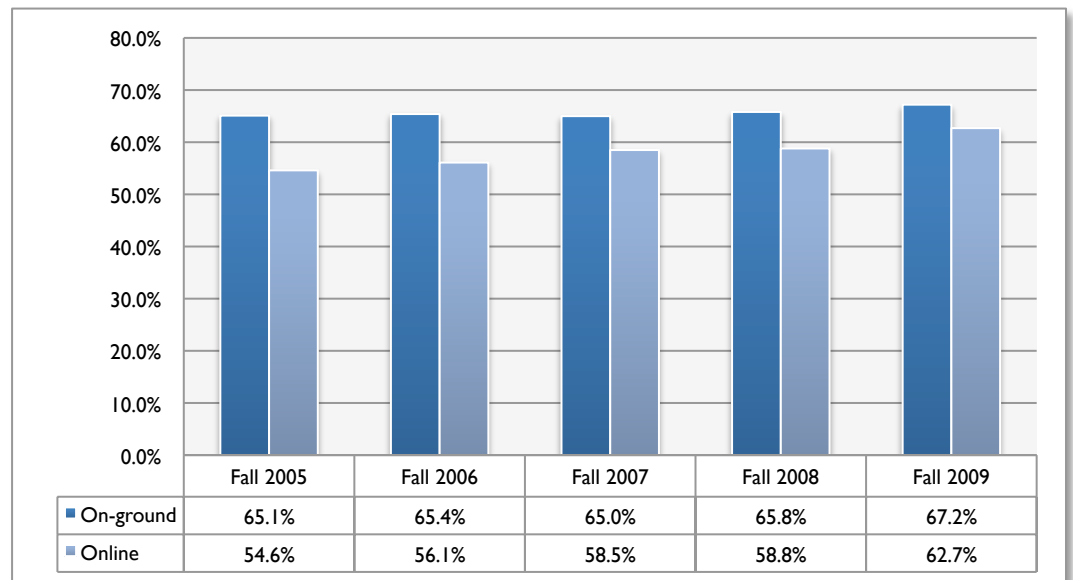
Course Success

**Figures 1.5, 1.7,
1.8, & 1.9**
Course Success Rates
by Course Type



Overall, the course success rate in all courses was 67% in fall 2009; the success rates have slightly increased since fall 2005. Data reporting course success rates by course type found that students were successfully completing basic skills courses at a lower rate (56% in fall 2009) when compared with transferable and CTE courses. For more detailed data and course success rates for first-time students only, see pages 25 to 27.

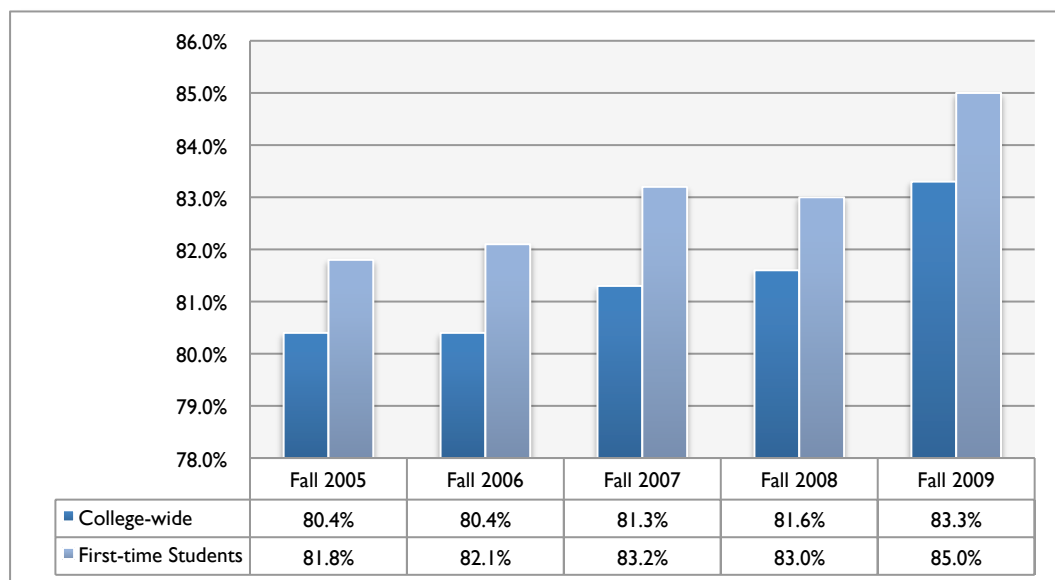
Figure 1.10:
Course Success Rates
by Mode of
Instruction



An analysis of course success by mode of instruction reveals a small difference in success rate between on-ground and online courses. In fall 2009, course success rate in online courses was 63%, lower than the 67% course success rate in on-ground courses. However, the success rate in online courses has been steadily increasing over the last five fall terms. For more detailed data, see pages 28 and 29.

Figures I.11 & I.12:

Course Retention
Rates (College-wide &
First-time Students)



Course retention rates have been consistently high over the last five fall terms (over 80%). First-time students retain their courses at a slightly higher rate than all students. For more detailed data, see page 29.

Table I.13:

Cumulative GPA

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Cumulative GPA	2.84	2.85	2.84	2.85	2.85

Cumulative GPA data reveal that SMC students are performing well in their courses; the average cumulative GPA is about 2.85, a high C average. For more detailed data, see page 30.

Achievement

Student educational goal data reveal that a large majority of students report a certificate, degree, or transfer goal. Therefore, the performance indicators on achievement are useful in describing whether students achieve their goal.

Table I.14:
Progress and
Achievement Rate

	1999-2000 to 2004- 2005	2000-2001 to 2005- 2006	2001-2002 to 2006- 2007	2002-2003 to 2007- 2008	2003-2004 to 2008- 2009
Progress and Achievement Rate	54.8%	58.7%	57.5%	57.7%	65.3%

The student progress and achievement rates are relatively low; about 65% of first-time students in 2003-2004 who show intent to earn a certificate/degree and/or transfer reached any of the progress and achievement milestones within six years. However, the data reveal that SMC is improving on this performance indicator; the rate has increased by 10% since the 1999-2000 year. For more detailed data, see pages 30 and 31.

Table I.15:
Certificates Awarded
(SMC and Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Certificates Awarded (SMC)	222	229	207	216	158
Certificates Awarded (Statewide)	21,647	21,853	22,867	21,880	26,833

Table I.16:
Associate Degrees
Awarded (SMC and
Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Associate Degrees Awarded (SMC)	1,413	1,330	1,467	1,476	1,329
Associate Degrees Awarded (Statewide)	78,129	79,415	82,694	83,089	84,907

Each academic year, SMC awards approximately 200 certificates and 1,400 Associate Degrees. The most recent reported year (2008-2009) saw a decrease in certificates and degrees awarded, despite the increase in statewide certificates and degrees awarded. For more detailed data, see pages 31 and 32.

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Table I.17:
Time to
Certificate/Degree

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Average Time to Certificate (in Years)	2.04	2.01	2.29	2.42	2.61
Average Time to Degree (in Years)	1.98	2.07	2.30	2.54	2.62

Although the number of units required to complete a degree is higher than a certificate, the average number of years to complete a degree does not take longer to complete than a certificate. The average number of years to complete a certificate/degree has increased over the last five years. In 2008-2009, it took students approximately 2.6 years to complete a certificate/degree, approximately half a year longer than students who completed a certificate/degree in 2004-2005. For more detailed data, see page 32.

Table I.18a:
Transfer to UC
(SMC and Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Transfers to UC (SMC)	978	910	981	932	919
Transfers to UC (Statewide)	13,211	13,765	13,923	13,964	14,112

Table I.18b:
Transfers to CSU
(SMC and Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Transfers to CSU (SMC)	1,256	1,266	1,121	1,179	1,011
Transfers to CSU (Statewide)	53,693	52,640	54,379	54,970	49,768

Each academic year, SMC transfer approximately 1,000 students to UC campuses and 1,000 students to CSU campuses. SMC transfers to UCs account for nearly 7% of all UC transfers from California community colleges. SMC has observed a decrease in CSU transfers over the last five years; however, the trend is consistent with statewide CSU transfer data. Data on transfers to California privates or out-of-state institutions is not readily available. For more detailed data, see page 33.

Table I.19:

Transfer Rates

	99-00 to 04-05	00-01 to 05-06	01-02 to 06-07	02-03 to 07-08	03-04 to 08-09
Transfer Rates	44.7%	48.8%	48.1%	50.7%	57.9%

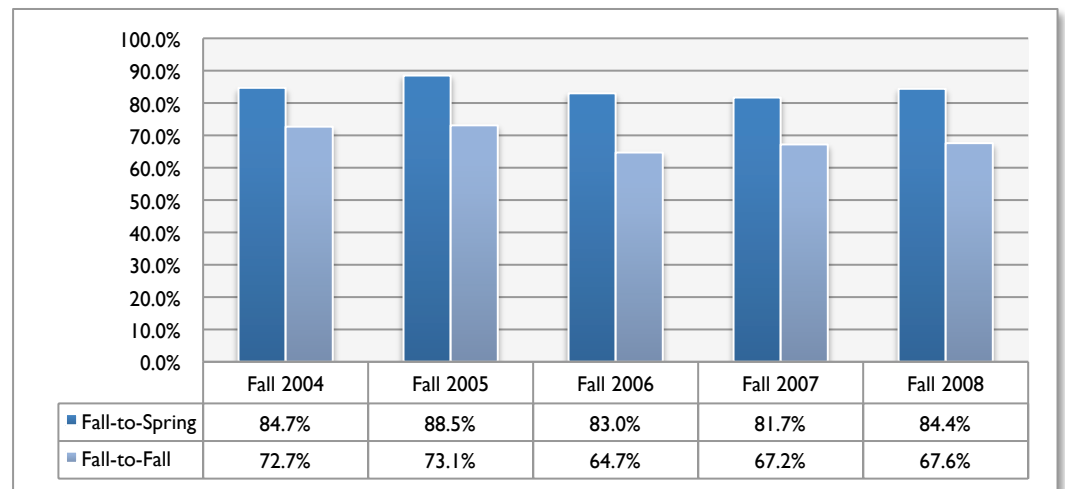
About 58% of first-time students in 2003-2004 who show intent to transfer successfully transferred to a four-year institution (including California public, California private and out-of-state colleges and universities) within six years. Although the transfer rate is low, it has been increased by over 10% since the 1999-2000 cohort year. For more detailed data, see page 34.

Global Citizenship

Table I.20:Study Abroad
Participation

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Count of Students who Participated in a Study Abroad Program	59	91	130	91	123

The number of students participating in a study abroad program has increased over the last five years. In 2008-2009, 123 students studied abroad. For more detailed data, see page 35.

Figure I.21Persistence of
International Students

First-time international students in fall terms persisted to the subsequent spring term (about 85%). They were less likely to persist to the following fall term (about 70%). However, international students persisted at a higher rate than the general population. For more detailed data, see pages 35 to 37.

Table 1.22:
Enrollment in Global Citizenship Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment in the Global Citizenship Courses	2,526	2,619	3,025	3,514	4,291

A large number of students were exposed to curriculum with a global citizenship focus. Course enrollment in courses meeting the global citizenship requirement for the Associate Degree has significantly increased over the last five fall terms. In fall 2009, there were 4,291 course enrollments in global citizenship courses. For more detailed data, see page 37.

>>>SUPPORTIVE LEARNING ENVIRONMENT

The “Supportive Learning Environment” section of the document reveals that while SMC is performing at satisfactory rates on several indicators, there is much room for improvement on other indicators. The following provides a summary of the college’s performance related to promoting supportive learning environment:

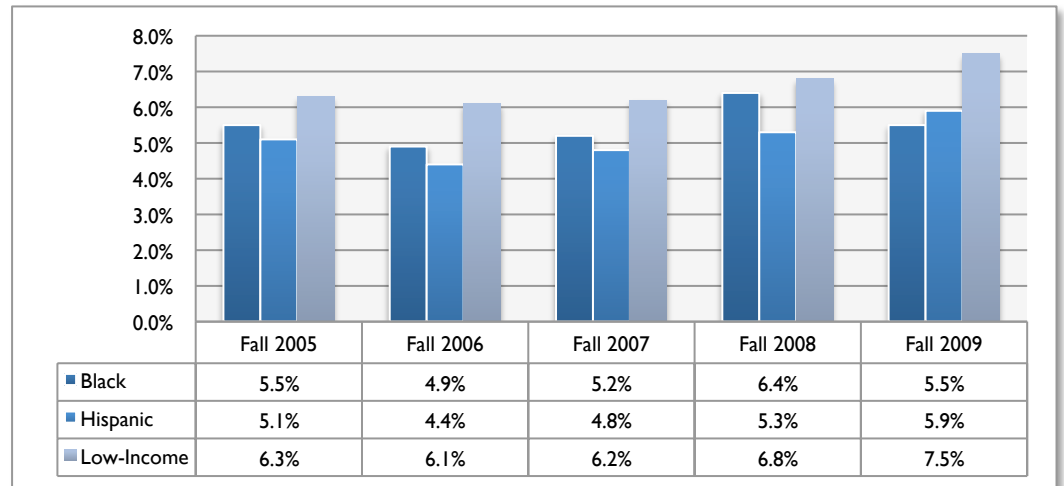
Enrollment of Historically Underrepresented Students in District

Table 2.1:
Percent of District HS Grads Enrolling at SMC

	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Percent of Santa Monica-Malibu District High School Graduates Enrolling at SMC within One Year	17.2%	17.6%	22.7%	22.5%	23.2%

Data indicators in this section reveal that a little less than a quarter of high school graduates in the district subsequently enroll at SMC and the percents have been increasing over the last five graduating classes. For more detailed data, see page 56.

Figures 2.2 & 2.3
Ratio of Historically
Underrepresented &
Low-Income
Population in District
Enrolled at SMC



Enrollment of historically underrepresented populations in higher education (African American/Black, Hispanic, and low-income) at SMC was examined. The data reveal that only about 12% of the historically underrepresented people residing in the district are enrolled at SMC. Less than 10% of the low-income district residents are enrolled at SMC. While the figures seem low, it is consistent with student background data; a large majority (nearly 95%) of credit SMC students comes from beyond the Santa Monica-Malibu district borders. In addition, SMC serves a large population of those from underrepresented groups; about 40% of students are African American/Black or Hispanic and 38% of students receive financial aid. For more detailed data, see pages 57 and 58.

Response to Community Needs

Table 2.4:
Enrollment in
Emeritus Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Percent of Course Enrollments that are Emeritus	6.8%	7.2%	7.2%	6.7%	6.6%

Overall, the data reveal that SMC is doing well in responding to the community needs in its course offerings and enrollments. For example, the college serves about 3,000 students through the Emeritus College, a program for adults 55 and older. Enrollments in Emeritus courses have been increasing; these courses represent about 7% of all course enrollments. Disproportionately more Emeritus students tend to be female, older, and White. For more detailed data, see pages 44, 45, and 59.

Figure 2.5:
Percent of
Enrollments by
Course Length Time

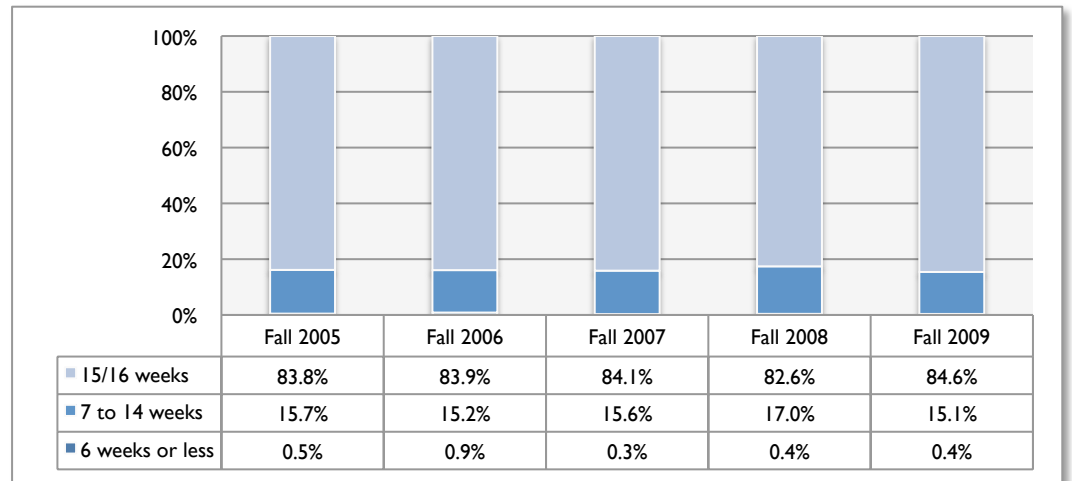


Table 2.6a:
Enrollment in Distance
Learning Courses

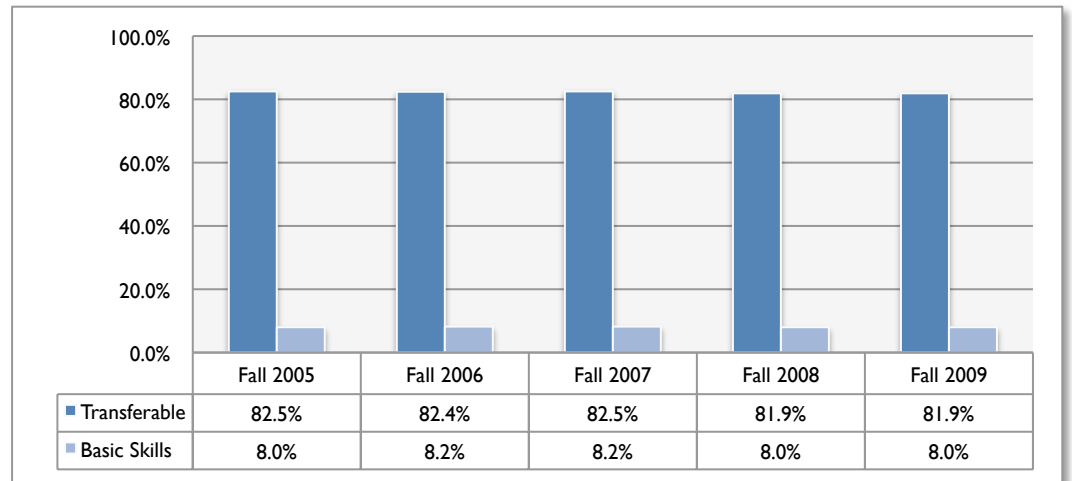
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Percent Credit Courses that are Distance Learning	6.2%	8.2%	9.8%	10.8%	10.9%

Table 2.6b:
Unduplicated
Headcount Students
Enrolled in Distance
Learning Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Percent Credit Students Enrolled in Distance Learning Courses	12.0%	16.0%	19.0%	20.6%	21.4%

community needs by offering classes that can be completed in different lengths of time modes of instruction. About 20% of course enrollments are in class sections lasting less than the traditional 15 or 16 week semester. Enrollment data by mode of instruction reveal that nearly 11% of all credit enrollments are in distance learning courses and the percent has increased by 5% over the last five fall terms. In the last fall term (2009), about two in ten students were enrolled in at least one distance learning course and the figure continues to increase. For more detailed data, see pages 60 and 61.

Figures 2.7 & 2.8:
Percent of Credit
Courses (Transferable
and Basic Skills)



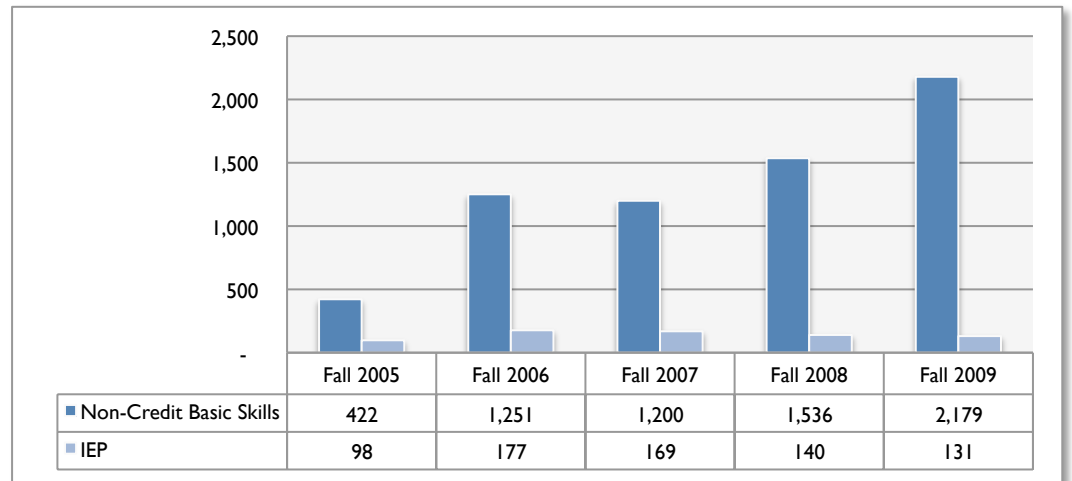
The area where SMC can improve is in its course offerings in basic skills courses. Currently, 80% of all course enrollments are in transferable courses and basic skills course enrollments account for less than 10% of credit enrollments. This data is alarming given that a large proportion of entering students place into basic skills math, English, and/or ESL (see Tables 1E, 1G, and 1I on pages 11 to 16). For more detailed data, see page 62.

Table 2.9:
Count of Dual
Enrollment Students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Percent Dual Enrollment	5.4%	6.0%	2.7%	2.6%	1.1%

The percent of credit students who are dually enrolled in high school and SMC has decreased over the last five fall terms. Due to decreases in enrollment due to budgetary constraints and because California Education Code restricts the offering of Dual Enrollment courses to within district limits, unless permitted by the district in which the high school is located, SMC has dramatically reduced dual enrollment offerings to a few within the Santa Monica-Malibu district limits, where previously offerings were held at high schools throughout southern California.

Figure 2.10 & 2.11:
Count of Dual
Enrollment Students



The performance indicators in this area reveal that SMC is responding to the needs of ESL students. In addition to credit ESL courses, SMC offers non-credit ESL and Intensive English Program courses. The enrollments in both types of courses have increased over the last five fall terms. For more detailed data, see pages 63 and 64.

Student Equity

Student demographic data reveal that SMC serves an ethnically diverse student population; in fall 2009, approximately 19% of credit students were Asian/Pacific Islander, 11% were African American/Black, 29% were Hispanic, and 32% were White.

Figure 2.12:
Fall-to-Fall Persistence
by Ethnicity/Race

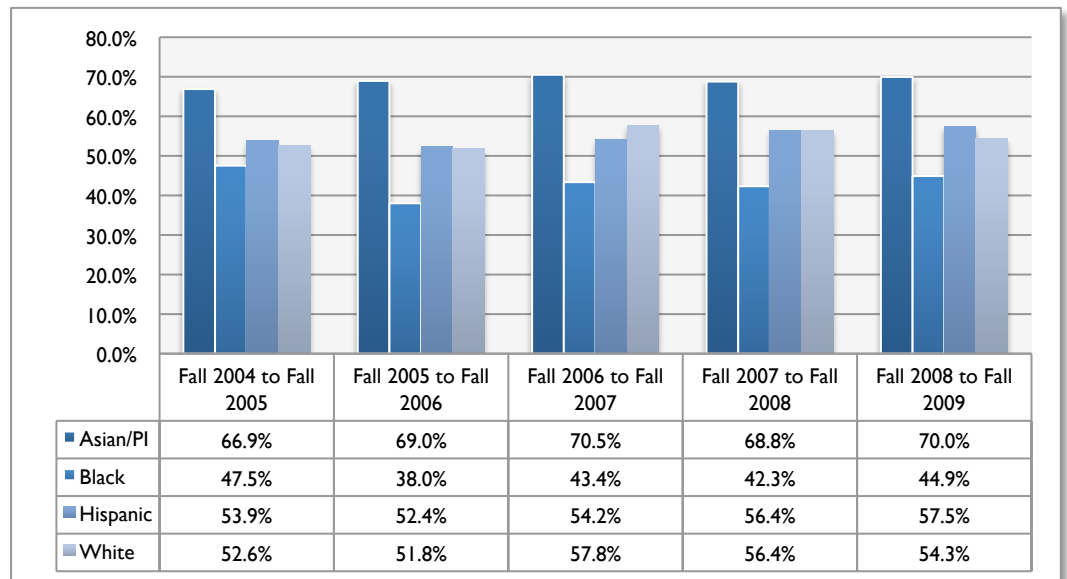


Figure 2.14:
Course Success Rate
by Ethnicity/Race

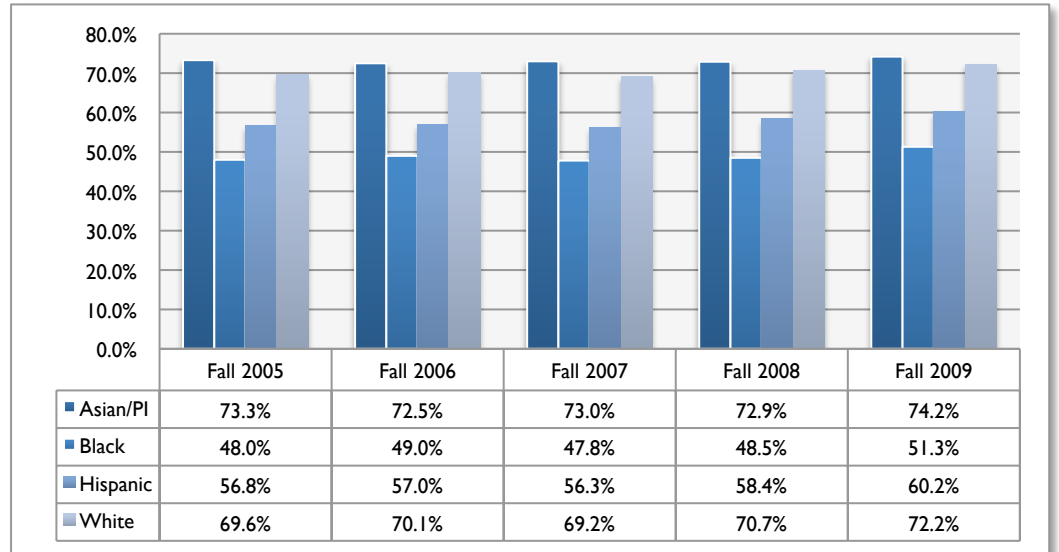


Figure 2.16a:
Associate Degrees
Awarded by
Ethnicity/Race

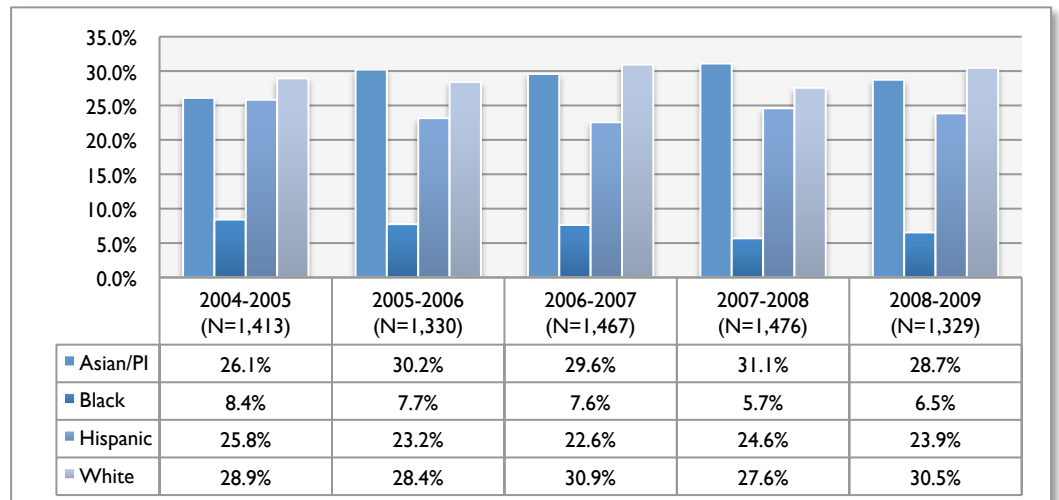


Figure 2.16b:
Certificates Awarded
by Ethnicity/Race

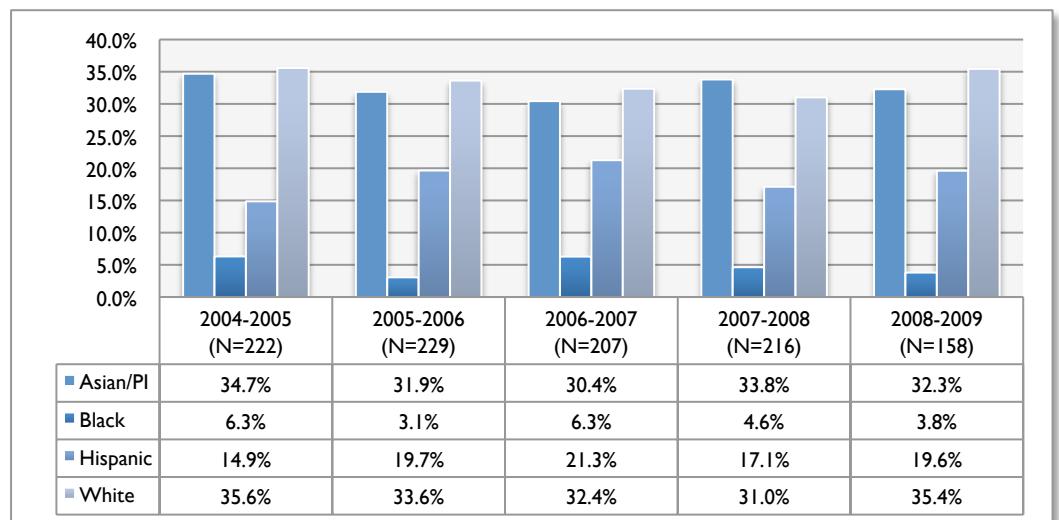


Figure 2.18a:
Transfers to UCs by
Ethnicity/Race

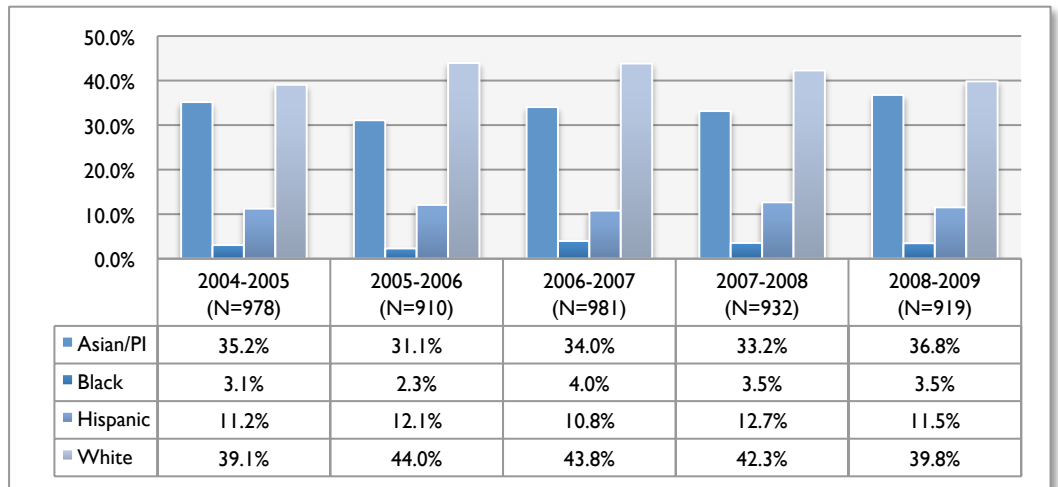


Figure 2.18b:
Transfers to CSUs by
Ethnicity/Race

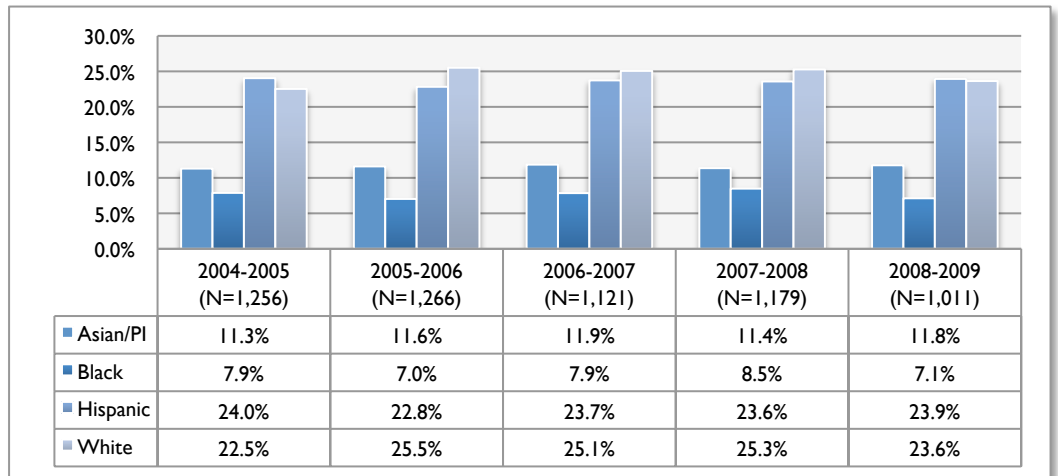
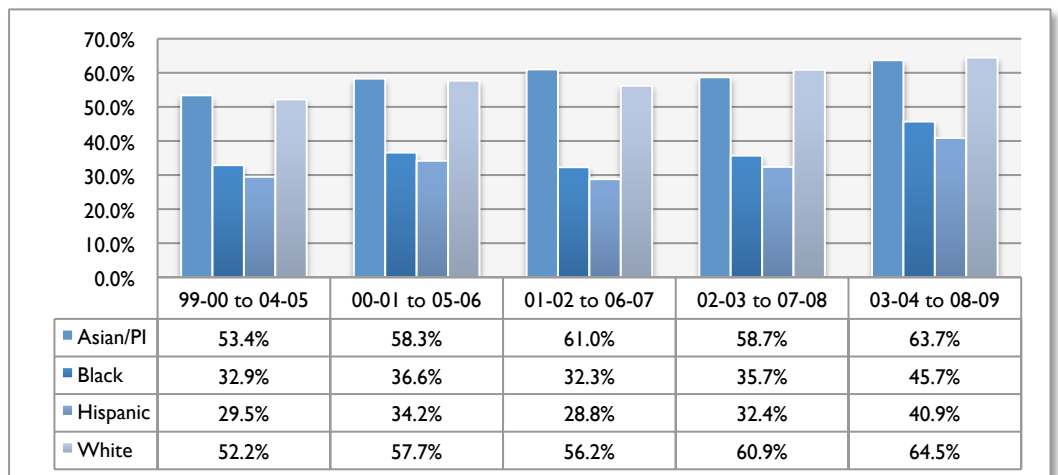


Figure 2.19:
Transfer Rates by
Ethnicity/Race



Student equity data reveal that Asian/Pacific Islander and White students do better than other ethnic/race groups on several indicators; including term persistence, course success, degrees and certificates awarded,

transfer to UC and CSU, and transfer rates. African American/Black and Hispanic students are underrepresented or perform at lower rates on most of these indicators. However, transfer rate data show that while African American/Black and Hispanic students transfer at the lowest rates, the rates are improving. For more detailed data, see pages 65, 66, 68, 70, and 71.

Figure 2.13:
Fall-to-Fall Persistence
by Gender

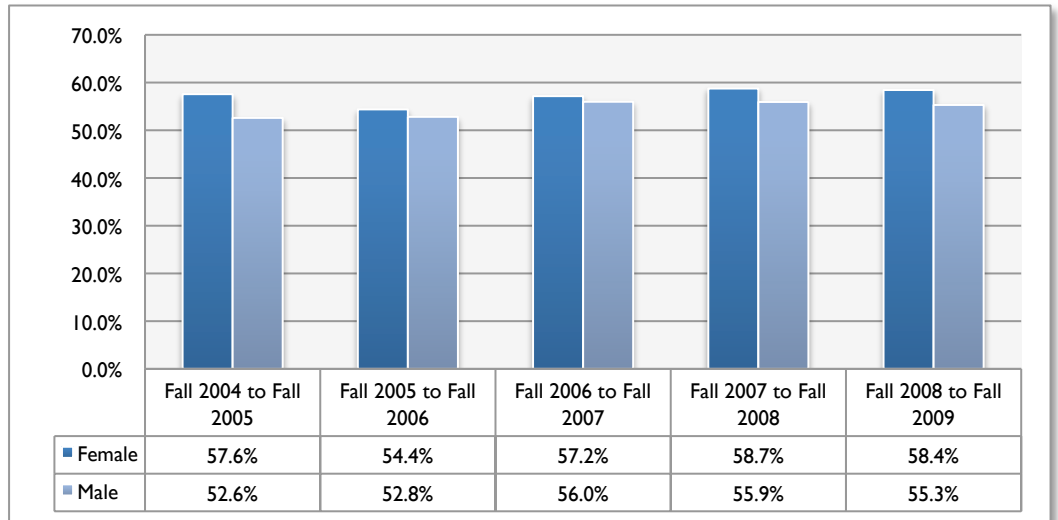


Figure 2.15:
Course Success Rate
by Gender

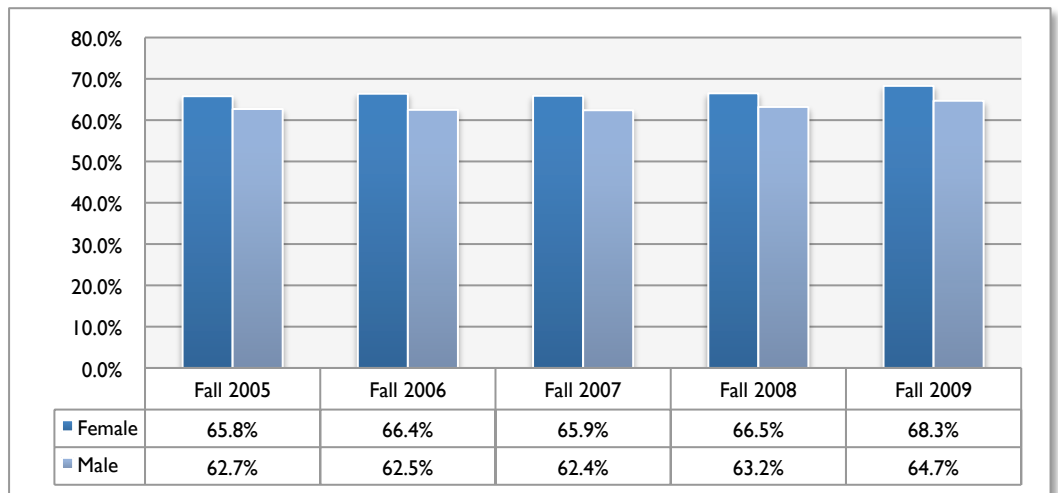


Figure 2.17a:
Associate Degrees
Awarded by Gender

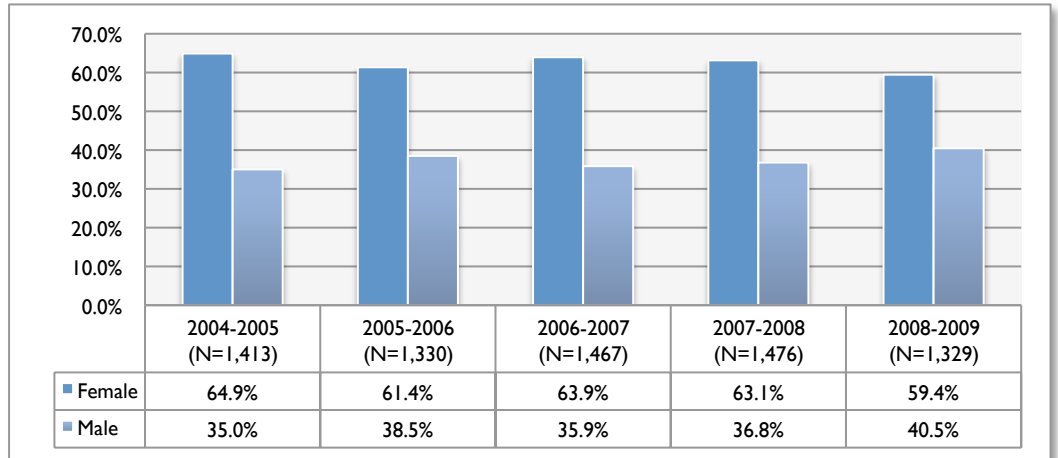


Figure 2.17b:
Certificates Awarded
by Gender

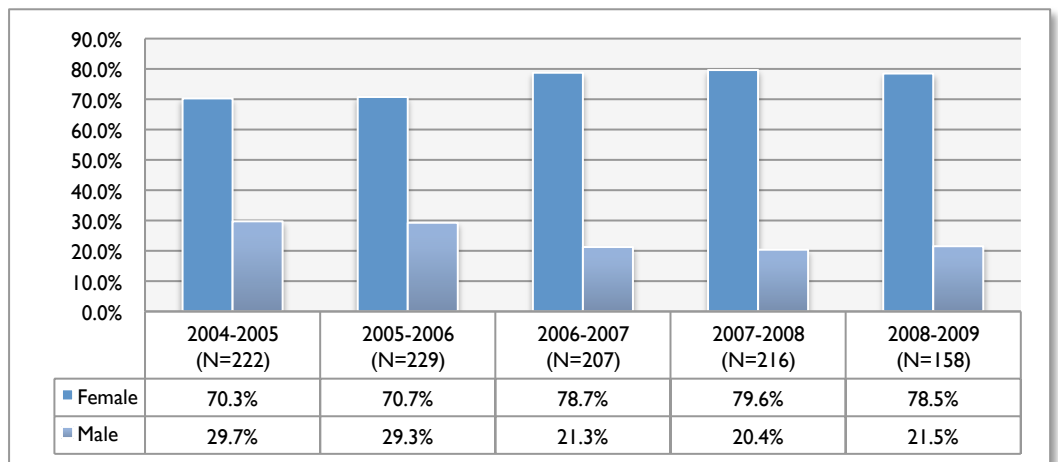
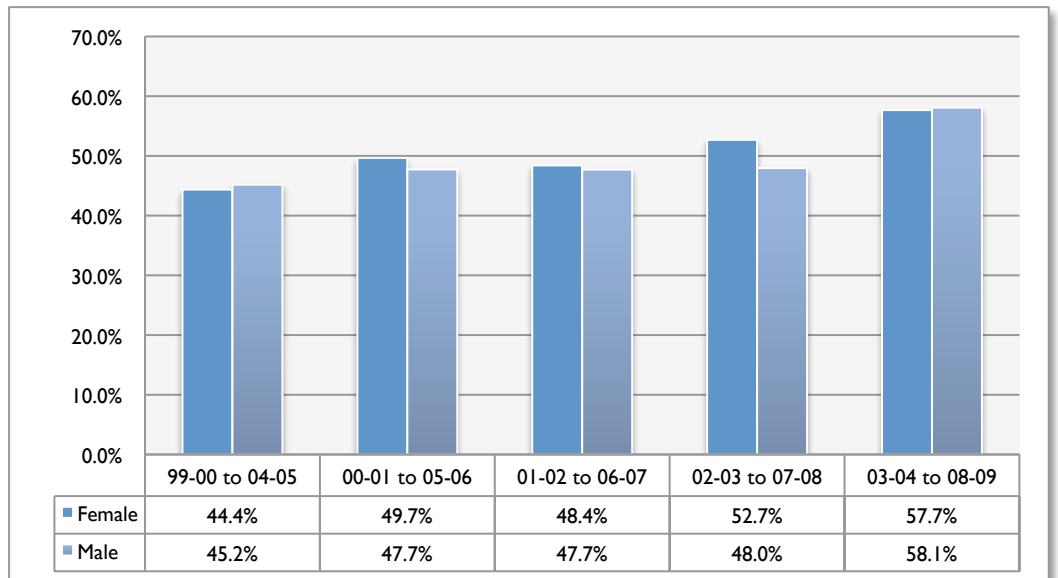


Figure 2.20
Transfer Rates by
Gender



Student equity data on gender reveal that in general, there is no different between gender groups on most of the educational outcomes and performance indicators. However, women are more likely than men to get degrees and certificates. For more detailed data, see pages 66, 67, 69, and 72.

>>>SUPPORTIVE COLLEGIAL ENVIRONMENT

Figure 3F
Percent of New Hires
by Ethnicity/Race

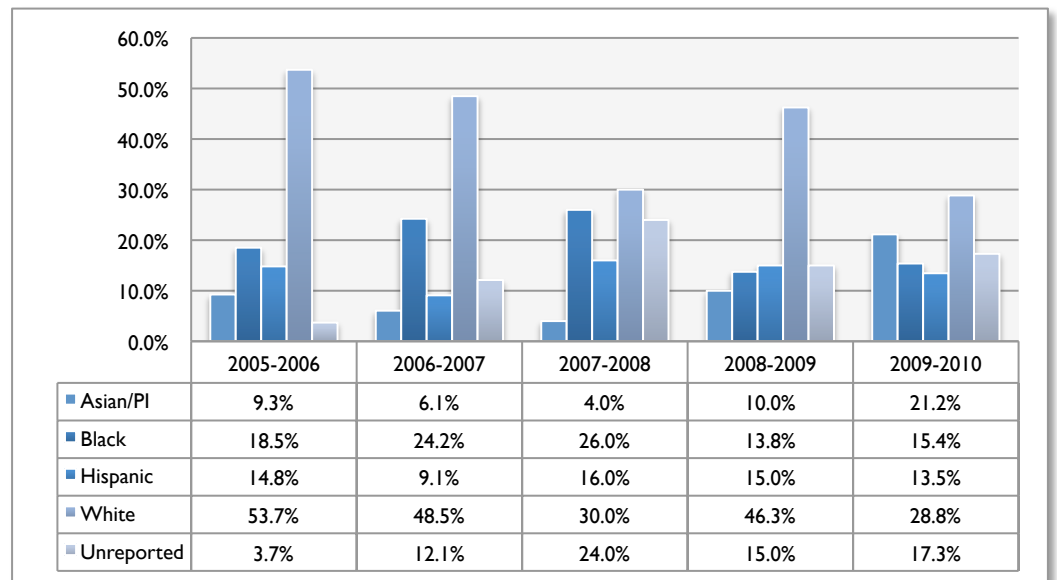
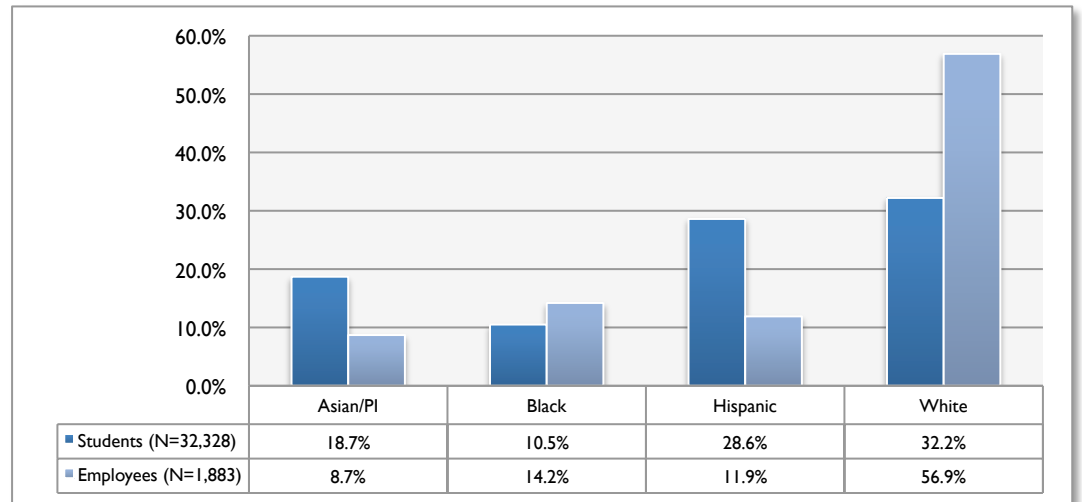


Figure 3.1:
Ethnicity/Race
Comparison



Data Source: California Community Colleges Chancellor's Office Management Information Systems

The one major finding in the “Supportive Collegial Environment” section of the document is that when compared with the credit student population, employees are underrepresented among the Asian/Pacific Islander and Hispanic groups. In fall 2009, Asian/Pacific Islanders represented about 19% of the student population but only 9% of the employee population and Hispanics represented about 29% of the student population but only 12% of the employee population. However, new hire data reveal that SMC is hiring more employees from the two ethnic/race groups. In addition, the college has since engaged in several strategies to improve the diversity of the employee population. For more information, see pages 81, 85, and 86.

>>> STABLE FISCAL ENVIRONMENT

The findings from the “Stable Fiscal Environment” section of the document reveal that while SMC is performing at satisfactory rates on several indicators, there is much room for improvement on other indicators. The following provides a summary of the college’s performance related to promoting a stable fiscal environment:

Table 4.1:
Percent of
Expenditures on
Salaries & Benefits

	2007-2008	2008-2009	2009-2010
Total Expenditures	\$129,833,042	\$134,161,279	\$132,288,713
Total Salary & Benefits	\$112,741,751	\$117,671,027	\$116,856,470
Percent of Expenditures on Salaries & Benefits	86.8%	87.7%	88.3%

A large majority of the college’s expenditures are spent on employee salaries and benefits which leaves only about 10% of the budget to spend on other expenses. There is room for improvement on this indicator. For more information, see page 89.

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Table 4.2:
Cost of Instruction
(Cost per FTES)

	2007-2008	2008-2009	2009-2010
Total Funded FTES	27,130	26,943	26,204
Cost per FTES	\$4,943.77	\$4,749.74	\$4,758.58

Despite recent state budget reductions, being funded fewer FTES, and enrolling more students, SMC has decreased the dollar amount it has spent on instruction. The cost of instruction was \$4,944 per FTES in 2007-2008; by 2009-2010, SMC spent less, \$4,759 per FTES. For more information, see pages 89 and 90.

Table 4.3:
Ratio of Fund Balance
to Total Expenditures

	2007-2008	2008-2009	2009-2010
Total Expenditures	\$129,833,042	\$134,161,279	\$132,288,713
Total General Fund Balance	\$16,797,976	\$17,408,976	\$18,470,103
Fund Balance to Total Expenditures Ratio	12.9%	13.0%	14.0%

The fund balance data reveal that SMC has some financial flexibility and stability; the ratio of the general fund balance to total expenditures is about 15% and has slightly increased over the last three fiscal years. For more information, see page 90.

Table 4.4:
Federal, State, and
Local Grants &
Restricted Programs
Revenue

	2007-2008	2008-2009	2009-2010
Federal Revenue	\$5,371,583	\$5,503,484	\$5,163,418
State Revenue	\$9,364,216	\$9,822,369	\$7,395,775
Local Revenue	\$10,676,439	\$10,660,675	\$10,038,821

SMC relies less on federal sources for income and more on state and local revenue. This finding says that while the financial stability of SMC relies less on what's going on economically in the nation, the college still depends on the local and state economies. For more information, see page 90.

Table 4.5:
Compliance with the
50 Percent Law

	2006-2007	2007-2008	2008-2009
50% Law Calculation	53.9%	54.1%	53.7%

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SMC is doing well in terms of complying with the 50 Percent Law. The data reveal that SMC spends more than 50% of its educational expenses for classroom instruction salaries. For more information, see page 91.

>>>SUSTAINABLE FISCAL ENVIRONMENT

Table 5.1:		2007	2008	2009
Total Tonnage Waste Disposal	Total Tonnage Waste Disposed	616.2	701.4	447.2

Table 5.2:		2007	2008	2009
Annual Employee Per Capita Disposal	Annual Per Capita Disposal (lbs/employees/day)	1.7	1.9	1.3
	TARGET	17.2	17.2	17.2

Table 5.3:		2007	2008	2009
Annual Student Per Capita Disposal	Annual Per Capita Disposal (lbs/students/day)	0.1	0.2	0.1
	TARGET	1.4	1.4	1.4

The findings from the current chapter reveal that SMC is performing at a satisfactory level on indicators measuring “Sustainable Physical Environment”. For instance, the trend in total tons of waste disposed has been decreasing over the last three years. SMC is disposing less and less waste and diverting more of its waste generated. In addition, the college is meeting its target in per capita disposal for both employees and students; the per capita disposal for both campus constituents are low (less waste is disposed per person per day) and have either decreased or remained stable over the last three years. For more information, see pages 94 and 95.

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Introduction

Institutional effectiveness is the systematic and continuous process of measuring performance of a college relative to its mission and goals. The current report is an assessment of institutional effectiveness at Santa Monica College (SMC). Developed by the Office of Institutional Research with the college's senior administration and the Research Advisory Board, the contents of the SMC Institutional Effectiveness Report are guided by the college's vision and mission, the goals and supporting goals, and the key strategic initiatives in the college's Master Plan for Education. The purpose of the report is to document performance across various indicators related to college programs, services, and the diverse constituencies it serves; in addition, the report serves to support college planning and decision-making processes with focused data and information. The current edition of the report is the first. Subsequent reports will be reviewed and updated on an annual basis.

>>> MISSION, VISIONS, AND GOALS

At the highest level, the Institutional Effectiveness Report is guided by SMC's mission, vision and core values, and institutional learning outcomes. The report is divided into five sections which coincide with the five supporting goals; innovative and responsive academic environment, supportive learning environment, supportive collegial environment, stable fiscal environment, and sustainable physical environment. Each section contains a set of performance indicators that provide a gauge for how well the college is doing in terms of meeting the supporting goals.

Mission & Vision and Core Values

Mission

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the college's vision.

Vision and Core Values

Santa Monica College will be a leader and an innovator in student learning and achievement. Santa Monica College will prepare and empower students to excel in their academic and professional pursuits for lifelong success in and evolving global environment.

As a community committed to open inquiry that encourages dialog and the free exchange of ideas, Santa Monica College will serve as a model for students in the practice of its core values: intellectual inquiry, research-based planning and evaluation, democratic processes, communication and collegiality, global awareness, and sustainability.

Goals

To achieve the vision, Santa Monica College has identified the following Institutional Learning Outcomes and supportive goals.

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions and solve problems;
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events; and
- Assume responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.

Supporting Goals

The sections of the report are organized by the college's supporting goals. The performance indicators were developed to measure effectiveness in each goal area:

- **Innovative and Responsive Academic Environment**
 - Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community.
- **Supportive Learning Environment**
 - Provide access to comprehensive student learning resources such as library, tutoring, and technology.
 - Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.
- **Supportive Collegial Environment**
 - Improve and enhance decision-making and communication processes in order to respect the diverse needs and goals of the entire college community.
- **Stable Fiscal Environment**

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- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.
- **Sustainable Physical Environment**
 - Apply sustainable practices to maintain and enhance the college's facilities and infrastructure including grounds, buildings, and technology.

>>>FRAMEWORK FOR MONITORING INSTITUTIONAL EFFECTIVENESS

An appropriate framework is essential for monitoring institutional effectiveness. SMC has cast a framework in the form of a matrix. The college's supporting goals are arranged on the vertical axis of the matrix and represent the critical areas of institutional effectiveness. For areas directly related to student success and performance (innovative and responsive academic and supportive learning environments) the components of Astin's (1993) Input-Environment-Outcome or I-E-O model are employed. According to Astin, student outcomes are a function of three elements which shape how students learn and develop in college. In order to accurately assess student outcome, it is necessary to consider student inputs, the demographic and background characteristics with which students enter college, as well as the institutional environment, and the range of experiences students encounter during college. Student inputs and the environment provide a context for understanding and evaluating institutional effectiveness related to student performance. The report will, therefore, not only contain outcomes data, it will provide information about students being measured by the performance indicators as well as college programs and services that support students' college experiences.

For areas not directly related to measuring student progress and achievement, a description of the environment around the performance indicators is provided to contextualize the performance data (supportive collegial, stable fiscal, and sustainable physical environments). Historical trends with at least three years of data are provided for a majority of the performance indicators in the matrix. Lastly, each of the performance indicator areas is aligned with the college's strategic goals (basic skills, global citizenship, sustainable campus, and career technical education); discussion of how the performance indicators respond to the college's strategic initiative is included.

The current framework for institutional effectiveness is still in the formative stage and its construction will continue to evolve. As the college's first report on institutional effectiveness, this document aims to provide baseline data to support college-wide discussion around college effectiveness and to guide departments and programs in their strategy/ goal setting and planning. In addition, this first report focuses largely on the first two college supporting goals, innovative and responsive academic and supportive learning environments. The report, in its first edition, is not meant to be comprehensive but to provide a starting point for building a functional framework for monitoring institutional effectiveness. The other three supportive goals will be expanded in future reports. Furthermore, subsequent reports of institutional effectiveness will include target goals for each performance indicator and will monitor progress towards the targets.

2010 Institutional Effectiveness Framework

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College's Supporting Goals	Student Input	Environment	Performance Indicators
1) Innovative and Responsive Academic Environment	IA. Unduplicated Student Headcount IB. Student Educational Goal IC. Full/Part-time Status ID. Percent First-time Students Taking Math Placement IE. First-time Student Math Placement Results IF. Percent First-time Students Taking English Placement IG. First-time Student English Placement Results IH. Percent First-time Students Taking ESL Placement II. First-time Students ESL Placement Results IJ. First-time Students and Basic Skills Status	Description of Instructional Support/Tutoring Centers	Progress 1.1 Percent of Students Earning 30 Units Within Six Years 1.2 Fall-to-Spring Persistence 1.3 Fall-to-Fall Persistence 1.4 Progress through Basic Skills Course Success 1.5 College-wide Course Success Rate 1.6 First-time Student Course Success Rate 1.7 Course Success Rates in Transferable Courses 1.8 Course Success Rates in Basic Skills Courses 1.9 Course Success Rates in Career Technical Education Courses 1.10 Course Success Rates by Mode of Instruction 1.11 College-wide Course Retention Rates 1.12 First-time Student Course Retention Rates 1.13 Cumulative GPAS Achievement 1.14 Progress and Achievement Rate 1.15 Certificates Awarded 1.16 Associate Degrees Awarded 1.17 Time to Certificate/Degree 1.18 Transfers to Public 4-Year Institutions 1.19 Transfer Rates Global Citizenship 1.20 Study Abroad Participation 1.21 International Students Term-to-Term Persistence 1.22 Enrollment in Global Citizenship Courses
	2A. Last High School Attended 2B. Residence Status 2C. Student Gender 2D. Student Ethnicity/Race 2E. Student Age Group 2F. Financial Aid Recipient Status Emeritus Profile 2G. Emeritus Gender 2H. Emeritus Ethnicity/Race 2I. Emeritus Age Group	Description of Student Support Services Description of Enrollment Services Description of Other Services and Activities 2J. Number of Student Support Center/Service Visits Profile of Students Utilizing Selected Student Support Services 2K. Unduplicated Headcount of Center/Service Users 2L. Center/Service Users by Gender 2M. Center/Service Users by Ethnicity/Race 2N. Center/Service Users by Age Group	Enrollment of Historically Underrepresented Students in District 2.1 Percent of District High School Graduates Enrolling at SMC 2.2 Percent of Historically Underrepresented Populations in District Enrolled at SMC 2.3 Ratio of Low-Income Populations in District Enrolled at SMC Response to Community Needs 2.4 Enrollment in Emeritus Courses 2.5 Enrollment by Course Time Length 2.6 Enrollment in Distance Learning Courses 2.7 Enrollment in Transferable Courses 2.8 Enrollment in Basic Skills Courses 2.9 Count of Dual Enrollment Students 2.10 Enrollment in Non-Credit ESL Courses 2.11 Enrollment in Intensive English Program (IEP) Courses Student Equity 2.12 Fall-to-Fall Persistence by Ethnicity/Race 2.13 Fall-to-Fall Persistence by Gender 2.14 Course Success Rates by Ethnicity/Race 2.15 Course Success Rates by Gender 2.16 Certificates/Degrees Awarded by Ethnicity/Race 2.17 Certificates/Degrees Awarded by Gender 2.18 Transfers to UC/CSUs by Ethnicity/Race 2.19 Transfer Rates by Ethnicity/Race 2.20 Transfer Rates by Gender
2) Supportive Learning Environment			

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College's Supporting Goals	Background	Performance Indicators
3) Supportive Collegial Environment	Employee Demographic Profile 3A. Employees by Job Classification 3B. Employees by Gender 3C. Employees by Ethnicity/Race 3D. Employees by Age Group New Hires Demographic 3E. New Hires by Job Classification 3F. New Hires by Gender 3G. New Hires by Ethnicity/Race 3H. New Hires by Age Group 3I. Years of Service	3.1 Employee/Student Demographic Profile Comparison
4) Stable Fiscal Environment	Description of Current Economic State in Education	4.1 Percent of Total Expenditures Spent on Salaries and Benefits 4.2 Cost of Instruction (Cost per FTES) 4.3 Ratio of Fund Balance to Total Expenditures 4.4 Federal, State, and Local Grants & Restricted Programs Revenue 4.5 Compliance with the 50 Percent Law
5) Sustainable Physical Environment	Description of Sustainable Practices	5.1 Total Waste Tonnage Disposal 5.2 Annual Employee Per Capita Waste Disposal 5.3 Annual Student Per Capita Waste Disposal

Innovative and Responsive Academic Environment

Santa Monica College strives to create an innovative and responsive academic environment by continuously developing curricular programs, learning strategies, and services to meet the evolving needs of students and the community. This area of institutional effectiveness measures how well the college is doing in helping students achieve academic success and meet their educational goals. Performance indicators in the area measure student progress, success in courses, achievement of awards and transfer, and global citizenship.

>>>STUDENT INPUT

Students enter SMC with experiences and characteristics which may influence their college experience as well as their outcomes across many student success indicators. The following section provides information related to student input which describes the students who are being measured in the performance indicators in the supporting goal area. Student background and placement in basic skills courses are also described.

Student Background

Unduplicated Credit Student Headcount

Table 1A:
Unduplicated Student
Headcount (Credit)

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of Students (Credit)	29,076	28,483	29,093	31,412	32,327

ommunity College Chancellor's Office Management Information Systems

: unique number of students enrolled at SMC in the last five fall terms. Only students courses for credit (or courses carrying unit value) are included in the count. The number been steadily increasing over the last five fall terms from 29,076 in fall 2005 to 32,327 in

fall 2009.

Student Educational Goal

The following table describes students' stated educational goals. Goals are important in understanding student learning and engagement behaviors. Goal information is collected on the college application and is self-reported by the students. Goals are not systematically updated by the college unless the students' enrollments at SMC lapse for at least one academic year. Students can have their goal updated upon request. Students are asked to indicate their principal education goal. Only credit students were included in the analyses.

Table 1B:
Student Educational
Goal

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Transfer	16,585	16,425	17,561	19,000	20,551
	57.0%	57.7%	60.4%	60.5%	63.6%
Associate Degree	1,238	1,196	1,270	1,426	1,576
	4.3%	4.2%	4.4%	4.5%	4.9%
Certificate	415	409	430	408	476
	1.4%	1.4%	1.5%	1.3%	1.5%
Career Objective	3,135	3,040	3,115	3,295	2,967
	10.8%	10.7%	10.7%	10.5%	9.2%
Educational Dev	3,081	2,851	2,976	2,844	2,516
	10.6%	10.0%	10.2%	9.1%	7.8%
Improve Basic Skills	230	228	217	213	178
	0.8%	0.8%	0.7%	0.7%	0.6%
Complete HS Credits/GED	1,506	1,458	619	622	202
	5.2%	5.1%	2.1%	2.0%	0.6%
Move from Noncredit to Credit Courses	--	--	--	16	16
	--	--	--	0.1%	0.0%
4-Yr Student Meeting 4-Yr Requirements	--	--	--	801	1,412
	--	--	--	2.5%	4.4%
Undecided/Unreported	2,886	2,876	2,905	2,787	2,433
	9.9%	10.1%	10.0%	8.9%	7.5%
Total	29,076	28,483	29,093	31,412	32,327
	100%	100%	100%	100%	100%

Data Source: California Community College Chancellor's Office Management Information Systems

The largest proportion of students report that their highest educational goal at SMC is to earn credits to transfer to a four-year university, either with or without obtaining an Associate Degree. The percent of students with a transfer goal has increased over the last fall five terms from 57.0% in fall 2005 to 63.6% in fall 2009. Approximately 5% of students indicate that their goal is to earn an Associate Degree without transferring. Even fewer report that that their reason for attending SMC is to earn a career certificate.

About one in ten students report that they have enrolled at SMC for a career-related objective, including discovering/formulating career interests, plans, goals, preparing for a new career, advancing in current job/career, and to maintain a certificate or license. The percent of students reporting a career goal has remained steady over the last fall five terms.

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In fall 2009, about 8% of credit students reported that their principal educational goal was for educational (intellectual or cultural) development. The percent of students reporting this personal goal has decreased from 10.6% in fall 2005 to 7.8% in fall 2009.

In addition, the percent of students reporting that they aspire to complete credits for high school or credit has decreased from 5.2% in fall 2005 to 0.6% in fall 2009. Disproportionately fewer students are enrolled at SMC to complete high school credits or to earn their GED. Education code specifically states that high school students should receive a low enrollment priority as to not displace regularly matriculated community college students. During times when course offerings are limited due to economic factors, the impact on currently enrolled high school students is evident.

Beginning in fall 2008, two additional educational goal options were offered to students: moving from non-credit to credit coursework and meeting four-year college requirements for current four-year college students. Very few students report that their principal goal is to move from non-credit to credit courses. In fall 2009, 4.4% of credit students were currently four-year students who were concurrently enrolled at SMC to complete requirements for a baccalaureate degree.

Approximately one in ten students report on the college application that they are still undecided on their educational goal or do not report a goal at all. The percent of students declaring a stated educational goal has increased from 89.1% in fall 2005 to 92.5% in 2009. In summary, credit students enroll at SMC for diverse reasons. However, most students who enroll at SMC have goals to transfer to a four-year college or university. About 10% of students have a career objective and an additional 10% of students are enrolled in courses for personal enrichment purposes. Nearly 5% of credit SMC students report that they are concurrently enrolled at a four-year college or university and are enrolled in courses to complete requirements at their four-year institution. The large number of students with a transfer, Associate degree, and certificate goal has implications for the assessment of institutional effectiveness; student outcomes such as transfer, degree, and certificate attainment are vital in evaluating whether the college is meeting its goal of creating an innovative and responsive academic environment.

Students by Full/Part-time Status

Table IC:
Students by Full/Part-time Status

Full/Part-Time Status	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
Full-Time	9,673	33.3%	9,888	34.7%	10,611	36.5%	11,170	35.6%	11,479	35.5%
Part-Time	19,403	66.7%	18,595	65.3%	18,482	63.5%	20,242	64.4%	20,848	64.5%
Total	29,076	100%	28,483	100%	29,093	100%	31,412	100%	32,327	100%

Data Source: California Community College Chancellor's Office Management Information Systems

The table above describes student credit status. About one-third of students are enrolled in at least 12 credit units and are attending SMC on a full-time basis. Two-thirds of students are attending SMC as part-time students; they are enrolled in 11.5 or fewer units at a time. Full/part-time status has implications for students' progress towards achievement of their transfer, degree, and certificate goals; full-time students are able to reach their goal earlier than those who are enrolled part-time.

Math, English, and ESL Placement Results

Successful completion of college-level English and math is a requirement for transfer to any of the California State University (CSU) and University of California (UC) campuses, as well as to private California and out-of-state institutions. Therefore, all new first-time college students with a transfer or degree goal are required to take the English and math (and ESL when appropriate) assessment tests. The assessment tests evaluate students' skill levels in each of the discipline areas and place students into the appropriate math, English, and ESL courses. The following set of student input data describe the percentage of first-time students taking the assessment tests and their placement for the last three fall terms. Only the placement results of students who enrolled in credit courses in their initial term are reported. Placement data have implications for student progress and achievement as English and math skills are the foundation for all degree and transfer-level courses.

First-time Students and Math Placement Test

Table 1F describes the percent of first-time students who took the math placement exam prior to enrolling at SMC. The math assessment determines students' current skill levels in various math topics, including arithmetic, geometry, algebra, and trigonometry. First-time student was defined as any student who was enrolled in college for the first time after high school.

Table 1F:
Percent First-time
Students Taking Math
Placement

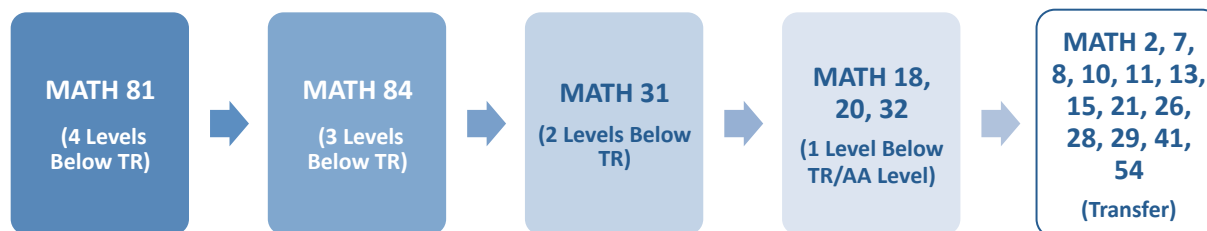
	Fall 2007	Fall 2008	Fall 2009
Count of First-time Students	5,981	6,387	6,930
Took Math Placement Test	5,145	5,507	6,176
% of First-time Students Taking Math Placement Test	86.0%	86.2%	89.1%

Data Source: California Chancellor's Office Management Information Systems

A majority of first-time students, about nine in ten, took the math placement exam prior to enrolling at SMC in fall terms 2007, 2008, and 2009.

The following figure describes the sequence of math courses offered at SMC.

Math Courses



Completion of at least one of the transfer-level math courses is required for transfer to a four-year institution. At the highest level, students can be placed into MATH 21 (Finite Mathematics), MATH 54 (Elementary Statistics), MATH 41 (Mathematics for Elementary Teachers), MATH 26 (Functions and Modeling for Business and Social Science), MATH 28 (Calculus 1 for Business and Social Science), MATH 2 (Pre-Calculus), and MATH 7 (Calculus 1), depending on the test taken and on student majors. MATH 18 (Intermediate Algebra for Statistics & Finite Mathematics), MATH 20 (Intermediate Algebra), and/or MATH 32 (Plane Geometry) are prerequisites for transfer-level math courses and are required for completion of the Associate Degree.

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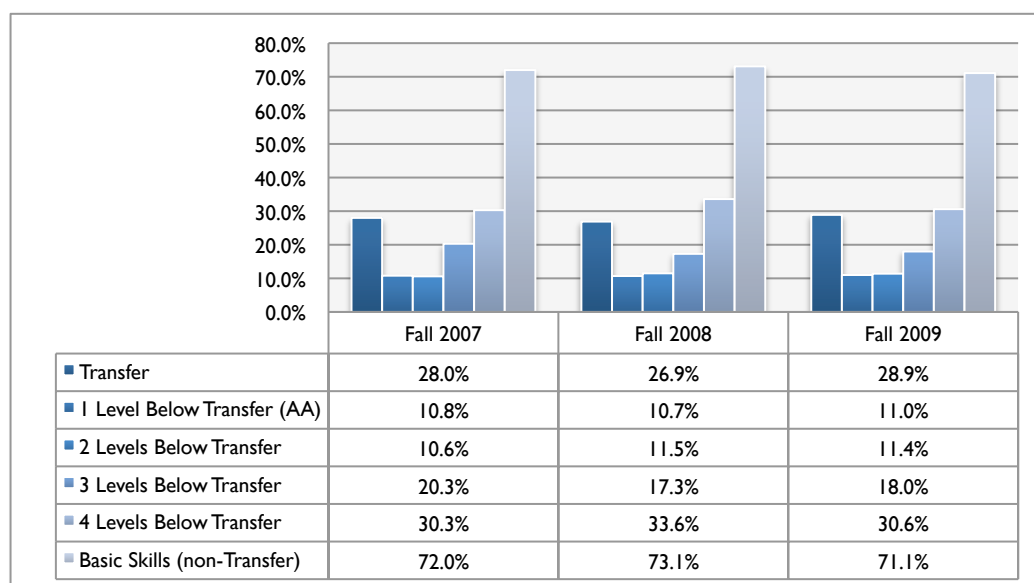
MATH 31 (Elementary Algebra) is two levels below transfer course and is a prerequisite for MATH 18/20/31. MATH 84 is Pre-Algebra and is the prerequisite to MATH 31. MATH 81 is the lowest level math course focusing on developing basic arithmetic skills. Students placed into MATH 81 will need to complete at least four math courses before being eligible to enroll in transfer-level math.

The following table and figure describe the math placement levels of first-time students in fall terms 2007, 2008, and 2009.

Table IE:
First-time Student
Math Placement
Results

	Fall 2007	Fall 2008	Fall 2009
Placed Transfer Level	1,441	1,481	1,783
Placed 1 Level Below Transfer (AA)	555	588	682
Placed 2 Levels Below Transfer	546	634	707
Placed 3 Levels Below Transfer	1,042	955	1,113
Placed 4 Levels Below Transfer	1,561	1,849	1,891
Total	5,145	5,507	6,176

Figure IE:
First-time Student
Math Placement
Results



Data Source: California Community College Chancellor's Office Management Information Systems

A little over one-quarter of first-time students taking the math placement is placed into transfer-level math. About one in ten students is directly placed into math one course below transfer (Intermediate Algebra/Geometry). Another one in ten students place into Elementary Algebra, two levels below transfer. Approximately 20% of students are placed into Pre-Algebra, three levels below transfer. About 30% of first-time students taking the math exam are placed into the lowest level math course or four levels below transfer level math. Therefore, 71.1% of students assessed in math lacked the essential computational skills necessary to enroll in college-level math.

First-time Students and English Placement Test

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Table 1D describes the percent of first-time students who took the English placement exam prior to enrolling at SMC. The English assessment determines students' skill levels in composition and reading comprehension. First-time student was defined as any student who was enrolled in college for the first time after high school.

Table 1F:
Percent First-time Students Taking English Placement

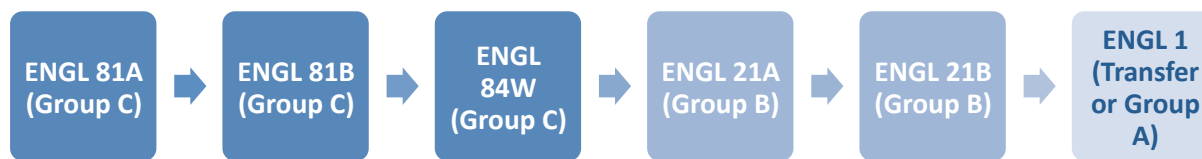
	Fall 2007	Fall 2008	Fall 2009
Count of First-time Students	5,981	6,387	6,930
Took English Placement Test	4,234	4,639	5,147
% of First-time Students Taking English Placement Test	70.8%	72.6%	74.3%

Data Source: California Community College Chancellor's Office Management Information Systems

Approximately three-quarter of first-time students took the English placement before enrolling at SMC. The percent of first-time students taking the English placement exam has increased from 70.8% in fall 2007 to 74.3% in fall 2009.

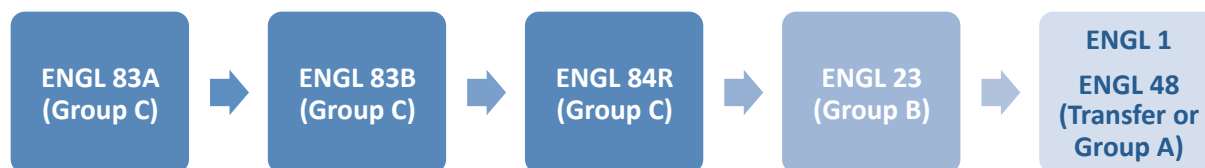
The following figure describes the sequence of English composition and English reading courses offered at SMC. Note: not all students will take all courses within the sequence.

English Composition Courses



ENGL 1 (Reading and Composition 1) is required for transfer to a four-year institution. ENGL 21A (English Fundamentals 1) and ENGL 21B (English Fundamentals 2) are designed for students who need review of fundamentals of English grammar, punctuation, spelling, reading, and composition. Students placed into these courses (Group B) need to successfully complete both courses in order to enroll in college-level ENGL 1. Successful completion of ENGL 21B is required for the Associate Degree.

There are three courses in English level C, or two levels below transfer/college English: ENGL 81A (The Paragraph – Plus), ENGL 81B (The Basic Essay – Plus), and ENGL 84W (The Basic College Essay). These courses are designed for students with below-average writing skills. The courses are designed to develop thinking skills, writing strategies, and sentence skills as these relate to the production of paragraphs and the basic essay. Courses in Group B and C are considered Basic Skills.

English Reading Courses

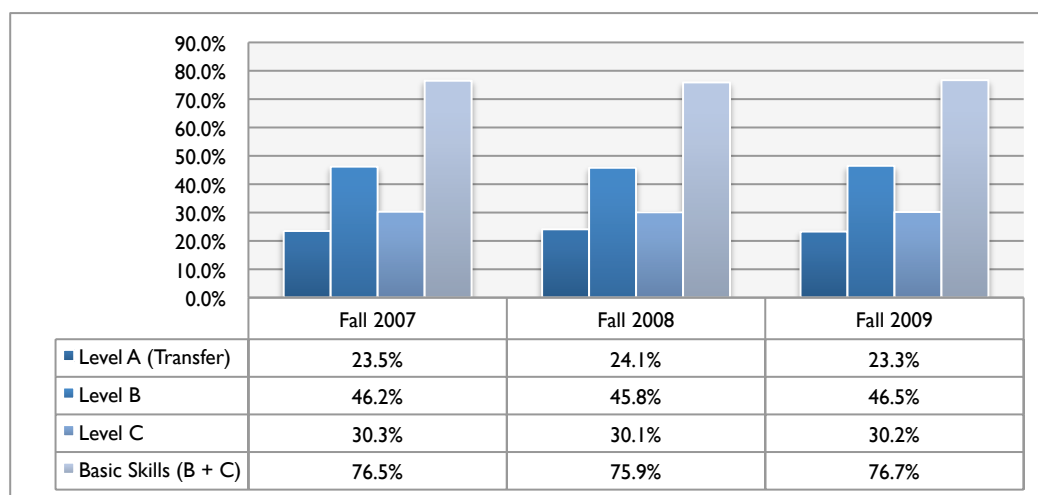
In addition to English composition, the English placement exam places students into reading courses. Successful completion of both English composition and reading courses in Group C is required to enroll in college-level English (ENGL 1). ENGL 48, Speed Reading and College Vocabulary, is not required for transfer/degree, however, is available for students who wish to increase their reading speed, comprehension, and vocabulary to develop higher level competency in all college disciplines. ENGL 23, Intermediate Reading and Vocabulary, is optional for level-B students and focuses on reading comprehension, vocabulary development, study skills, and improvement in reading rate and flexibility. The series of courses in reading Group C are designed for student with below-average reading skills; they further develop vocabulary and comprehension skills.

Placement into the courses is based on the sum of both the composition and reading components of the English assessment test. One score determines placement for both English composition and reading. The following table and figure describe the English placement levels of first-time students in fall terms 2007, 2008, and 2009.

Table IG:
First-time Student
English Placement
Results

	Fall 2007	Fall 2008	Fall 2009
Placed Group A (Transfer)	995	1,118	1,200
Placed Group B	1,954	2,125	2,392
Placed Group C	1,285	1,396	1,555
Total	4,234	4,639	5,147

Figure IG:
First-time Student
English Placement
Results



Data Source: California Community College Chancellor's Office Management Information Systems

About one-quarter of first-time students who take the English placement exam prior to enrolling at SMC are placed into transfer level English: ENGL 1. Nearly half of students are placed in the courses two levels below transfer (Group B). An additional 30% of students are placed in the lowest level English courses (Group C). Approximately three-quarters of first-time students are placed into basic skills English (sum of students placed in Groups B and C).

First-time Students and ESL Placement Test

Table 1H describes the percent of first-time students who took the English as a Second Language (ESL) placement exam prior to enrolling at SMC. Students are able to choose between the English and ESL exam. However, the ESL assessment is recommended for English learner students coming from other countries who did not complete high school in the United States. The ESL exam assesses students' reading and writing skills and places students into ESL or English. The ESL placement information includes data for both international and domestic students. The California Community College Chancellor's Office data on ESL do not distinguish between international and domestic students. Given that international students are typically literate in their native language and they behave differently than typical basic skills students, and SMC enrolls a large international student population, the ESL placement data described in this section are disaggregated by international student status. International students are those who are enrolled at SMC with an F-1 student visa. Domestic students are those who are residents in the United States and include populations who emigrated or whose parents emigrated from foreign countries.

Table 1H:
Percent First-time Students Taking ESL Placement

	Fall 2007		Fall 2008		Fall 2009	
	International	Domestic	International	Domestic	International	Domestic
Count of First-time Students	734	5,247	614	5,773	644	6,286
Took ESL Placement Test	14	224	8	237	7	330
% of First-time Students Taking ESL Placement Test	1.9%	4.3%	1.3%	4.1%	1.1%	5.2%

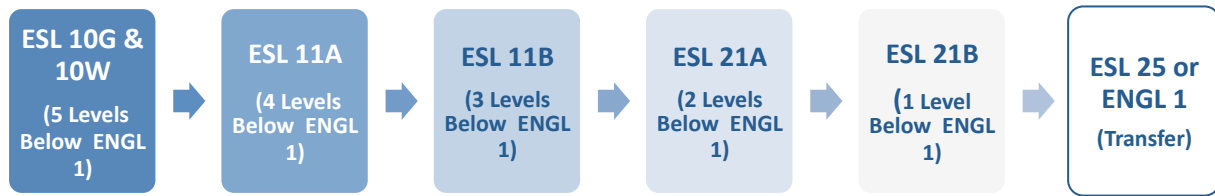
Data Source: California Community College Chancellor's Office Management Information Systems

About 5% of all first-time students, both international and domestic students, took the ESL placement exam prior to enrolling at SMC. About 4% to 5% of domestic first-time students took the ESL placement test. Disproportionately fewer international students (between 1% and 2%) took the ESL test when compared with domestic students. In fall 2008 and fall 2009, fewer than 10 international students took the ESL placement exam. Therefore, most international students who wanted to enroll in an English course likely took the English placement.

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The following figure describes the sequence of ESL credit courses offered at SMC. Support courses are not described in the figure.

ESL Courses



ESL students who wish to transfer or earn an Associate Degree are required to complete ENGL 1. Students taking the ESL placement exam can be placed directly into ENGL 1. In addition, students placed into ENGL 1 are able to enroll in ESL 25, Composition Fundamentals Review, a course designed for those seeking to improve their writing skills. ESL 21B is a prerequisite for enrollment in ENGL 1 and ESL 25. Both ESL 21A and 21B are designed for students with intermediate communicative writing skills. The courses emphasize essay writing, editing of grammar and mechanical errors, reading, and critical thinking.

ESL 11A (Basic Skills English 1) and ESL 11B (Basic Skills English 2) are four and three levels below ENGL 1. These courses are designed for non-native English speakers with intermediate composition skills. Both courses focus on paragraph writing and introduce the essay. ESL 11B is a prerequisite for ESL 21A.

ESL 10G (Listening, Speaking, and Grammar) and ESL 10W (Reading and Writing) are designed for non-native English speakers with low-intermediate English language skills. It is recommended that students take both courses concurrently to improve reading, writing, listening, speaking, and grammar.

Students with the lowest level English language skills are encouraged to register for non-credit ESL courses.

The following table and figure describe the credit ESL placement levels of first-time students in fall terms 2007, 2008, and 2009. Students taking the placement exam are able to be placed into ENGL 1 (Transfer), ESL 21A (2 levels below ENGL 1), ESL 11A (4 levels below ENGL 1), and ESL 10 (5 levels below ENGL 1). Because ESL 21B (1 level below ENGL 1) and ESL 11B (3 levels below ENGL 1) are part of a two-course sequence (ESL 21A with ESL 21B and ESL 11A with ESL 11B), students are not able to place directly into these courses.

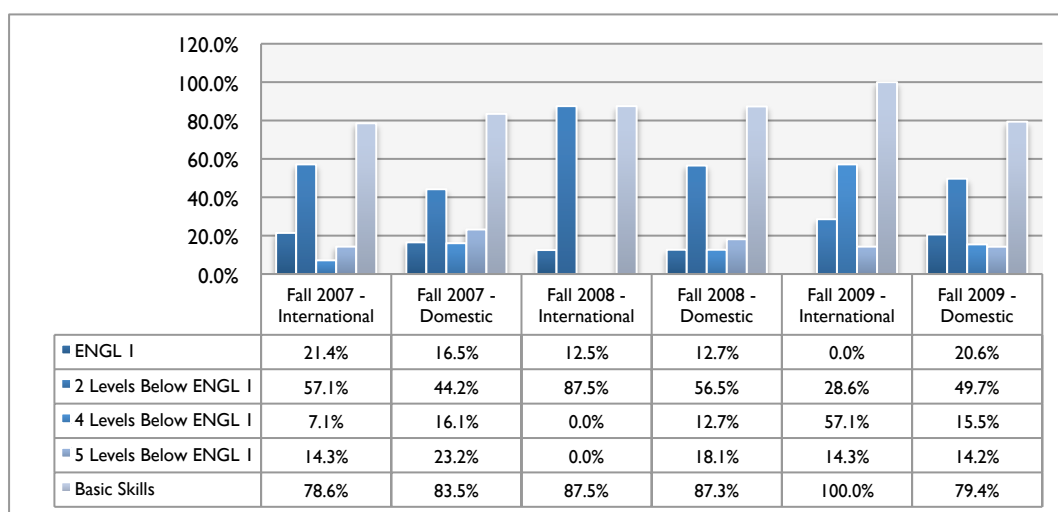
	Fall 2007	Fall 2008	Fall 2009
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Table II:
First-time Student ESL
Placement Results

	International	Domestic	International	Domestic	International	Domestic
ENGL I	3	37	1	30	0	68
Placed 2 Levels Below ENGL I	8	99	7	134	2	164
Placed 4 Levels Below ENGL I	1	36	0	30	4	51
Placed 5 Levels Below ENGL I	2	52	0	43	1	47
Total	14	224	8	237	7	30

Figure II:
First-time Student ESL
Placement Results



Data Source: California Community College Chancellor's Office Management Information Systems

The largest proportion of first-time domestic students (about half) are placed into ESL 21A or the course two levels below ENGL 1. The remaining students are evenly distributed and placed into ENGL 1, ESL 11A, and ESL 10G/W. Approximately eighty percent of first-time domestic students taking the ESL placement exam will need to complete at least one ESL course before being eligible to enroll in ENGL 1.

The numbers of international students taking the ESL placement exam before enrolling in their first term are very small; therefore, the placement results need to be interpreted carefully. In fall 2007 and 2008, the largest proportion of international students placed into ESL 21A (57.1% and 87.5%, respectively). In fall 2009, about 29% of international students placed into ESL 21A. However, fewer than 15 international students are represented in the total count of students who took the ESL placement. Therefore, the trends in ESL placement data for international students are not stable.

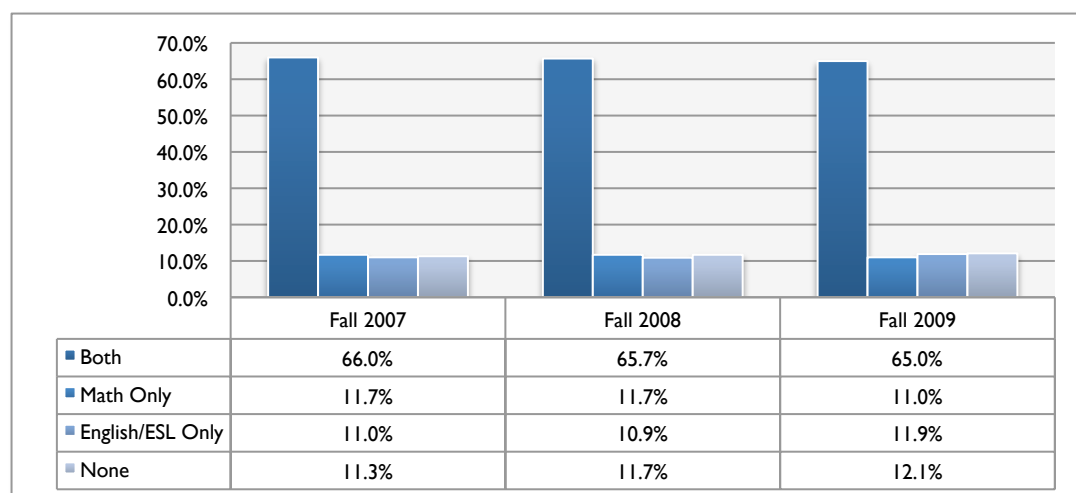
Relationship between Math and English/ESL Basic Skills Status

Basic skills status was determined for first-time students who took both the math and either the English or ESL placement test prior to enrolling in their initial term. Based on their placement scores, students were identified as being a basic skills student in both math and English/ESL (both), being a basic skills student in math but not in English/ESL (math only), being a basic skills student in English/ESL but not in math (English/ESL only), or not being a basic skills student (none).

Table 1J:
First-time Student
Basic Skills Status

	Fall 2007	Fall 2008	Fall 2009
Both	2,854	3,083	3,446
Math Only	506	548	584
English/ESL Only	474	510	629
None	489	549	639
Total	4,323	4,690	5,298

Figure 1J:
First-time Student
Basic Skills Status



Data Source: California Community College Chancellor's Office Management Information Systems

Among first-time students who both the math and English/ESL placement exam, about two-thirds are placed into basic skills for both discipline areas. About 11% of first-time students are placed into basic skills math but placed into college-level English. About 12% of first-time students are placed into basic skills English/ESL but placed into college-level math. An additional 12% of first-time students are placed into college-level math *and* English. The data reveal that a majority of first-time students taking the placement tests are basic skills students.

In summary, a majority of students come to the college lacking the essential writing, reading, and computation skills necessary for college-level coursework. However, a majority of students report that their principal educational goal is to transfer to a four-year college or university. Therefore, a large proportion of students will need to enroll in basic skills courses before attempting college which has implications for students' pathway to degree and transfer.

>>> ENVIRONMENT

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The following section provides qualitative information related to the environment at SMC that potentially impact student outcomes. Instructional support and tutoring centers and services are discussed.

Free academic support services are available to help students in their courses and in attainment of their educational and career goals. Instructional support is provided in the form of tutoring/learning centers in various disciplines, including English, math, and ESL. The largest centers are described below. Each center is staffed with a combination of center coordinators, instructional assistants, tutors, and discipline faculty.

The Math Lab offers tutoring by appointment, express tutoring for students who have not made appointments in advance, workshops led by math instructors on a wide range of math topics, additional skills workshops for basic skills math courses, and study groups led by peers. In addition, the Math Lab offers tutor training for potential student tutors.

The Reading Center serves students enrolled in reading courses (including transfer-level reading) by offering resources and assistance in comprehension, reasoning, phonics, vocabulary, spelling, and grammar. Students enrolled in reading courses are required to access the Reading Center either in person or via the internet to complete course assignments.

The Writing and Humanities Center offers tutoring services on an appointment and walk-in basis for courses in business communications, economics, English/ESL, logic, philosophy, and reading. In addition, writing assistance services are available for all other disciplines. A separate ESL Tutoring Center is available for students enrolled in ESL courses and provides tutoring, workshops, and online support.

The Modern Language Center and the Science Tutoring Center offer tutoring for students enrolled in modern language and science courses at SMC. Tutoring is conducted on a drop-in basis.

Historically, data on support service use has not been systematically collected. However, a major effort is underway, by the Basic Skills Initiative/Student Success Committee, discipline faculty, and current tutoring center employees, to implement a process to regularly collect and report student center visit information.

Taken together, the data on student background and placement, and information related to instructional support services contextualize the findings in the performance section measuring innovative and responsive academic environment.

>>> PERFORMANCE INDICATORS

The following section reports the outcomes data for the performance indicators in the college's area of "Innovative and Responsive Academic Environment." Performance indicators in this area relate to the college's curricular programs and inform the college on the academic progress, success, and achievement of students. The indicators are described by category: progress, course success, achievement, and global citizenship. The data sources for indicators in the area include the Accountability Reporting for Community Colleges (ARCC) reports, the California Community College Chancellor's Office Management Information Systems, and California Postsecondary Education Commission (CPEC).

Progress

The progress indicators provide a snapshot of how well students are doing in terms of meeting the milestones towards achievement (certificate, degree, transfer), including earning 30 credit within six years of initial enrollment, fall to spring persistence, fall to fall persistence, and progress through basic skills courses.

1.1 Percent of Degree/Transfer Intended Students Earning 30 Units within Six Years

Wage studies suggest that earning 30 or more units at a college is likely to have a positive effect on future earnings, even without earning a certificate or degree. Therefore, Percent of Degree/Transfer Intended Students Earning 30 Units within Six Years is a strong indicator for student progress. The percent of students who earned at least 30 units was calculated by tracking first-time students in fall terms 2001, 2002, 2003, and 2004 with a minimum of 12 units earned who attempted a degree/certificate/transfer threshold course and who eventually earned 30 units or more at SMC within six years of initial enrollment. A degree/certificate/transfer threshold course was defined as a credit, degree-applicable English or math course or a credit degree-applicable or credit non-degree applicable apprenticeship or advanced occupational course.

Table 1.1:
Percent of Students
Earning 30 Units

	Fall 2001 to 2006-2007	Fall 2002 to 2007-2008	Fall 2003 to 2008-2009	Fall 2004 to 2009-2010
Count of first-time degree/transfer intended students (Cohort)	3,169	3,989	2,954	2,848
Count of students in cohort who earned 30 or more units at SMC	2,326	2,827	2,227	2,066
Percent of degree/transfer intended students earning 30 units within six years	73.4%	70.9%	75.1%	72.5%

Data Source: California Community College Chancellor's Office Management Information Systems

The percent of first-time degree/transfer intended students who earned 30 units or more within six years of initial enrollment has remained steady over the last four fall term cohorts. Nearly 73% of first-time students in fall term fall 2004 who showed intent to complete a degree/certificate or transfer earned at least 30 units while enrolled at Santa Monica College. The data reveal that a majority of degree/transfer intended students make good progress towards degree completion and/or transfer based on course-taking patterns. It is worth noting that the sharp decrease in the 2003 and 2004 cohorts are directly related to the decrease in course offerings, due to the state budget crisis, during those years. While the cohorts are significantly smaller, the ratios of students making progress towards degree completion/transfer are consistent with the other reporting years.

1.2 & 1.3 Fall-to-Spring and Fall-to-Fall Persistence

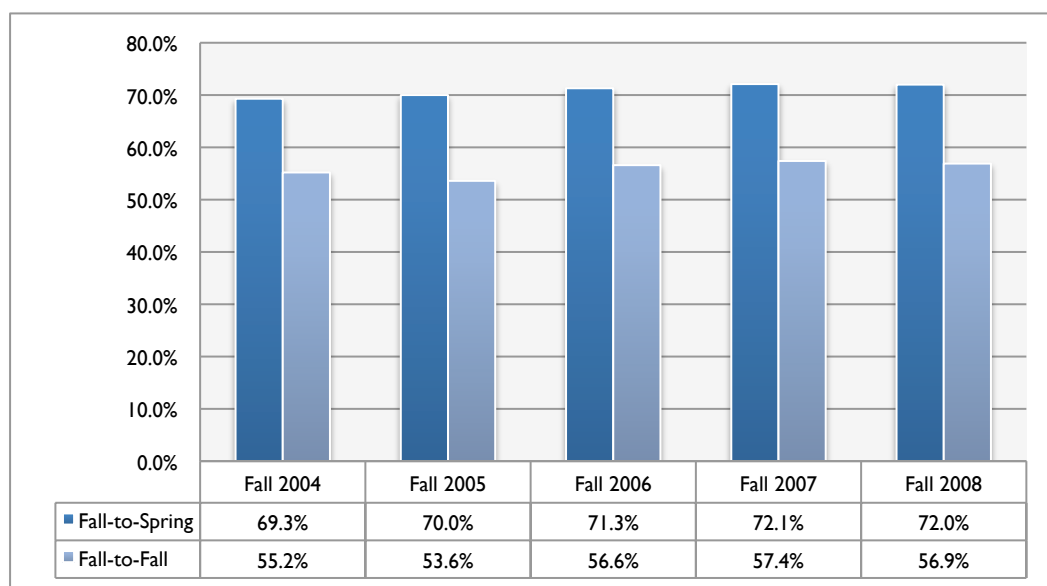
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Persistence is a measure of endurance by students in their continued pursuit of studies (from term-to-term) towards the completion of an educational goal. The following figure describes both the fall-to-spring and fall-to-fall persistence rates of credit first-time students in fall terms 2004, 2005, 2006, 2007, and 2008. A student was counted as having 'persisted' if they enrolled in at least one credit course in the subsequent spring and fall terms. The data does not account for the reasons why students may have not returned to the college. For example, students who may have transferred or earned a certificate or degree award are included because there is no systematic way to exclude them from the cohort. In addition, the data does not consider students' self-reported educational goal for inclusion in the cohort as a majority of students report a transfer, degree, or certificate goal (see Table 1B).

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Table 1.2:					
Count of first-time students	4,808	5,394	5,514	5,981	6,387
Persisted to subsequent spring term	3,332	3,776	3,932	4,315	4,598
Fall-to-spring persistence rate	69.3%	70.0%	71.3%	72.1%	72.0%

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Table 1.3:					
Count of first-time students	4,808	5,394	5,514	5,981	6,387
Persisted to subsequent fall term	2,654	2,891	3,119	3,433	3,635
Fall-to-fall persistence rate	55.2%	53.6%	56.6%	57.4%	56.9%

Data Source: California Community College Chancellor's Office Management Information Systems

Figures 1.2 & 1.3Term-to-Term
Persistence Rate

Data Source: California Community College Chancellor's Office Management Information Systems

Over the last five fall cohorts, approximately seven of ten first-time students returned in the subsequent spring semester. Fewer first-time freshmen returned and enrolled in a credit course in the subsequent fall term; only about five in ten students persisted from fall-to-fall term. The fall-to-spring and fall-to-fall persistence rates have remained stable over the last fall five terms.

The data reveal that while a majority of first-time students in fall terms return the following spring term, only about half return in the following fall term. The low persistence of students has implications for their progress towards achievement and goal attainment.

1.4 Progress through Basic Skills

The last set of progress indicators are related to basic skills improvement. Progress through basic skills is determined by two outcomes: basic skills course (English and math) improvement rate by and ESL course improvement rate. The basic skills cohort includes students who enrolled in a credit basic skills English composition, reading, and/or math course, then in a subsequent term, enrolled in a higher-level course in the same discipline (includes both basic skills and non-basic skills course). The ESL cohort includes students who enrolled in and successfully completed a credit, non-transfer ESL course, then in a subsequent term, enrolled in a higher-level ESL course in fall terms 2003, 2004, 2005, 2006, and 2007. ESL cohort data is reported separately for international and domestic students. The improvement rates are calculated by dividing the number of students in the cohort by the number of students who enrolled in a credit ESL/English/reading/math course and:

- Successfully completed the initial course with a grade of C (or CR) or better;
- Began the sequence of courses at two or more levels below transfer; and,
- Within three years of completing the initial course, successfully completed a higher-level course in the same discipline.

A student is only counted once in the areas of math, English/reading, and/or ESL, regardless of the number of times they've improved through the sequence.

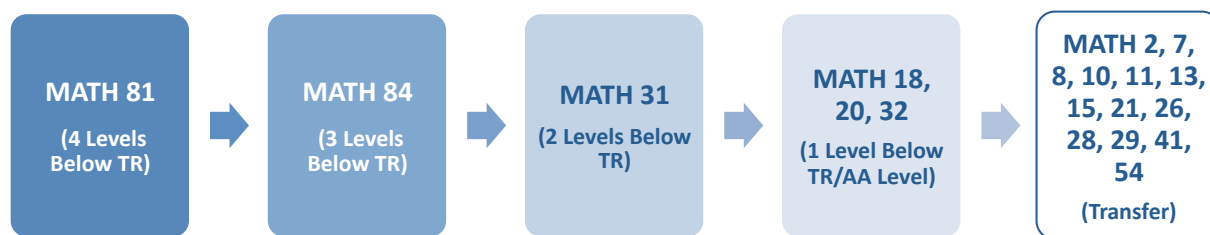
Progression through Basic Skills Math

Table I.4a:
Progress through
Basic Skills Math

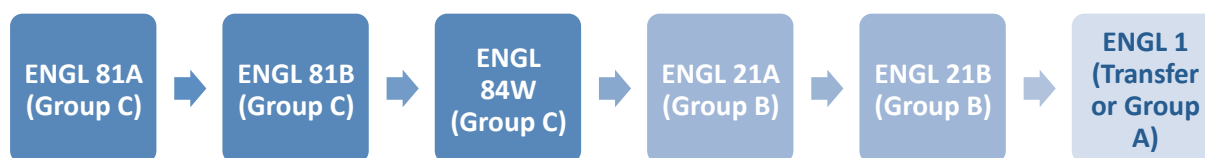
	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Cohort – Successful Math Students	748	1,350	1,503	1,519	1,775
Improved in Math	218	452	468	556	649
Math Course Improvement Rate	29.1%	33.5%	31.1%	36.6%	36.6%

Data Source: California Community College Chancellor's Office Management Information Systems

The course improvement rate in math has increased over the last fall five terms. In fall 2003, about 29% of successful basic skills math students successfully completed a higher-level math course within three years. By fall 2007, the rate increased to 37%; approximately one in three students who successfully completed a basic skills math course were able to also successfully complete a higher-level math course.

Progression through Basic Skills English

English Composition



English Reading



Table 1.4b:
Progress through
Basic Skills
English/Reading

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Cohort – Successful English/Reading Students	1,304	1,756	2,039	1,930	2,216
Improved in English/Reading	582	789	970	940	1,233
English/Reading Course Improvement Rate	44.6%	44.9%	47.6%	48.7%	55.6%

Data Source: California Community College Chancellor's Office Management Information Systems

The course improvement rate in English has increased over the last fall five terms. In fall 2003, about 45% of successful basic skills English students successfully completed a higher-level English course within three years. By fall 2007, the rate increased to 56%; more than five in ten students who successfully completed a basic skills English course were able to also successfully complete a higher-level English course.

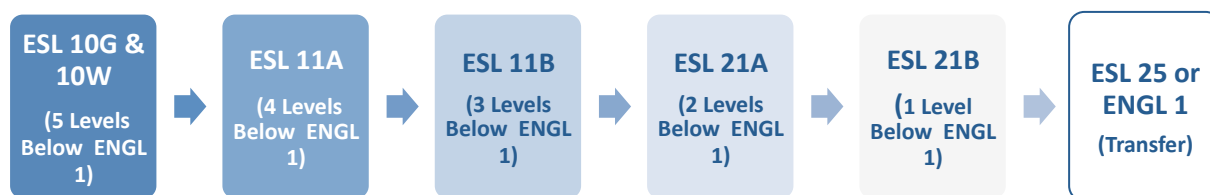
Progression through Basic Skills ESL

Table I.4c:
Progress through ESL
(Domestic Students)

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Cohort – Successful ESL Students (Domestic)	286	297	307	294	282
Improved in ESL (Domestic)	125	120	140	138	135
ESL Course Improvement Rate (Domestic)	43.7%	40.4%	45.6%	46.9%	47.9%

Table I.4d:
Progress through ESL
(International Students)

	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007
Cohort – Successful ESL Students (International)	376	376	433	431	445
Improved in ESL (International)	214	196	237	255	261
ESL Course Improvement Rate (International)	56.9%	52.1%	54.7%	59.2%	58.7%

Data Source: California Community College Chancellor's Office Management Information Systems

Overall, the course improvement rate in ESL has slightly increased over the last fall five terms. The improvement rate increased was experience by both international and domestic ESL students. However, international students had a higher ESL course improvement rate when compared with domestic students; approximately six in ten international ESL students and five in ten domestic ESL students who successfully completed a basic skills ESL course also successfully completed a higher-level ESL course.

For all disciplines, the course improvement rate has increased over the last five fall term cohorts. For the latest fall cohort, both the basic skills English and ESL course improvement rates hovered above 50%; over half of successful basic skills English and ESL students were able to move up and complete a higher-level English or ESL course. The math course improvement rate, however, is disproportionately lower. For the fall 2007 cohort, only about one-third of successful basic skills math students successfully completed a higher-level math course within three years.

Overall, the rates are low. Few successful basic skills students are migrating through the sequence of courses. The basic skills progress indicators have implications for the progress of successful basic skills students. The data reveal that successfully completing a basic skills or ESL course does not guarantee success or progression

through the sequence of English, reading, math, and/or ESL courses. However, it is important to note that while rates are low, course improvement in basic skills area has been steadily improving.

Course Success

Nine college performance indicators have been selected for the course success dimension of the innovative and academic responsive environment supporting goal. These indicators report the performance of students in the courses for the last fall five terms. The success of students in the courses they are enrolled in is vital for completion of their educational goals.

The following set of indicators describes the course success rates for the entire college, for first-time students, by course type (transferable, basic skills, and CTE) and by mode of instruction (online and on-ground). Course success rate is a ratio that compares the count of all course enrollments after the census date to the count of all successful grades in the courses (grades of A, B, C, credit, and pass). Only credit enrollments are included in the analyses.

1.5 & 1.6 College-Wide and First-time Student Course Success Rates

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tables 1.5: College-Wide Course Success Rates	Count of A, B, C, Credit, or Pass grades	50,174	49,536	52,356	56,971	60,598
	Total credit course enrollment	77,825	76,610	81,364	87,558	90,858
	Overall course success rates	64.5%	64.7%	64.3%	65.1%	66.7%

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tables 1.6: First-time Student Course Success Rates	Count of A, B, C, Credit, or Pass grades	50,174	49,536	52,356	56,971	60,598
	Total credit course enrollment	77,825	76,610	81,364	87,558	90,858
	Course success rates – First-time students only	60.4%	60.9%	61.4%	62.3%	63.9%

Data Source: California Community College Chancellor's Office Management Information Systems

The college-wide course success rates have increased slightly over the last fall five terms. In fall 2009, the success rate was approximately 67%. When compared with the college-wide rates, first-time students succeed at lower rates. In fall 2009, the course success rate for first-time students was about 64%.

1.7, 1.8, & 1.9 Course Success Rates in Transferable, Basic Skills, and CTE Courses

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Tables I.7:
Course Success Rates
in Transferable
Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of A, B, C, Credit, or Pass grades in transferable courses	42,087	41,363	43,980	47,693	50,653
Total credit course enrollment in transferable courses	64,176	63,045	67,092	71,777	74,404
Course success rates – Transferable courses only	65.6%	65.6%	65.6%	66.4%	68.1%

Tables I.8:
Course Success Rates
in Basic Skills Courses

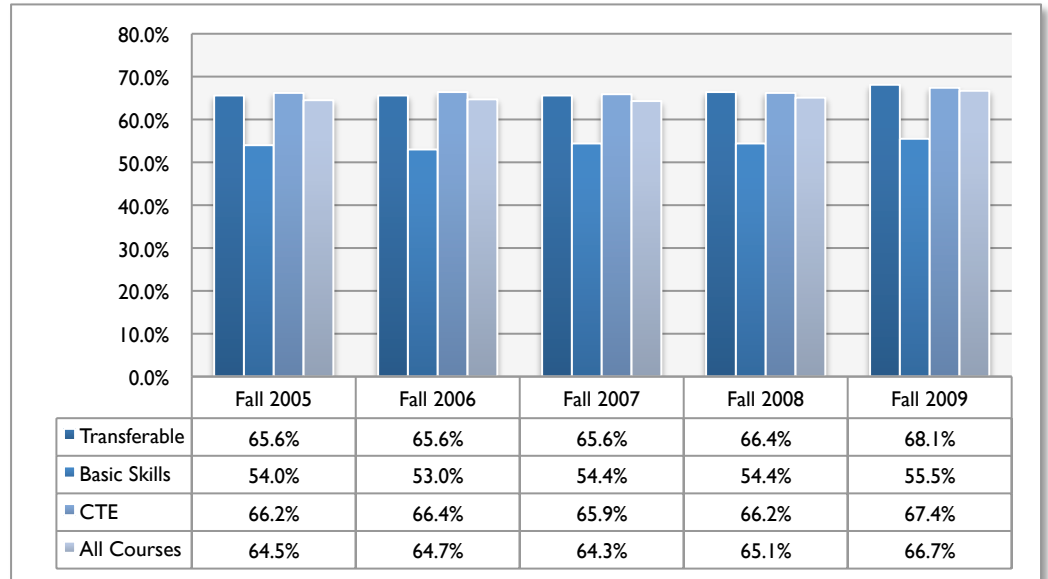
	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of A, B, C, Credit, or Pass grades in basic skills courses	3,402	3,346	3,657	3,815	4,022
Total credit course enrollment in basic skills courses	6,298	6,314	6,724	7,019	7,244
Course success rates – Basic skills courses only	54.0%	53.0%	54.4%	54.4%	55.5%

Tables I.9:
Course Success Rates
in Career Technical
Education Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of A, B, C, Credit, or Pass grades in CTE courses	9,322	9,020	9,670	10,606	11,522
Total credit course enrollment in CTE courses	14,075	13,593	14,673	16,019	17,105
Course success rates – CTE courses only	66.2%	66.4%	65.9%	66.2%	67.4%

Data Source: California Community College Chancellor's Office Management Information Systems

**Figures 1.7,
1.8, & 1.9**
Course Success Rates
by Course Type



Data Source: California Community College Chancellor's Office Management Information Systems

Transferable courses are those that are transferable to the University of California (UC) and/or to the California State University (CSU) on the basis of articulation agreements. Transferable courses accounted for approximately 82% of all course enrollments in fall 2009. Basic skills courses are identified as any course that is neither transferable nor applicable towards an Associate Degree. About 8% of course enrollments in fall 2009 were basic skills. CTE (Career Technical Education) courses are those that are designated as apprenticeship, advanced occupational or clearly occupational by the California Community College Chancellor's Office. Almost 18% of fall 2009 course enrollments were identified as being CTE. The data are not mutually exclusive as CTE courses can be transferable.

In general, the success rates in transferable and CTE courses are similar; in fall 2009, the success rate in transfer courses was 68.1% and the rate in CTE courses was 67.4%. When compared with transfer and CTE courses, the success rates in basic skills courses are lower. In fall 2009, the success rate in basic skills courses was 55.6%. The lower success rate in basic skills courses is indicative of the struggles of students lacking the essential language and computational skills required to be successful in college coursework.

1.10 Course Success Rates by Mode of Instruction

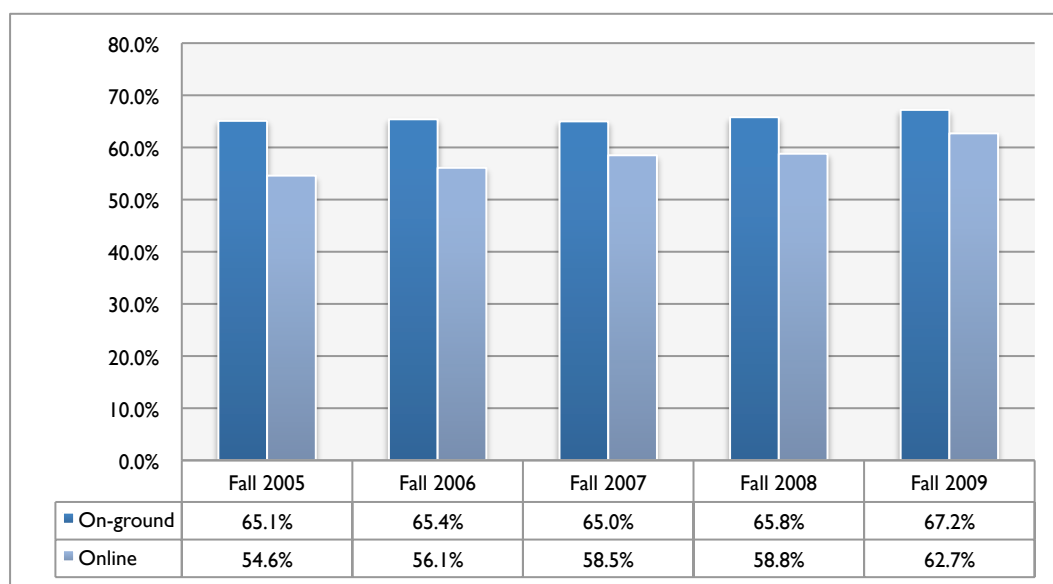
Tables I.10a:
Course Success Rates
in On-Ground
Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of A, B, C, Credit, or Pass grades in on-ground courses	47,526	45,960	47,667	51,384	54,366
Total credit course enrollment in on-ground courses	72,974	70,237	73,348	78,052	80,923
Course success rates – On-ground courses only	65.1%	65.4%	65.0%	65.8%	67.2%

Tables I.10b:
Course Success Rates
in Online Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of A, B, C, Credit or Pass grades in online courses	2,648	3,576	4,689	5,587	6,232
Total credit course enrollment in online courses	4,851	6,373	8,016	9,506	9,935
Course success rates – Online courses only	54.6%	56.1%	58.5%	58.8%	62.7%

Figure I.10:
Course Success Rates
by Mode of
Instruction



Data Source: California Community College Chancellor's Office Management Information Systems

The figure above describes the course success rates for the last fall five terms by mode of instruction. In addition to traditional face-to-face instruction (on-ground), the college also offers courses taught online. In fall 2009, approximately 11% of all course enrollments were online. Hybrid courses (instruction delivered both online and face-to-face) are included in the online category.

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Participation in and success rates in online course have steadily increased over the last fall five terms. In fall 2005, only slightly over half of students were successful in their online courses. However, by fall 2009, the success rate increased to 63%. However, the online course success rates are lower than the rates for instruction delivered on-ground; in fall 2009, the on-ground course success rate was 67%, higher than the 63% rate for online courses. The data suggest that online instruction may present some unique challenges that affect learning and course achievement. Online courses require a level of self-discipline and self-directed learning that is typically higher than on-ground courses which may explain the lower success rates in online courses.

1.11 & 1.12 College-Wide and First-time Student Course Retention Rates

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tables 1.11: College-Wide Course Retention Rates	Count of non-W grades	62,569	61,586	66,121	71,416	75,667
	Total credit course enrollment	77,825	76,610	81,364	87,558	90,858
	Overall course retention rates	80.4%	80.4%	81.3%	81.6%	83.3%
		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Tables 1.12: First-time Student Course Retention Rates	Count of non-W grades	14,912	15,656	17,312	18,300	20,118
	Total credit course enrollment	18,224	19,072	20,813	22,053	23,656
	Course retention rates – First-time students only	81.8%	82.1%	83.2%	83.0%	85.0%

Data Source: California Community College Chancellor's Office Management Information Systems

Course retention rate was calculated by dividing the number of non-withdrawal grades by the total number of course enrollments after the census date. Over the past five fall terms, the college-wide course retention rates have hovered around 80%. Unlike course success, first-time students retained their courses at a slightly higher or similar rate when compared with the overall retention rates; first-time students were just as likely to continue in the course through the end of the semester as other students.

1.13 Cumulative GPAs

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Table 1.13: Cumulative GPAs	Count of credit students who attempted six or more units (all terms)	13,837	14,153	14,825	15,786	16,633
	Cumulative GPA	2.84	2.85	2.84	2.85	2.85

Data Source: California Community College Chancellor's Office Management Information Systems

The average Grade Point Average (GPA) of credit students enrolled in the last fall five terms are described above. GPA was calculated only for degree applicable courses (both transfer and non-transfer) and for courses awarded a letter grade of A, B, C, D, or F. Only students who had attempted six or more units were included in the analyses. The cumulative GPA includes the course history for all terms of attendance at SMC, including the term reported.

The average cumulative GPA has remained between 2.84 and 2.85 over the last fall five terms. Overall, students have earned a C plus average in degree-applicable courses over their history at SMC.

Achievement

The achievement performance indicators measure the institution's effectiveness in meeting its mission to provide high quality associate degree and certificate of achievement programs as well as to prepare students to transfer to a four-year college or university. Six college performance indicators have been selected for the achievement dimension of the Innovative and Responsive Academic Environment, including progress and achievement rate, certificates awarded, degrees awarded, transfers to UCs and CSUs, transfer rates, and time to degree/certificate completion.

1.14 Progress and Achievement Rate

The progress and achievement rate measures the percent of first-time degree/transfer intended students who complete any of the following outcomes within six years:

- Transfer to a four-year college/university;
- Earn an associate degree;
- Earn a certificate requiring 18 or more units;
- Achieve transfer directed status; or,
- Achieve transfer prepared status.

Degree/transfer intent is defined as any first-time student in a cohort year who earned 12 or more credit units and attempted any degree-applicable, transfer, or advanced CTE course. Transfer directed is defined as students in the cohort who have successfully completed both transfer-level math and English. Transfer prepared is defined as students in the cohort who have successfully completed 60 or more UC/CSU transferable units with a minimum GPA of 2.0. The 2001-2002, 2002-2003, and 2003-2004 cohort data were

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obtained from the 2010 ARCC report. The 2000-2001 cohort data was obtained from the 2009 ARCC report and the 1999-2000 cohort data was obtained from the 2008 ARCC report.

Table 1.14:
Progress and
Achievement Rate

	1999-2000 to 2004- 2005	2000-2001 to 2005- 2006	2001-2002 to 2006- 2007	2002-2003 to 2007- 2008	2003-2004 to 2008- 2009
Progress and Achievement Rate	54.8%	58.7%	57.5%	57.7%	65.3%

Data Source: 2010, 2009, and 2008 ARCC Reports

The progress and achievement rate has increased over the last five cohort years. For the 1999-2000 cohorts, approximately 55% of first-time students with the intent to earn a degree, certificate, or transfer achieved at least one of the progress and achievement outcomes within six years. Disproportionately more students in the most recent cohort (2003-2004) achieved one of the outcomes (65.3%) when compared with the earlier cohort. Even with the increase in rate, recent data reveal that less than two-thirds of students who have a certificate, degree, or transfer goal (as determined by their course-taking behaviors) achieve their goal or at least achieve one of the outcomes that are milestones towards completing the goal (reaching transfer directed or transfer prepared status) within six years.

1.15 & 1.16 Career Certificates and Degrees Awarded

Table 1.15:
Certificates Awarded
(SMC and Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Certificates Awarded (SMC)	222	229	207	216	158
Certificates Awarded (Statewide)	21,647	21,853	22,867	21,880	26,833

Table 1.16:
Associate Degrees
Awarded (SMC and
Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Associate Degrees Awarded (SMC)	1,413	1,330	1,467	1,476	1,329
Associate Degrees Awarded (Statewide)	78,129	79,415	82,694	83,089	84,907

Data Source: California Chancellor's Office Management Information Systems

Tables 1.15 and 1.16 describe the number of certificates and degrees awarded by SMC and the number certificates and degrees awarded statewide in all California community colleges over the last five academic years. Only Chancellor's Office approved awards were included in the total counts. The data does not take into

account when students began their academic career. On average, the college awards approximately 200 California Chancellor's Office approved career certificates to students each year. On average, SMC awards approximately 1,400 Associate Degrees each year. In general, the college awards very few certificates when compared with the number of Associate Degrees awarded.

Statewide, the numbers of certificates and degrees awarded have been increasing over the last five academic years. In 2008-2009, 84,907 degrees and 26,833 certificates were awarded to students at all California community colleges, the most in recent years. However, SMC awards data trends are reverse; in 2008-2009, SMC awarded only 1,329 Associate Degrees and 158 certificates, the fewest over the last five years.

1.17 Time to Certificate/Degree

In addition to ensuring student outcomes, it is imperative that the college help students achieve their educational goals in a timely manner. Time to certificate and degree as an indicator reveals how many years, on average, students take to earn a certificate or degree. Time to certificate/degree was determined by tracking award achievers in the last five academic years backwards in their first term of course enrollment at SMC.

Students who earned a certificate or degree within one year of initial enrollment had a time to certificate/degree rating of 1 year.

		2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Table 1.17: Time to Certificate/Degree	Average Time to Certificate (in Years)	2.04	2.01	2.29	2.42	2.61
	Average Time to Degree (in Years)	1.98	2.07	2.30	2.54	2.62

Data Source: California Chancellor's Office Management Information Systems

The average number of years to complete a certificate or degree has increased over the last five academic years. Among students who earned a certificate and/or degree in 2004-2005, it took an average of 2.04 and 1.98 years, respectively, to complete the award. However, among students who earned a certificate and/or degree in 2008-2009, it took an average of 2.61 and 2.62 years, respectively for students to complete the award. It's taking students longer to earn a certificate or degree than in previous years. The data, however, does not take into consideration such factors as students' unit loads, curricular changes and requirements, or where students began in their sequence of English and math courses. As Table 1C revealed, only about one-third of students are enrolled in courses full-time; full-time/part-time status influences time to complete a certificate/degree.

In addition, there is no statistical difference in average numbers to completion between certificate-earners and Associate Degree-earners. It does not take students longer to complete Associate Degrees, which at minimum require 60 units of coursework, than a certificate, which requires fewer than 60 units of coursework.

1.18 Transfers to Public 4-Year Institutions

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Table I.18a:
Transfer to UC
(SMC and Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Transfers to UC (SMC)	978	910	981	932	919
Transfers to UC (Statewide)	13,211	13,765	13,923	13,964	14,112

Table I.18b:
Transfers to CSU
(SMC and Statewide)

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Transfers to CSU (SMC)	1,256	1,266	1,121	1,179	1,011
Transfers to CSU (Statewide)	53,693	52,640	54,379	54,970	49,768

Data Source: California Postsecondary Education Commission

Transfer data were obtained from the California Postsecondary Education Commission (CPEC) for the last five academic years. CPEC only collects transfer data for public four-year institutions in California (the UC and CSU campuses) and does not collect transfer information on community college transfers to private institutions in California or institutions outside of California. Currently, SMC does not have access to reliable data for transfers to privates and out-of-state colleges and universities. Therefore, the transfer data in the Institutional Effectiveness is limited to transfers to public, California four-year institutions.

The tables above describe the SMC and statewide (all California community colleges) counts of transfers to UC and CSU campuses. The data does not take into account when students began their coursework at the community college. Over the last five academic years, SMC transferred between approximately 910 and 980 students to the UC system and 1,010 to 1,260 students to the CSU system. In total, SMC transfers about 2,000 students to the public four-year universities in California. In general, transfer counts to UC have remained somewhat stable; however, 2008-2009 saw a slight decrease in UC transfer from the previous year. This small decrease is not consistent with the statewide UC transfer trends. The numbers of UC transfers from all community colleges in California has steadily increased since 2004-2005. Still, it should be noted that while there are 109 community college in California, SMC accounted for nearly 7% of all UC transfers in 2008-2009.

The numbers of SMC transfers to the CSU system have slightly decreased since 2004-2005. The trend is consistent with the statewide data; across all community colleges, CSU transfers have decreased from 53,693 in 2004-2005 to 49,768 in 2008-2009. The decrease in CSU transfers may be contributed to the impacted status of many CSU campuses.

1.19 Transfer Rates

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Transfer rate figures are available through the California Community College Chancellor's Office Transfer Velocity Study. The study tracks cohorts of first-time students who show intent to transfer and analyzes whether they've transferred or not. Transfer intent is defined as first-time students who complete 12 or more credit units and attempted transfer-level math or English. The rates are calculated by dividing the number of students in the cohort by the total number of the same students who transfer to any four-year institution within six years of initial enrollment. Unlike indicators 1.1 (percent of degree/transfer intended students earning 30 units) and 1.14 (progress and achievement rate), students are assigned to a cohort not based on where they began their higher education, but based on where they earned most of their units. Therefore, students who were first-time college students at SMC but accrued more units at another community college will not be included in the count for SMC cohorts.

		99-00 to 04-05	00-01 to 05-06	01-02 to 06-07	02-03 to 07-08	03-04 to 08-09
Table 1.19: Transfer Rates	Count of students in cohort	3,622	3,142	3,038	2,769	2,302
	Transferred within six years	1,620	1,534	1,461	1,405	1,332
	Transfer Rates	44.7%	48.8%	48.1%	50.7%	57.9%

Data Source: California Community College Chancellor's Office Data Mart

Transfer intended students in the 1999-2000 cohort transferred at a rate of 45% within six years. Less than half of students who showed intent to transfer actually made the transfer within six years of initial enrollment at a community college. The transfer rate is higher for the most recent cohort (2003-2004); 58% of transfer intended students transferred within six years. Again, it must be noted that the cohorts decreased in size due to the reduction in course offerings beginning in 2003 due to the state budget crisis. While the transfer rates have increased over the last five cohort years, the numbers of students in the cohort have decreased. Fewer students are showing intent to transfer in more recent cohort years, however, among those who do, a larger percent actually transfer.

Global Citizenship

The performance indicators related to global citizenship directly measure one of the four college strategic initiatives, to cultivate global citizens. The college defines global citizenship as follows:

“To be a global citizen, one is knowledgeable of peoples, customs and cultures in regions of the world beyond one’s own; understands the interdependence that holds both promise and peril for the future of the global community; and is committed to combining one’s learning with a dedication to foster a livable, sustainable world”.

Three college performance indicators have been selected to measure global citizenship in the innovative and responsive academic environment area, including study abroad participation, persistence of international students, and enrollment in courses fulfilling the Global Citizenship in AA requirement.

1.20 Study Abroad Participation

Santa Monica College has offered students the opportunity to study abroad in summer and winter terms (there were no programs offered in some winter terms). Students are able to earn course credits while living in and learning about a different culture and its people and participating in service learning projects. The following table describes the number of students who have participated in study abroad programs in the last five academic years.

Table 1.20:

Study Abroad
Participation

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Count of Students who Participated in a Study Abroad Program	59	91	130	91	123

Data Source: California Community College Chancellor’s Office Management Information Systems

The numbers of students who studied abroad have increased dramatically since 2004-2005. In 2008-2009, a total of 123 participated in a study abroad program offered by SMC. However, the study abroad participants represent only a small percentage of the credit student population. For example, in 2008-2009, SMC enrolled a total of 50,704 credit students, including summer and winter terms, however, only 123 or 0.2% of students participated in a study abroad program.

1.21 Persistence of International Students

Santa Monica College has a strong reputation among international students. Currently, approximately 9% of credit students at SMC are international students (statistic for fall 2009). Because the college serves such a large number of international students, it is important to include a performance indicator related to this group to support the innovative and responsive academic environment goal. The following figure describes both the fall-to-spring and fall-to-fall persistence rates of credit, first-time international students in fall terms 2004, 2005, 2006, 2007, and 2008. A student was counted as having ‘persisted’ if they enrolled in at least one credit course in the subsequent spring and fall terms. The data does not account for students who may have not returned to the college because they transferred or earned a certificate or degree award. In addition, the data does not consider students’ self-reported educational goal for inclusion in the cohort.

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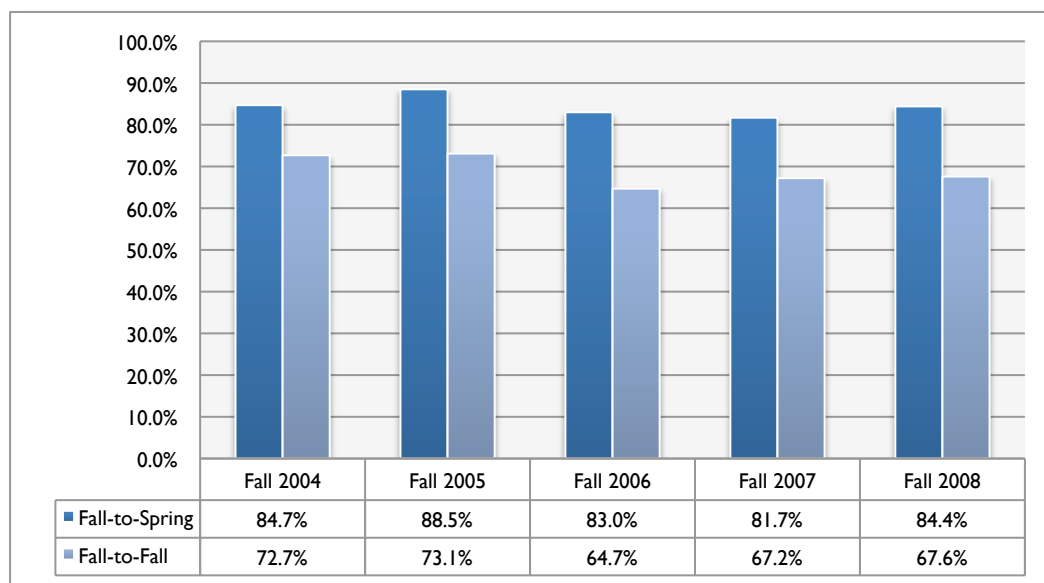
Table I.21a:
International Students
Fall-to-Spring
Persistence

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Count of first-time students in fall term	366	547	669	734	614
Persisted to subsequent spring term	310	484	555	600	518
Fall-to-spring persistence rate	84.7%	88.5%	83.0%	81.7%	84.4%

Table I.21b:
International Students
Fall-to-Fall
Persistence

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Count of first-time students in fall term	366	547	669	734	614
Persisted to subsequent fall term	266	400	433	493	415
Fall-to-fall persistence rate	72.7%	73.1%	64.7%	67.2%	67.6%

Figure I.21
Persistence of
International Students



Data Source: California Community College Chancellor's Office Management Information Systems

In general, the fall-to-spring persistence of first-time international students is high; more than eight in ten of first-time students return the following spring term. The fall-to-fall persistence is lower; only approximately seven in ten first-time international students persist and enroll in courses at SMC in the following fall term. The fall-to-fall persistence rates have slightly decreased over the last five fall term cohorts from 73.2% for the fall 2004 cohort to 67.6% to the fall 2008 cohort. However, both the fall-to-spring and fall-to-fall persistence rates of

international students are higher than the college-wide first-time student persistence rates (see Figures 1.2 & 1.3).

1.22 Enrollment in Global Citizenship Courses

As a part of the coursework for an Associate Degree, students who wish to earn a degree from SMC are required to successfully complete at least three units in one of four course categories, including: (1) American culture; (2) ecological literacy; (3) global studies; and (4) service learning. The global citizenship course requirement expanded on the previous requirement on American culture to include the other options. Participation in an SMC study abroad program after spring 2008 also fulfills the global citizenship requirement for the Associate Degree. The requirement took effect in spring 2008. For a list of approved courses that fulfill the global citizenship Associate Degree requirement, refer to Appendix A.

Table 1.22:		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment in Global Citizenship Courses	Enrollment in the Global Citizenship Courses	2,526	2,619	3,025	3,514	4,291

Data Source: California Community College Chancellor's Office Management Information Systems

The number of course enrollments in global citizenship courses has increased over the last fall terms, particularly after spring 2008 when additional courses were added to the list of courses that fulfill the Associate Degree requirement. The data reveal that a large number of students (over 4,000) in fall 2009 were exposed to curriculum with a global citizenship focus.

>>> SUMMARY OF FINDINGS

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The “Innovative and Responsive Academic Environment” section of the document reveals that while SMC is performing at satisfactory rates on several indicators, there is much room for improvement on other indicators. The following provides a summary of the college’s performance related to promoting an innovative and responsive academic environment:

Progress

- Findings in the progress dimension of the area reveal that a large majority of students who show intent to earn a certificate/degree or transfer to a four-year institution make great strides towards their educational goal within six years. About seven in ten first-time students successfully earn 30 units or more within six years of enrolling at SMC.
- The persistence data show that while a large proportion of first-time students in fall terms return the following spring term (about 70%), less than 60% return the following fall term. The large drop-out rate is alarming given that a large proportion of our students report a certificate, degree, or transfer goal.
- The progress through basic skills indicators found that in general, successful basic skills students still have difficulty progressing through the math, English, and ESL sequence of courses. Students have most difficulty in math; about one in three students who were successful in basic skills math enrolled in and successfully completed a higher-level math course within three years. The improvement rate in English and ESL courses is higher and hover around 50%. The data found that international students do better than domestic international students in progressing through and improving in basic skills ESL courses. While the data in all basic skills discipline are low, the improvement rates have been steadily increasing over the last five years.

Course Success

- Overall, the course success rate in all courses was 67% in fall 2009; the success rates have slightly increased since fall 2005. Data reporting course success rates by course type found that students were successfully completing basic skills courses at a lower rate (56% in fall 2009) when compared with transferable and CTE courses.
- An analysis of course success by mode of instruction reveals a small difference in success rate between on-ground and online courses. In fall 2009, course success rate in online courses was 63%, lower than the 67% course success rate in on-ground courses. However, the success rate in online courses has been steadily increasing over the last five fall terms.
- Course retention rates have been consistently high over the last five fall terms (over 80%).
- Cumulative GPA data reveal that SMC students are performing well in their courses; the average cumulative GPA is about 2.85, a high C average.

Achievement

- Student educational goal data reveal that a large majority of students report a certificate, degree, or transfer goal. Therefore, the performance indicators on achievement are useful in describing whether students achieve their goal.
- The student progress and achievement rates are relatively low; about 65% of first-time students in 2003-2004 who show intent to earn a certificate/degree and/or transfer reached any of the progress and achievement milestones within six years. However, the data reveal that SMC is improving on this performance indicator; the rate has increased by 10% since the 1999-2000 year.

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- Each academic year, SMC awards approximately 200 certificates and 1,400 Associate Degrees. The most recent reported year (2008-2009) saw a decrease in certificates and degrees awarded, despite the increase in statewide certificates and degrees awarded.
- Although the number of units required to complete a degree is higher than a certificate, the average number of years to complete a degree does not take longer to complete than a certificate. The average number of years to complete a certificate/degree has increased over the last five years. In 2008-2009, it took students approximately 2.6 years to complete a certificate/degree, approximately half a year longer than students who completed a certificate/degree in 2004-2005.
- Each academic year, SMC transfer approximately 1,000 students to UC campuses and 1,000 students to CSU campuses. SMC transfers to UCs account for nearly 7% of all UC transfers from California community colleges. SMC has observed a decrease in CSU transfers over the last five years; however, the trend is consistent with statewide CSU transfer data. Data on transfers to California privates or out-of-state institutions is not readily available.
- About 58% of first-time students in 2003-2004 who show intent to transfer successfully transferred to a four-year institution (including California public, California private and out-of-state colleges and universities) within six years. Although the transfer rate is low, it has been increased by over 10% since the 1999-2000 cohort year.

Global Citizenship

- The number of students participating in a study abroad program has increased over the last five years. In 2008-2009, 123 students studied abroad.
- A high percentage of first-time international students in fall terms persisted to the subsequent spring term (about 85%). They were less likely to persist to the following fall term (about 70%). However, international students persisted at a higher rate than the general population.
- A large number of students were exposed to curriculum with a global citizenship focus. Course enrollment in courses meeting the global citizenship requirement for the Associate Degree has significantly increased over the last five fall terms. In fall 2009, there were 4,291 course enrollments in global citizenship courses.

Supportive Learning Environment

Santa Monica College strives to create a supportive learning environment by providing access to comprehensive student learning resources such as library, tutoring, and technology and by providing access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach and financial aid. This area of institutional effectiveness measures how well the college is doing in serving diverse student populations, responding to community educational needs, and achieving student equity. Performance indicators in the area measure enrollment of in district students from historically underrepresented populations, response to community educational needs, and student equity.

>>>STUDENT INPUT

The following student input section expands on the student input data described in the innovative and responsive academic chapter. Data included in this section provide information on students and college components measured in the supportive learning environment supporting goal area. Student background and demographic information, including last high school attended, residence status, gender, ethnicity/race, and age are described. In addition, financial aid recipient status and a profile of the Emeritus population are provided.

Last High School Attended

The Table 2A describes the last high school attended of credit students enrolled in the last five fall terms. The high schools in the district area include both public and private schools: Malibu High, Olympic (Continuation) High, Santa Monica, Concord High, Crossroads Schools for Arts and Sciences, The Lighthouse Church, New Roads, Saint Monica's Catholic, Windward High, and Colin McEwen High Schools.

Table 2A:
Last High School
Attended

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
HS in District Area	1,519	5.2%	1,462	5.1%	1,557	5.4%	1,703	5.4%	1,739	5.4%
Other CA HS	14,560	50.1%	13,879	48.7%	13,652	46.9%	14,589	46.4%	15,204	47.1%
Out-of-state HS	7,679	26.4%	7,880	27.7%	8,361	28.7%	9,412	30.0%	9,703	30.0%
Foreign HS	4,881	16.8%	4,924	17.3%	5,188	17.8%	5,421	17.3%	5,412	16.7%
Unreported	437	1.5%	338	1.2%	335	1.2%	287	0.9%	270	0.8%
Total	29,076	100%	28,483	100%	29,093	100%	31,412	100%	32,328	100%

Data Source: California Community College Chancellor's Office Management Information Systems

About 5% of credit students attended high schools in the Santa Monica-Malibu district area. Approximately half of students attended high schools outside of the Santa Monica-Malibu district area but in California. A little less than one-third of students attended high schools out-of-state. Lastly, approximately two in ten

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students reported that they attended a high school outside of the US. The data reveal that a majority of students served come from beyond the Santa Monica-Malibu district limits and academic programs and student services, in addition to meeting the needs of the Santa Monica community, will need to consider the needs of the surrounding area.

Residence Status

Table 2B:
Residence Status

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
California Resident	24,991	86.0%	24,082	84.5%	24,527	84.3%	26,601	84.7%	27,270	84.4%
US Non-Resident	1,712	5.9%	1,831	6.4%	1,798	6.2%	1,947	6.2%	2,103	6.5%
Foreign Country	2,373	8.2%	2,570	9.0%	2,758	9.5%	2,864	9.1%	2,954	9.1%
Total	29,076	100%	28,483	100%	29,093	100%	31,412	100%	32,328	100%

Data Source: California Community College Chancellor's Office Management Information Systems

A majority of credit students in fall terms are California residents. Each fall, over 84% of students report California residency. SMC serves a large international student population. About one in ten students report residency in a foreign country. These students are attending SMC on student visas. U.S. Non-Residents make up the last group of credit students, representing 6.5% of students in fall 2009. Consistent with the last high school attended data, residence status describes a student population coming from diverse geographic areas.

Gender

Table 2C:
Gender

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
Female	16,514	56.8%	16,228	57.0%	16,359	56.2%	17,578	56.0%	17,831	55.2%
Male	12,562	43.2%	12,255	43.0%	12,734	43.8%	13,834	44.0%	14,496	44.8%
Total	29,076	100%	28,483	100%	29,093	100%	31,412	100%	32,328	100%

Data Source: California Community College Chancellor's Office Management Information Systems

Approximately 55% of credit students are female. The proportions of female and male students have remained steady over the last five fall terms.

Ethnicity/Race

Table 2D describes the credit student population by ethnicity/race. Students self-report their ethnicity on the college application. Beginning in fall 2009, students were able to report more than one ethnicity/race. The 'two

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or more races' category captures students of multi-ethnic and racial backgrounds. In addition, beginning in fall 2009, the 'other, non-White' option was removed.

Table 2D:
Ethnicity/Race

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
African American/Black	3,176	10.9%	3,018	10.6%	3,058	10.7%	3,296	10.5%	3,406	10.5%
Asian/Pacific Islander	5,695	19.6%	5,752	20.2%	5,850	20.5%	6,137	19.5%	6,048	18.7%
Hispanic	7,606	26.2%	7,341	25.8%	7,292	25.6%	8,026	25.6%	9,250	28.6%
Native Am/Alaskan Native	145	0.5%	131	0.5%	144	0.5%	142	0.5%	110	0.3%
Other, Non-White	897	3.1%	893	3.1%	939	3.3%	1,011	3.2%	--	--
White	9,252	31.8%	8,985	31.5%	9,356	32.8%	10,128	32.2%	10,339	32.2%
Two or More Races	--	--	--	--	--	--	--	--	514	1.6%
Unreported	2,305	7.9%	2,363	8.3%	2,465	8.7%	2,672	8.5%	2,600	8.0%
Total	29,076	100%	28,483	100%	29,093	100%	31,412	100%	32,328	100%

Data Source: California Community College Chancellor's Office Management Information Systems

The ethnicity/race data reveal that SMC serves a diverse student population. The largest proportions of students are White (32.2% in fall 2009), followed by Hispanic (28.6% in fall 2009), Asian/Pacific Islander (18.7% in fall 2009), and African American/Black (10.5% in fall 2009). Approximately 8% of students each term do not report their ethnicity/race information.

Age Group

Table 2E describes the age of credit students in fall terms 2005 to 2009. About one-third of students are 19 years of age or younger. An additional one-third of students are between the ages of 20 to 24. Taken together, over 67% of credit students are traditional-age college students. Still, SMC serves a diverse population in terms of age as 33% of students are 25 years old or older.

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
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Table 2E:
Age Group

19 or Younger	9,667	33.2%	9,747	34.2%	9,211	31.7%	9,945	31.7%	10,484	32.4%
20 to 24	9,600	33.0%	9,370	32.9%	9,971	34.3%	10,831	34.5%	11,260	34.8%
25 to 29	3,889	13.4%	3,819	13.4%	4,122	14.2%	4,434	14.1%	4,433	13.7%
30 to 39	3,347	11.5%	3,074	10.8%	3,223	11.1%	3,472	11.1%	3,524	10.9%
40 to 49	1,572	5.4%	1,443	5.1%	1,456	5.0%	1,568	5.0%	1,488	4.6%
50+	1,001	3.4%	1,030	3.6%	1,110	3.8%	1,162	3.7%	1,138	3.5%
Total	29,076	100%	28,483	100%	29,093	100%	31,412	100%	32,328	100%

Community College Chancellor's Office Management Information Systems

Financial Aid Recipient Status

Table 2F:
Financial Aid Recipient
Status

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Credit Course Enrollment	29,076	28,483	29,093	31,412	32,327
Received Financial Aid	8,259	8,472	9,138	10,293	12,147
Percent Received Financial Aid	28.4%	29.7%	31.4%	32.8%	37.6%

Data Source: California Community College Chancellor's Office Management Information Systems

Table 2F describes the percent of fall term credit students who received financial aid. Any student who received a Board of Governors (BOG) enrollment fee waiver, grants, loans, scholarship, or work-study were included in the count of financial aid recipients.

The percent of credit student receiving aid has increased by 10% over the last five fall terms. In 2005, only 28% of student received some sort of financial aid. It increased to nearly 38% in fall 2009.

Emeritus Profile

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In addition to an academic curriculum for basic skills, certificate, degree, transfer, and career training, SMC offers non-credit courses at its Emeritus College. Emeritus courses are noncredit and free and do not carry academic credit or assign grades. Emeritus College is intended for adults 55 and older and designed to serve the interests and needs of adults who are now in or preparing for retirement, those dedicated to life-long learning, and those seeking continued personal growth. The program serves approximately 3,000 students each fall term. The following tables provide basic demographic information for SMC's Emeritus population for the last five fall terms. The total counts include Emeritus students who were concurrently enrolled in credit courses.

Gender

Table 2G:
Gender

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
Female	2,184	76.6%	2,321	75.7%	2,339	75.8%	2,391	76.1%	2,452	77.4%
Male	660	23.1%	740	24.1%	742	24.1%	741	23.6%	715	22.6%
Total	2,853	100%	3,068	100%	3,084	100%	3,141	100%	3,170	100%

Data Source: California Community College Chancellor's Office Management Information Systems

A majority of Emeritus students are women. When compared with the credit student population (55%), disproportionately more Emeritus students are female (77%).

Ethnicity/Race

Table 2H:
Ethnicity/Race

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
African American/Black	66	2.3%	73	2.4%	80	2.6%	103	3.3%	96	3.0%
Asian/Pacific Islander	186	6.5%	205	6.7%	218	7.1%	248	7.9%	271	8.5%
Hispanic	118	4.1%	131	4.3%	143	4.6%	145	4.6%	137	4.3%
Native Am/Alaskan Native	11	0.4%	12	0.4%	11	0.4%	12	0.4%	10	0.3%
Other, Non-White	22	0.8%	24	0.8%	24	0.8%	35	1.1%	--	--
White	1,801	63.1%	2,006	65.4%	2,025	65.7%	2,072	66.0%	2,200	69.4%
Two or More Races	--	--	--	--	--	--	--	--	3	0.1%
Unreported	649	22.7%	617	20.1%	583	18.9%	526	16.7%	453	14.3%
Total	2,853	100%	3,068	100%	3,084	100%	3,141	100%	3,170	100%

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Data Source: California Community College Chancellor's Office Management Information Systems

Emeritus students are predominantly White (69.4% in fall 2009). Disproportionately more Emeritus students are White when compared with the credit student population (32.2% in fall 2009). Fewer than 10% of Emeritus students are Asian/Pacific Islander. About 3% are African American and 4% are Hispanic. A large number of Emeritus students also do not report their ethnicity/race; unreported ethnic/race responses account for 14.3% of the data (in fall 2009).

Table 2I:
Age Group

	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2009	
19 or Younger	1	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%
20 to 24	4	0.1%	4	0.1%	1	0.0%	4	0.1%	2	0.1%
25 to 29	4	0.1%	5	0.2%	7	0.2%	5	0.2%	7	0.2%
30 to 39	21	0.7%	18	0.6%	16	0.5%	20	0.6%	14	0.4%
40 to 49	67	2.3%	59	1.9%	54	1.8%	45	1.4%	44	1.4%
50+	2,751	96.4%	2,980	97.1%	3,006	97.5%	3,064	97.5%	3,101	97.8%
Unreported	5	0.2%	2	0.1%	0	0.0%	2	0.1%	1	0.0%
Total	2,853	100%	3,068	100%	3,084	100%	3,141	100%	3,170	100%

Data Source: California Chancellor's Office Management Information Systems

Given the objective of the Emeritus College and the population it targets, the age data of Emeritus students is not surprising; an overwhelmingly large number of Emeritus students are 50 years of age or older (97.8% in fall 2009).

The following section provides both qualitative and quantitative information related to the environment at SMC that potentially impact performance outcomes related to the supportive learning environment area. In addition to instructional support, student supportive services play a vital role in helping students achieve their academic, educational, and career goals. SMC offers a wide variety of student services and programs, including counseling programs and services, enrollment services, and other support services and activities. The student support, enrollment, and other services and programs are described. In addition, a profile of students utilizing student support services is provided.

Description of Use of Student Support Centers/Services

Counseling Programs and Services

Asian American and Native Pacific Islander Serving Institutions Program: The AAPIA Program is a pilot project that was initiated in fall 2009. It was designed to increase the retention, graduation, and transfer rates of Asian American, Pacific Islander, and low-income students who have had significant challenges in their scholastic and personal experiences. The support services available to these students include designated counselors for academic and career planning, peer mentorship, supplemental instruction, special lectures, and a summer transfer program to support the project's goals of student success.

Athletics Counseling assists SMC athletes with academic planning, class scheduling, unit enrollment requirements, athletic eligibility and other athlete-specific educational and counseling issues.

The African American/Black Collegians is a program dedicated to promoting, encouraging, and increasing the retention, transfer, academic success, and graduation of African American students. The African American/Black Collegians program helps guide the transfer process of African American/Black Collegian students, and has successfully transferred Collegians to colleges and universities including Spellman College, Howard University, UC Berkeley, UCLA and Stanford. All SMC students, regardless of ethnicity, are encouraged to visit the Center.

CalWORKs; California's welfare reform program offers eligible students the support needed to successfully transition from welfare to self-sufficiency. This includes academic and training support, pre-employment assistance, work-study experiences, financial resources and childcare services.

The **Career Services Center** offers a full spectrum of employment and career services including job and employment advising, career counseling, job search assistance, internship placement, and assistance with writing and interviewing. The Center houses an extensive library of career resources and computer-based career information systems.

The **Counseling and Transfer Services Center** provides counseling regarding life/school balance, overcoming barriers to success, and other related issues; assistance with course selection and academic planning; advisement on career technical program certificates, Associate in Arts degree and transfer requirements; discussion of important dates and deadlines; and counseling for probationary or disqualified students. Transfer Services include visits from campus representatives from over 60 four-year institutions, campus tours of California colleges and universities, and workshops on the transfer application process and financial aid. The Counseling and Transfer Services Center is located on the main campus; however, counseling and transfer

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services are also provided on the Academy of Entertainment and Technology (AET), Bundy, and Madison campuses.

The **Center for Students with Disabilities** serve students with disabilities who require assistance to succeed in their academic endeavors and to actively participate in the competitive mainstream college life. This assistance includes counseling services, technical support (including readers, interpreters, and test accommodations), and specialized support courses.

Extended Opportunity Programs and Services (EOPS) provide educational and financial assistance to full-time students who are from low-income families, are first generation college students, or face other barriers to academic success.

The **Latino Center** is dedicated to promoting, encouraging, and increasing the retention, transfer, academic success and graduation of Latino students. The **Adelante Program** is a support program that focuses on academic achievement, cultural awareness, and personal growth and offers classes that accentuate the Latino experience. The program welcomes participants of all ethnic backgrounds.

The **Nursing Counseling** program is located on the Bundy campus and assists nursing students regarding academic planning and other nursing-specific related educational and counseling issues.

Psychological Services provides confidential psychological support for students to help them meet the personal challenges and stresses of their daily lives. Services include short-term counseling, referral services, psycho-educational presentations and crisis intervention. Services are provided by licensed psychologists and/or graduate level psychology interns.

The **Scholars Program** is an honors program that offers academic challenges and critical support services to students with a 3.0 GPA or higher, and provides priority consideration for transfer admission to various universities and colleges.

TRIO/Student Support Services is a federally-funded program that provides educational and financial support services to students who are physically and/or learning disabled, are from low-income families, are first-generation college students, or have demonstrated academic need.

The **Veterans' Resource Center**, which opened in October 2009, assists honorably discharged veterans and their qualified dependents attending SMC with academic counseling, peer tutoring, support groups, workshops and assistance with other matters pertaining to Veterans Administration benefits.

The **Welcome Center** is designed to assist new students with their course selection and enrollment. The Center offers a variety of student services including academic counseling, enrollment services, financial aid, and introduction to special support programs.

Enrollment Services

The **Office of Admissions and Records** provides enrollment and registration services, degree audit and graduation information, and petition processing; as well as maintain all official academic records, and evaluate

and award degrees and certificates, all of which contribute to the overall college mission of transfer and degree completion.

The **Assessment Center** provides testing services, using state-approved, computerized adaptive tests to determine students' English, ESL, and mathematics proficiency levels. Assessment is an essential tool for evaluating the educational skill levels of students and assisting them in the selection of courses most suited to help them achieve their academic goals.

The **Financial Aid and Scholarships Office** provides information and applications for federal and state grants, work-study and student employment, loans, and fee waivers. Scholarships are also offered, based on a wide range of student achievement and activities.

The **International Education Counseling Center** offers academic and personal counseling for international students studying at SMC.

The **Outreach and Recruitment Program** services as a bridge between SMC and local high schools, middle schools, and community agencies to ensure that students experience a smooth transition from high school to college. Outreach provides services such as college and career fairs, recruitment, on-site English and math placement testing, financial aid presentations, and application workshops to over sixty local high schools in Los Angeles County and throughout the country. The office is also responsible for providing campus tours.

Other Support Services and Activities

Associated Students provide opportunities for students to enrich their college experience through active participation in student government and a variety of college clubs.

The **Ombuds Office** acts as a receptive ear, conciliator, mediator, and resource for students encountering difficulties with other students, faculty, or administrators. Additional responsibilities include investigating grade disputes and other related issues.

The **Office of Student Judicial Affairs** serves as a central resource for information regarding student conduct, academic honesty policies, and behavior/anger management. The office seeks to solve problems, reach agreements, and address concerns before they escalate into discipline problems.

The **Health Services Center** provides primary health care services and focuses on the promotion of healthy habits and prevention of illness. The Health Center, staffed by registered nurses and health assistants, provides referrals for needed services and health education. Its primary goal is to advocate for student self-care and to assist students in making informed health care decisions.

Table 2J describes the number of center visits for all student support, enrollment, and other support services and programs in the last two fall terms. Fall 2007 numbers were removed, given that the tracking system used to tally center visits was still being implemented and the data was not considered reliable. The counts include each unique visit by each student; there are duplicates across students. Only centers regularly and accurately collecting data through the college's appointment tracking system in the terms described below were included in the analyses. The tracking system is relatively new, which accounts for the absence of data for some centers during the earlier reporting years. The tracking system was piloted by the Transfer/Counseling Center in 2006-2007 and with full implementation by all counseling programs occurring in 2007-2008. Cyber and online counseling data are not included in the table below because the query was not available online but will be included in future reports. Given the recent implementation of the tracking system, it must be noted that while Table 2J provides benchmark information, there may be inaccuracies due to data collection errors or inconsistency of implementation.

	Fall 2007	Fall 2008	Fall 2009
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Table 2J:
Number of
Center/Service Visits

AET (Counseling)	--	539	636
African American/Black Collegians	--	304	595
Associated Students	--	370	258
Athletics	--	552	631
Bundy (Counseling)	--	455	293
CalWorks	--	328	648
Career Center	--	2,327	1,784
Center for Students with Disabilities	--	1,060	1,086
EOPS	--	1,416	2,302
Financial Aid	--	355	332
International Education Counseling	--	3,933	4,283
Latino Student Center	--	956	685
Madison	--	67	63
Nursing	--	451	557
PICO	--	241	255
Scholars Program	--	1,426	1,788
Transfer/Counseling	--	11,967	11,565
TRIO	--	300	292
Veteran's Center	--	NA	1,052
Welcome	--	4,570	4,774

Data Source: Santa Monica College Integrated School Information System (ISIS)

Each fall term, the Career Services Center, the Transfer/Counseling Center, EOPS, International Education Counseling Center, the Scholars Program, and the Welcome Center log the most visits from students, including drop-in and appointment services. The numbers of center visits for AET, the African American/Black Collegians Center, CalWORKs, EOPS, the International Education Counseling Center, Nursing Counseling, and the Scholars Program show an increase from fall 2008 to fall 2009. The numbers of center visits in the Associated Students Center, Athletics Program, the Bundy Campus, the Career Services Center, and the Latino Student Center have decreased from fall 2008 to fall 2009; however some of these programs experienced temporary staff reductions in fall 2009 due to uncontrollable circumstances such as maternity and/or medical leaves or counselors being reassigned to other areas such as AAPIA. Center visits at the Center for Students with Disabilities, the Transfer/Counseling Center, Financial Aid, Madison, Pico Partnership, TRIO, and the Welcome Center have remained relatively stable.

The data reveal that a large number of students are taking advantage of the many student support, enrollment, and other services offered at SMC.

Profile of Students Utilizing Selected Student Support Services

Unduplicated Student Headcount of Center/Service Users

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Table 2J describes the total number of center and service visits for student support programs. However, the table below (Table 2K) reports the total unduplicated headcount of students visiting the center and services. Students were counted once for each program and center they visited or participated in. Only centers collecting reliable and accurate student-level data were included in the analyses.

Table 2K:
Unduplicated Student
Headcount of
Center/Service Users

	Fall 2007	Fall 2008	Fall 2009
AET (Counseling)	--	331	382
African American/Black Collegians	--	210	399
Bundy (Counseling)	--	317	213
CalWorks	--	112	182
Career Center	--	1,554	1,342
Center for Students with Disabilities	--	511	639
EOPS	--	922	1,271
Financial Aid	--	314	316
International Education Counseling	--	1,582	1,316
Latino Student Center	--	665	556
Madison	--	50	39
Nursing	--	376	480
PICO	--	117	134
Scholars Program	--	671	724
Transfer/Counseling	--	7,870	8,097
TRIO	--	141	140
Veteran's Center	--	NA	384
Welcome	--	3,074	3,435

Data Source: Santa Monica College Integrated School Information System (ISIS)

The general counseling support programs and services served the largest number of students. The Transfer/Counseling and Welcome centers served over 8,000 and 3,400 students, respectively, in fall 2009. Number of students served has steadily increased for both services. However, the numbers of visits for both centers have remained somewhat stable (see table 2J); therefore, both centers are serving more and more students each fall term but students who visit the centers, on average, are making fewer visits each fall term.

The Career Center, EOPS, and the International Education Counseling Center also serve a large number of students; in fall 2009, each center served approximately 1,300 unique students. However, the numbers of students served in the International Education Counseling Center and Career Centers have decreased. The decrease in number of students served in the Career Center is attributed to a reduction in both staffing and funding levels over the last three years.

Associate Students and the counseling center on the Bundy campus have experienced a decrease in numbers of students served. In fall 2008, Associated Students served 182 unique students; by fall 2009, the program only

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served 132 students. In fall 2008, there were 317 students visiting the Bundy counseling center. By fall 2009, fewer students (213) had visited the same center.

The Athletics, African American/Black Collegians, CalWorks, Nursing, and Scholars centers and programs have seen both an increase in the number of center visits and number of students served over the terms. The data reveal that in addition to serving more students each term, center staffs are making more contacts with students. The Center for Students with Disabilities made about the same number of contacts with students (visits), however, was able to serve more students each term.

The AET counseling, Financial Aid, Latino Student, Madison counseling, PICO, and TRIO center and program figures have remained stable.

In its first term of service, the Veterans Center served 384 students.

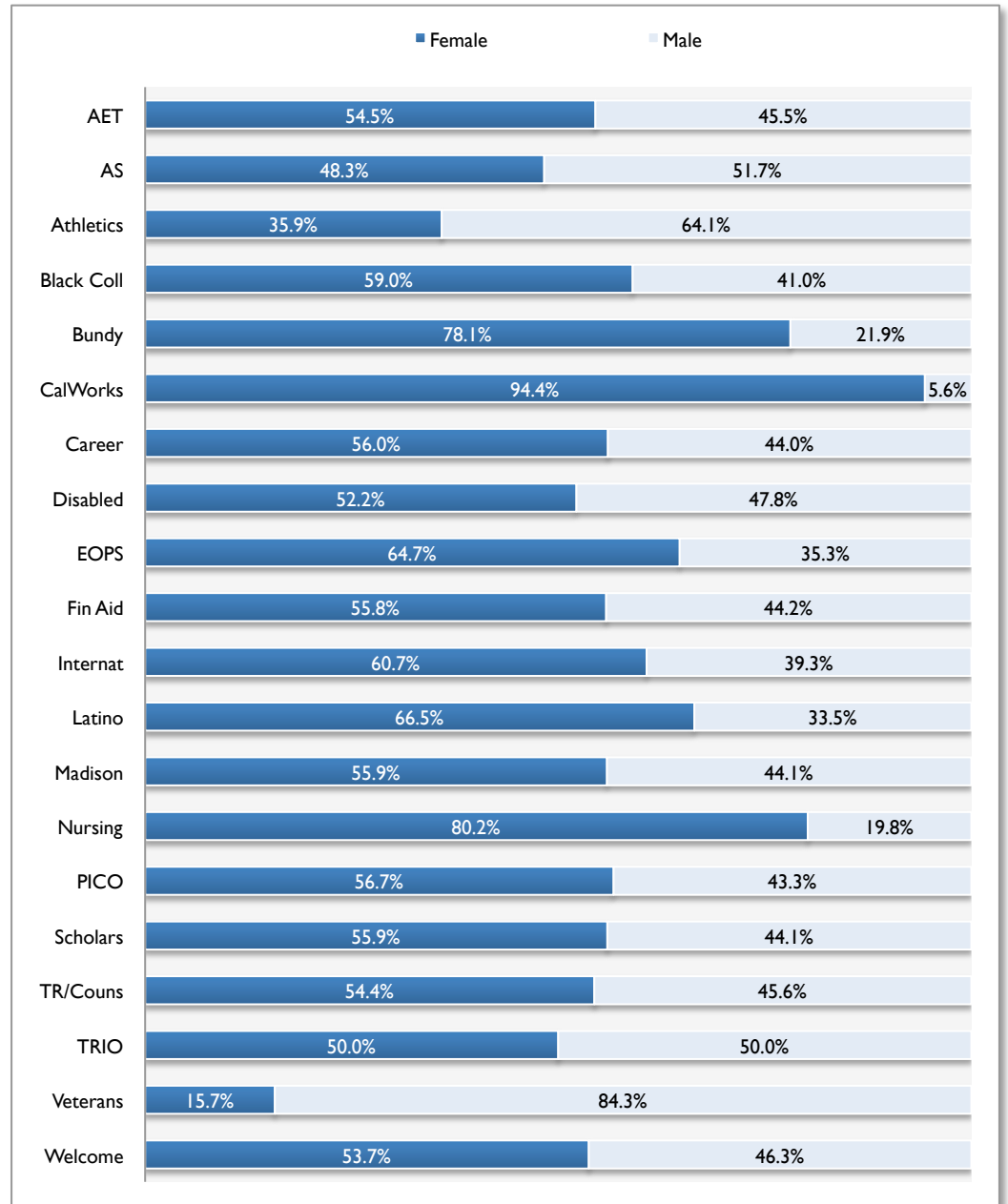
Gender

Figure 2L describes the student support service participants by gender for fall 2009. The gender profile of students participating or utilizing the AET, Associate Students, Career, Center for Disabled Students, Financial Aid, Madison, PICO, Scholars, Transfer/Counseling, TRIO, and Welcome programs and centers look similar to the general credit student population; a little more than half are female and a little less than half are male.

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However, disproportionately more students participating in the African American/Black Collegians, Bundy, CalWorks, EOPS, International Education Counseling, and Latino, and Nursing centers are female. Disproportionately more students served in the Athletics and Veterans centers are male.

Figure 2L
Center/Service Users
by Gender
(Fall 2009)



Data Source: Santa Monica College Integrated School Information System (ISIS)

Ethnicity/Race

Figure 2M describes the student support service participants by ethnicity/race for fall 2009. The figure only reports the four largest ethnic/race groups. The ethnicity/race makeup of student users varies by center type. When compared with the general credit student population, disproportionately more students who use the

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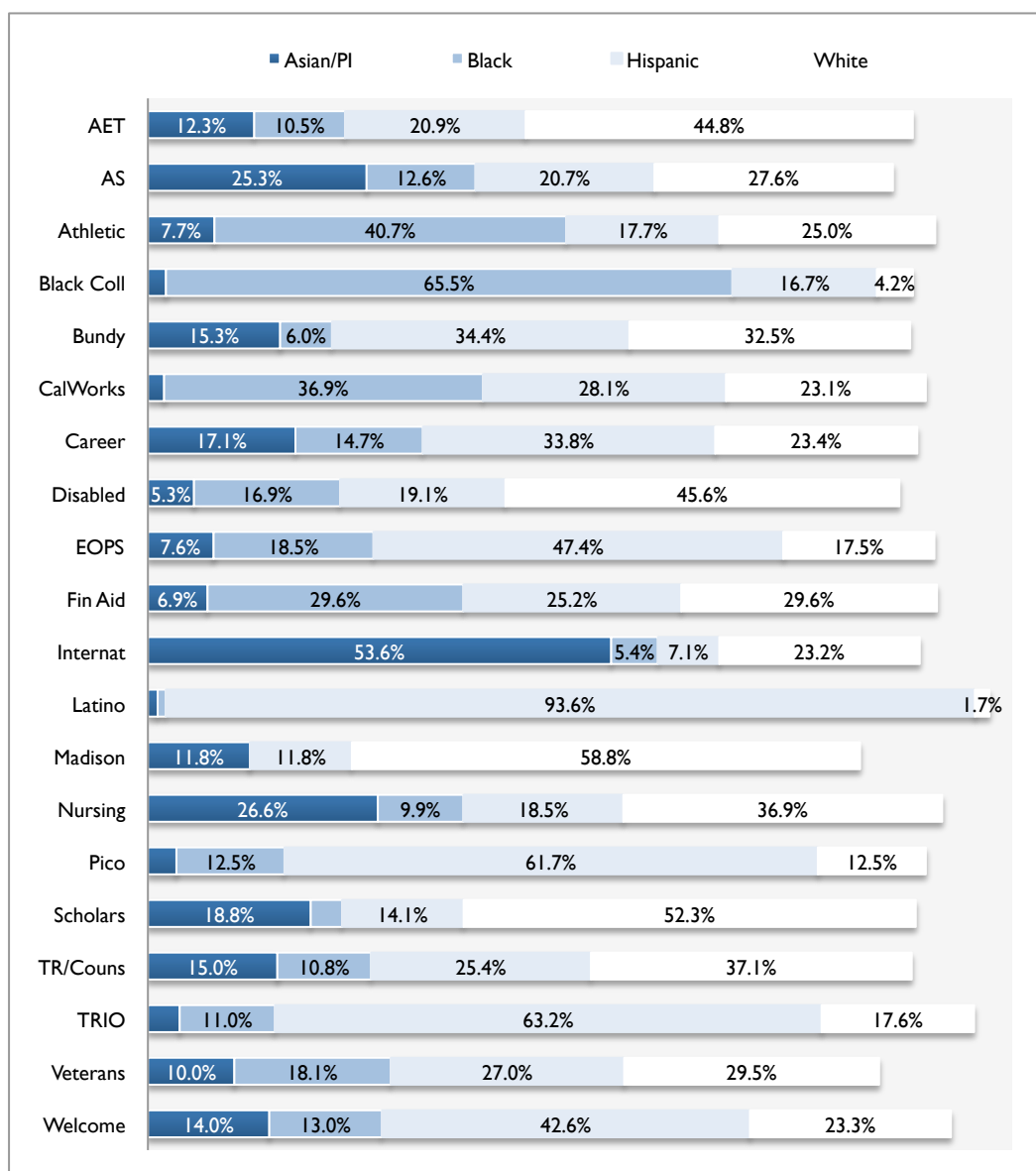
Associated Students, International Education Counseling, and the Nursing centers are Asian/Pacific Islander; about 19% of credit students and 25%, 54% and 27% of Associated Students, International, and Nursing center users, respectively, were Asian/Pacific Islander. Asian/Pacific Islander center users are underrepresented in most all other services and programs with the exception of the Career Center and Scholars program.

African American/Black students were overrepresented among students who use the African American/Black Collegians, Athletics, CalWorks, Career, Disabled students, EOPS, Financial Aid, and Veterans centers when compared with the general credit student population. About 11% of credit students were African American or African American/Black. African American or African American/Black students are underrepresented among Bundy, Latino, and Scholars centers and program. They are represented among all other centers.

In fall 2009, approximately 29% of all credit students were Hispanic. When compared with the credit student population, disproportionately more visitors of Bundy, EOPS, Latino, Pico, TRIO, and Welcome centers are Hispanic. Hispanic students are underrepresented in all other centers.

Approximately 32% of the credit population in fall 2009 was White. White students are overrepresented among AET, Disabled Student, Madison, Nursing, Scholars, and Transfer/Counseling center visitors when compared with their makeup of the general credit population. White students are underrepresented among all other programs with the exception of the Bundy counseling, and Financial Aid center users.

Figure 2M
Center/Service Users
by Ethnicity/Race
(Fall 2009)

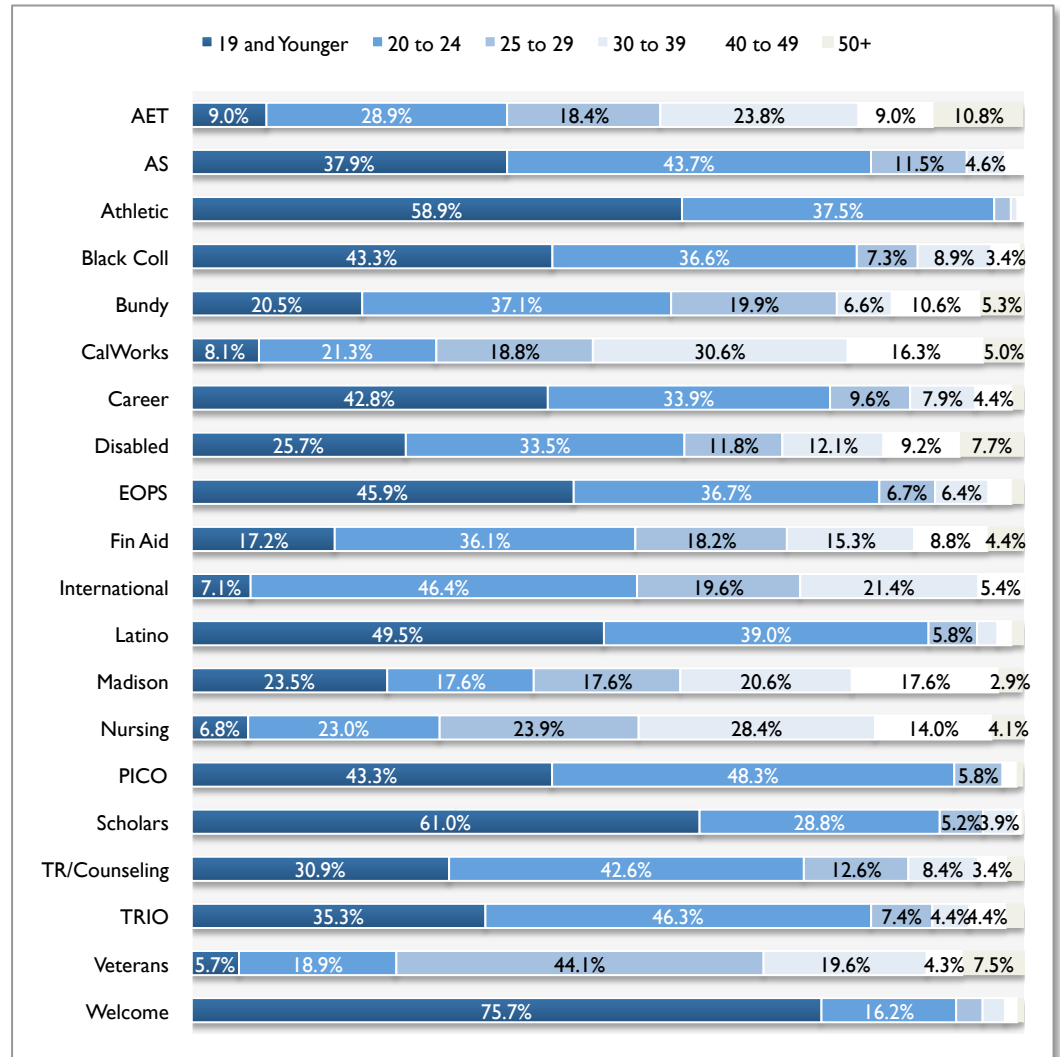


Data Source: Santa Monica College Integrated School Information System (ISIS)

Age Group

A majority of student visitors for all centers and programs are 24 years of age or younger (approximately three-quarters or more). However, a large percent of students utilizing the AET, CalWorks, Madison, Nursing, and Veterans centers are 25 or older.

Figure 2N
Center/Service Users
by Age Group
(Fall 2009)



Data Source: Santa Monica College Integrated School Information System (ISIS)

>>> PERFORMANCE INDICATORS

The following section reports the outcomes data for the performance indicators related to the college's supporting goal to promote a supportive learning environment. Indicators in this area relate to the college's effort in creating a supportive learning environment and responding to the diverse need of students. The indicators are described by category: enrollment of district historically underrepresented students, response to community educational needs, and student equity. The data sources for indicators in the area include the California Chancellor's Office Management Information Systems, California Postsecondary Education Commission, the U.S. Census Bureau American Community Survey, and Santa Monica Integrated School Information Systems.

Enrollment of Historically Underrepresented Students in District

The following set of indicators measure the extent to which SMC serves the students coming from the Santa Monica-Malibu district. In addition, indicators in this sub-category measure the extent to which SMC specifically serves the historically underrepresented in higher education groups (African American, Latino, and low-income) in the district.

2.1 Percent of District High School Graduates Enrolling at SMC

The following table describes the number of students who graduate from the Santa Monica-Malibu Unified District high schools for the last five available years and the number of these high school graduates who subsequently enroll at SMC within one year. The high school graduate counts include those who graduated from both public and private high schools in the district.

Table 2.1:
Percent of District HS
Grads Enrolling at
SMC

	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008
Count of Santa Monica-Malibu District High School Graduates	1,341	1,390	1,288	1,307	1,390
Enrolled at SMC within One Year	230	244	292	294	322
Percent of Santa Monica-Malibu District High School Graduates Enrolling at SMC within One Year	17.2%	17.6%	22.7%	22.5%	23.2%

Data Source: California Postsecondary Education Commission

About 23% of high school students graduating from the Santa Monica-Malibu district in 2008 enrolled at SMC within one year. The percent of graduates enrolling at SMC has increased over the last five senior classes from 17.2% for the class of 2004 to 23.2% for the class of 2008. The data reveal that a large proportion of seniors graduating from the Santa Monica-Malibu district high schools subsequently enroll at SMC.

2.2 Ratio of Historically Underrepresented Populations in District Enrolled at SMC

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The following indicator describes the percent of people residing in-district who are African American/Black or Hispanic who enroll in credit courses at SMC for the last five fall terms. The denominator, or the number of African American/Black/Hispanic students who reside in-district, was obtained from the American FactFinder, a source of data from the US Census Bureau. The figures are rough estimates for the 2005-2008 years and include residents of all ages. The data represents the city of Santa Monica only as the American FactFinder does not have recent demographic information for the city of Malibu. The numerator data includes African American/Black/Hispanic credit students enrolled at SMC in the last five fall terms who report an address with a Santa Monica zip code.

Table 2.2:
Ratio of Historically Underrepresented Population in District Enrolled at SMC

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
African American/Black	Average Historically Underrepresented Population in District Cities 2005-2008	3,348	3,348	3,348	3,348	3,348
	Historically Underrepresented Students in District Enrolled at SMC	183	163	173	213	183
	Ratio of Historically Underrepresented Population Enrolled	5.5%	4.9%	5.2%	6.4%	5.5%
	Average Historically Underrepresented Population in District Cities 2005-2008	10,408	10,408	10,408	10,408	10,408
Hispanic	Historically Underrepresented Students in District Enrolled at SMC	536	455	498	552	610
	Ratio of Historically Underrepresented Population Enrolled	5.1%	4.4%	4.8%	5.3%	5.9%

Data Source: California Community College Chancellor's Office Data Mart and the US Census Bureau

The data reveal that approximately 5% to 6% of African American/Black and Hispanic residents in the city of Santa Monica are attending SMC in fall terms. The statistic may be deflated because the population data from the US Census Bureau represent residents of all age; however, with the exception of special admit high school students, SMC enrolls primarily students who are 18 years of age or older.

2.3 Ratio of Low-Income Populations in District Enrolled at SMC

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This indicator measures the ratio of low-income people residing in-district who enroll in credit courses at SMC. The denominator data was obtained from the American FactFinder (2005-2008) and represents the number of residents in Santa Monica who are low-income. Only data for the city of Santa Monica was available and used in the denominator. Low-income was defined as any person coming from a household making less than \$33,075 for a family of four in 2008 (based on the threshold set by the US Department of Education). The numerator data represents the number of low-income students enrolled at SMC who received any need-based financial aid award including the Board of Governor's Fee Waiver and Pell Grants.

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Table 2.3: Ratio of Low-Income Populations in District Enrolled at SMC	Average Low-Income Population in District Cities 2005-2008	12,868	12,868	12,868	12,868	12,868
	Low-Income Students in District Enrolled at SMC	816	783	801	881	970
	Ratio of Low-Income Population Enrolled	6.3%	6.1%	6.2%	6.8%	7.5%

Data Source: California Community College Chancellor's Office Management Information Systems, US Census Bureau, and US Department of Education

The ratio of low-income residents of Santa Monica to low-income SMC students is approximately 7.5% for fall 2009. The statistic may be deflated because the population data from the US Census Bureau represent households and not individuals.

The last three indicators in the "Enrollment of Historical Underrepresented Students in District" area are limited because it relies on district population residents and does not directly calculate the percent of district residents who attend SMC. However, these performance indicators provide some information on how effective SMC is in serving the district population, especially those who are from historically underrepresented groups.

Response to Community Educational Needs

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SMC's mission strives to respond to the diverse needs of its community. The college does this by not only offering a wide range of degree, certificate, and transfer programs, an Emeritus program for older adults, classes with varying course lengths, distance learning courses, and non-credit ESL and Intensive English courses. In addition, SMC offers opportunities for high school students to concurrently enroll at SMC. Eight college performance indicators have been selected for the response to community educational needs dimension of the supportive learning environment supporting goal. With the exception of dual enrollment students, these indicators report on course enrollment counts or seat counts by various course types.

2.4 Enrollment in Emeritus Courses

Emeritus courses are noncredit and free and do not carry academic credit or assign grades. Emeritus College is intended for adults 55 and older and designed to serve the interests and needs of adults who are now in or preparing for retirement, those dedicated to life-long learning, and those seeking continued personal growth. Each fall term, there are approximately 6,000 course enrollments in Emeritus classes. The number of course enrollments in Emeritus courses have increased steadily over the last five fall terms. However, the percent of course enrollments from Emeritus courses has remained stable; approximately 7% of all course enrollments are Emeritus. The data reveal that SMC is effective in serving the needs of the Emeritus population in terms of course offerings and enrollment.

		Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Table 2.4: Enrollment in Emeritus Courses	Enrollment in Emeritus Courses	5,712	6,129	6,426	6,445	6,615
	All Course Enrollments (Credit & Non-Credit)	84,459	85,333	89,379	95,883	99,939
	Percent Emeritus	6.8%	7.2%	7.2%	6.7%	6.6%

Data Source: California Community College Chancellor's Office Management Information Systems

2.5 Enrollments by Course Time Length

Figure 2.5a:
Enrollments by
Course Length Time

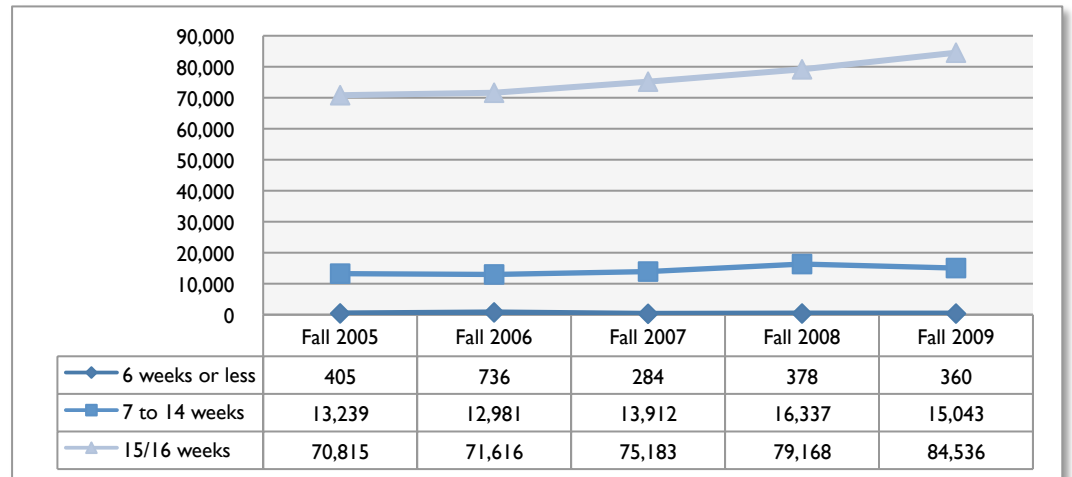
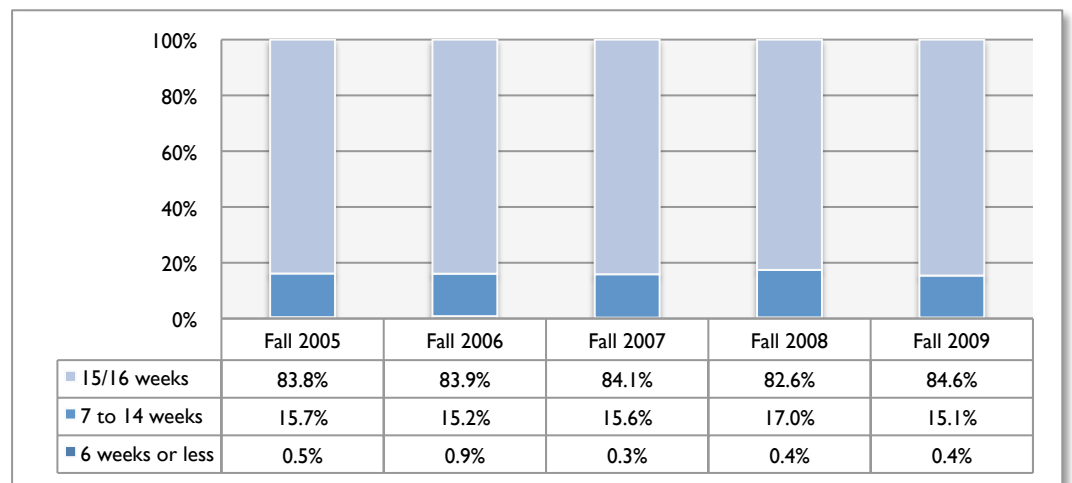


Figure 2.5b:
Percent of
Enrollments by
Course Length Time



Data Source: California Community College Chancellor's Office Management Information Systems

While the primary terms (fall and spring) are 16-weeks long at SMC, the college offers class sections that deliver accelerated instruction in fewer weeks (for the same course units) to meet the needs of students who wish to finish their coursework in a shorter time. The figure above describes the total course enrollments (both credit and non-credit) by class length. A majority of course enrollments (over 80%) were semester long (15 or 16 weeks). Classes lasting seven to 14 weeks accounted for about 15% of all course enrollments. Less than 1% of course enrollments were for classes lasting 6 weeks or less.

2.6 Enrollment in Distance Learning Courses

Table 2.6a:
Enrollment in Distance
Learning Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment in Distance Learning Courses	4,851	6,373	8,016	9,507	9,935
All Course Enrollments (Credit)	78,413	77,905	81,600	87,780	90,939
Percent Distance Learning	6.2%	8.2%	9.8%	10.8%	10.9%

Table 2.6b:
Unduplicated
Headcount Students
Enrolled in Distance
Learning Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrolled in Distance Learning Courses	3,841	4,545	5,524	6,481	6,923
All Credit Students	29,076	28,483	29,093	31,412	32,327
Percent Credit Students Enrolled in Distance Learning Courses	12.0%	16.0%	19.0%	20.6%	21.4%

Data Source: California Community College Chancellor's Office Management Information Systems

Table 2.6a describes the total seat counts or course enrollments in distance learning classes. Table 2.6b describes the unduplicated headcount of credit students enrolled in at least one distance learning course. Distance learning courses are those offered in an online or hybrid of online and face to face instruction format; these courses rely on technology for the delivery of instruction. The number and percent of distance learning course enrollments have increased over the last five fall terms. In fall 2005, approximately 4,851 or 6.2% of all credit enrollments were distance learning course enrollments. However, by 2009, the percent of enrollments from distance learning courses rose to 10.9%. In addition, the numbers and percentages of students taking distance learning courses have increased. In fall 2005, 12.0% of all credit students were enrolled in distance learning courses; the percent rose to 21.4% in fall 2009.

2.7 Enrollment in Transferable Courses

Table 2.7:
Enrollment in
Transferable Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment in Transferable Courses	64,729	64,187	67,321	71,928	74,478
All Course Enrollments (Credit)	78,413	77,905	81,600	87,780	90,939
Percent Transferable	82.5%	82.4%	82.5%	81.9%	81.9%

Data Source: California Community College Chancellor's Office Management Information Systems

Each fall term, enrollments in transferable courses represent approximately 80% of all credit enrollments. The data reveal that SMC continues to support its transfer function and its reputation as a top transfer institution by offering a large number of transferable courses.

2.8 Enrollment in Basic Skills Courses

Table 2.8:
Enrollment in Basic
Skills Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment in Basic Skills Courses	6,309	6,392	6,724	7,028	7,244
All Course Enrollments (Credit)	78,413	77,905	81,600	87,780	90,939
Percent Basic Skills	8.0%	8.2%	8.2%	8.0%	8.0%

Data Source: California Community College Chancellor's Office Management Information Systems

As the "Math, English, and ESL Placement Results" section of the previous chapter discusses, a large proportion of first-time students assess into basic skills English/reading, math, and ESL courses. About seven in ten of first-time students place into basic skills English and/or math and eight in ten students place into ESL courses that do not fulfill the transfer or degree requirement. While placement data reveal that a majority of students are placed into basic skills, Table 2.8 illustrates that basic skills course enrollments represent a very small percent of all credit course enrollments. Each fall term, only about 8% of all course enrollments are basic skills. Basic skills for this indicator is defined as any credit course that is not degree-applicable or transferable to a four-year institution and includes courses in the English/reading, math, and ESL.

2.9 Count of Dual Enrollment Students

Table 2.9:
Count of Dual
Enrollment Students

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Count of Dual Enrollment Students	1,574	1,722	755	807	347
All Credit Students	29,076	28,483	29,093	31,412	32,327
Percent Dual Enrollment	5.4%	6.0%	2.7%	2.6%	1.1%

Data Source: California Community College Chancellor's Office Management Information Systems

SMC offers classes for college credit at high school campuses in the Santa Monica-Malibu Unified School District for current high school students. The dual enrollment program provides the opportunities for high school students to jump-start their college career while concurrently completing their high school coursework. Dual enrollment classes span a wide range of disciplines, including art, English, theatre, and dance. The percent of credit students who are dually enrolled in high school and SMC has decreased over the last five fall terms. Due to decreases in enrollment due to budgetary constraints and because California Education Code restricts the offering of Dual Enrollment courses to within district limits, unless permitted by the district in which the high school is located, SMC has dramatically reduced dual enrollment offerings to a few within the Santa Monica-Malibu district limits, where previously offerings were held at high schools throughout southern California. In fall 2005, 5.4% of credit students were dual enrollment students. By fall 2009, the percent dropped to 1.1%.

2.10 Enrollment in Non-Credit ESL Courses

Table 2.10:
Enrollment in Non-
Credit ESL Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment in Non-Credit ESL Courses	422	1,251	1,220	1,536	2,179
All Course Enrollments (Credit & Non-Credit)	84,459	85,333	89,379	95,883	99,939
Percent Non-Credit ESL	0.5%	1.5%	1.4%	1.6%	2.2%

Data Source: California Community College Chancellor's Office Management Information Systems

In addition to credit ESL courses, SMC offers non-credit ESL courses for students who wish to learn Basic English listening, speaking, reading, and writing skills. Non-credit ESL courses are free and do not carry academic credit. They are designed to prepare students to matriculate into credit ESL courses. The percents of course enrollments which are non-credit ESL have increased over the last fall five terms. In fall 2005, only 0.5% of all course enrollments were non-credit ESL. By fall 2009, the percent increased to 2.2%.

2.11 Enrollment in Intensive English Program (IEP)

Table 2.11:
Enrollment in IEP
Courses

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Proficiency Levels	6	7	8	7	6
Enrollment in IEP Courses	98	177	169	140	131

Data Source: SMC International Education Center

The Intensive English Program (IEP) is intended for F-1 international students who do not meet the minimum TOEFL or alternative proof of English proficiency to be admitted as a fully matriculated academic program F-1 international student. The program offers not-for-credit courses that are designed for beginners who are literate in one language and interested in learning English for basic communication and ultimately for success in college ESL courses. Table 2.11 describes the number of IEP course enrollments and the number of English proficiency levels for which courses were offered. On average, SMC offers IEP courses for 6 to 8 English proficiency levels. The number of course enrollments in IEP courses has varied over the last fall five terms, peaking at 177 in fall 2006. Admission criteria was changed in 2008 to include only students who were 18 years of age or older, which accounts for some of the drop in enrollment in the IEP program. Beginning summer 2010 the format was changed and a single level is being offered that prepares students for admission to the regularly matriculated program in one to two semesters. With the curricular change, the enrollment in this program will be reduced even further in future terms.

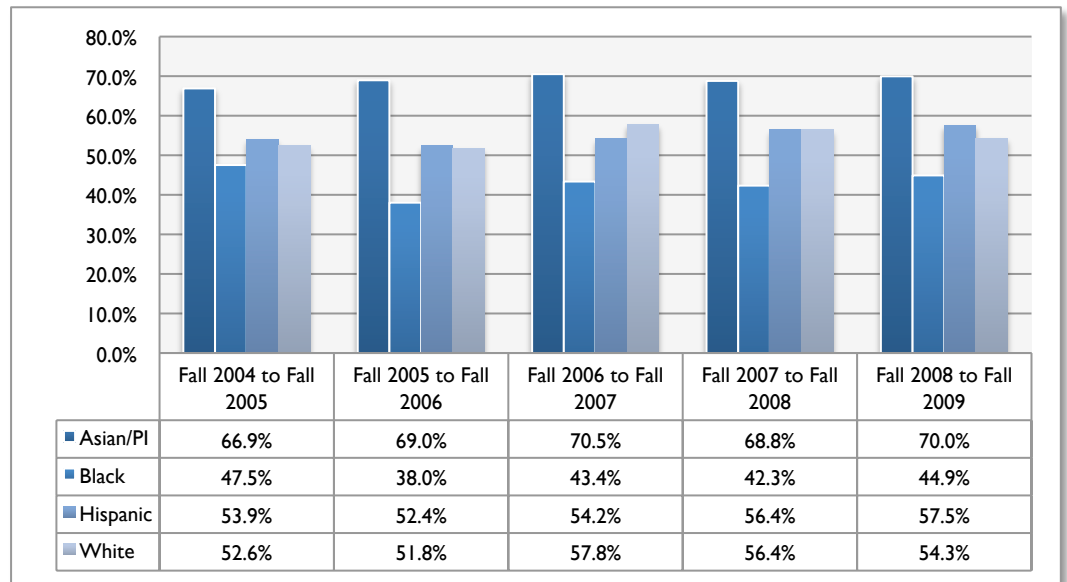
Student Equity

As student demographic illustrates, SMC serves a diverse student population. In addition to having a diverse population, SMC strives to achieve equitable outcomes for its diverse student groups. The student equity dimension of the supportive learning environment area includes ten performance indicators that directly compare the performance of students by ethnicity/race and gender for various progress, success, and achievement outcomes.

2.12 Fall-to-Fall Persistence by Ethnicity/Race

The following figure describes the fall-to-fall persistence rates of first-time students by ethnicity/race. Only the persistence rates of the four largest ethnic/race groups are included in the analyses. Persistence was calculated by taking the ratio of first-time students in fall terms (credit students only) with the number of the same students who enrolled in at least one credit course in the subsequent fall terms.

Figure 2.12:
Fall-to-Fall Persistence
by Ethnicity/Race

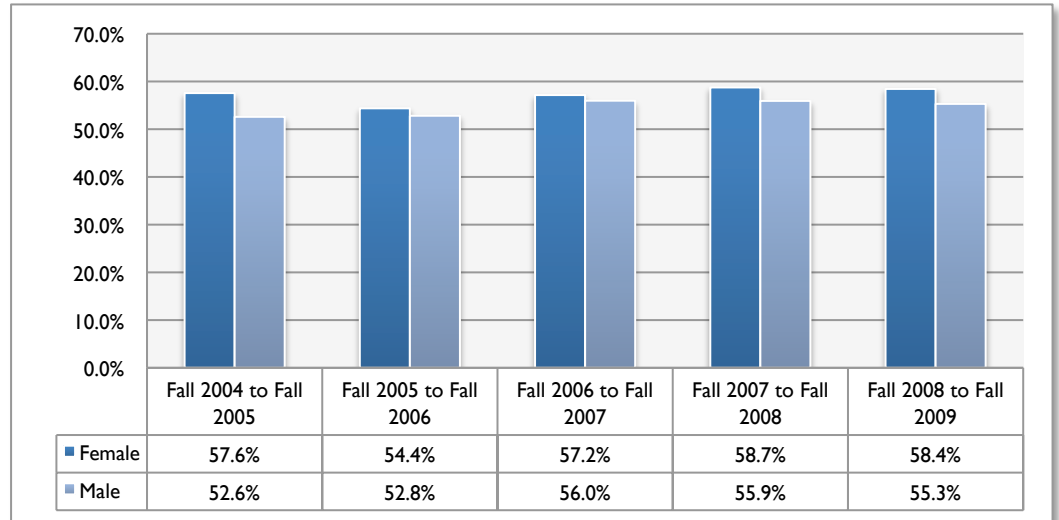


Data Source: California Community College Chancellor's Office Management Information Systems

When compared with other ethnic/race groups, the first-time Asian/Pacific Islander students persisted at the highest rates. In fall 2008, 70% of first-time Asian/Pacific Islander students returned and enrolled in credit courses in fall 2009. The Asian/Pacific Islander population includes international students. First-time African American/Black students persisted at the lowest rates; only 44.9% persisted to the subsequent fall term. The fall-to-fall persistence rates of Hispanic and White first-time students were 57.5% and 54.3% for fall 2008, respectively which is similar to the rate for all students, regardless of ethnicity/race (56.9%).

2.13 Fall-to-Fall Persistence by Gender

Figure 2.13:
Fall-to-Fall Persistence
by Gender



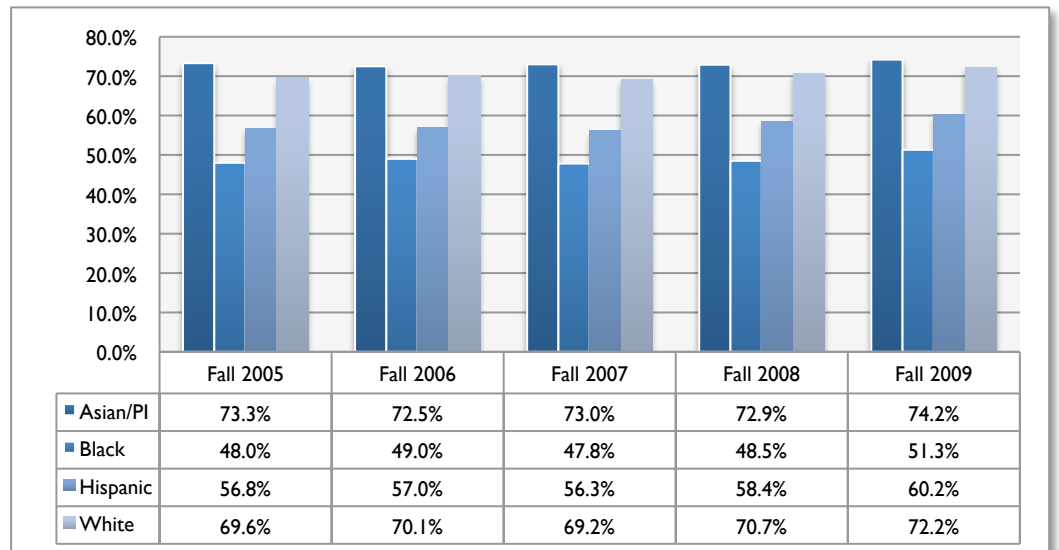
Data Source: California Community College Chancellor's Office Management Information Systems

The fall-to-fall persistence rates of first-time students do not differ between female and male students. Female students persist at a slightly higher rate than male students; however, the difference is not statistically significant.

2.14 Course Success Rate by Ethnicity/Race

Figure 2.14 compares the course success rate for the four largest ethnic/race groups. Course success is calculated by dividing the total number of course enrollments by the total number of A, B, C, credit, and pass grades.

Figure 2.14:
Course Success Rate
by Ethnicity/Race



Data Source: California Community College Chancellor's Office Management Information Systems

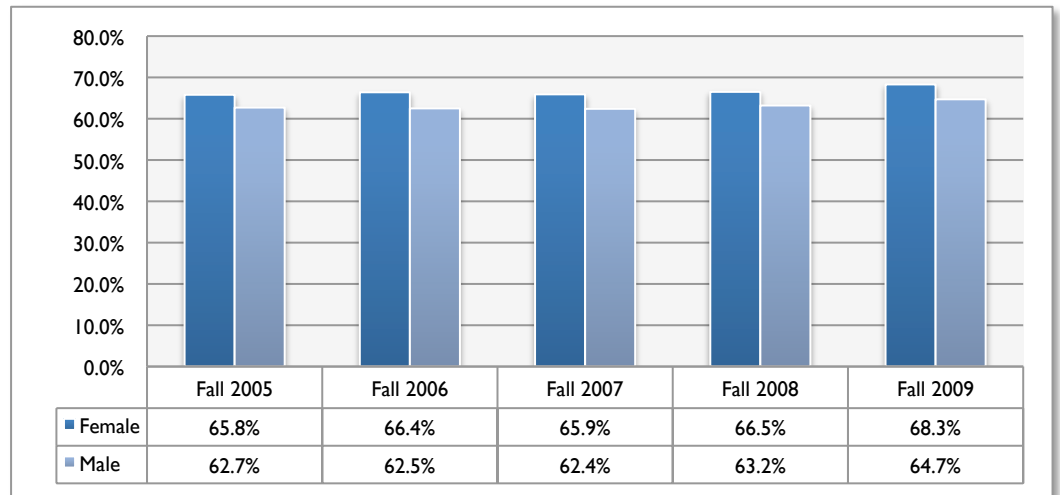
Asian/Pacific Islander and White students are successful in their courses at a higher rate than African American/Black and Hispanic students. In fall 2009, the course success rates of Asian/Pacific Islander and

White students were 74.2% and 72.2%, respectively. The course success rates of African American/Black and Hispanic students were 51.3% and 60.2%, respectively. The data reveal that African American/Black and Hispanic students are experiencing more barriers to success in their courses.

2.15 Course Success Rate by Gender

The following figure reports the course success rates in the last five fall terms by gender. In fall 2009, female students were successful in their courses 68.3% of the time; in comparison, male students were successful in their courses 64.7% of the time. While women fared better in their courses than men, the difference in course success rates is not statistically significant. The success rates for both female and male students have slightly increased over the last five fall terms.

Figure 2.15:
Course Success Rate
by Gender



Data Source: California Community College Chancellor's Office Management Information Systems

2.16 Certificates/Degrees Awarded by Ethnicity/Race

Figure 2.16a:
Associate Degrees
Awarded by
Ethnicity/Race

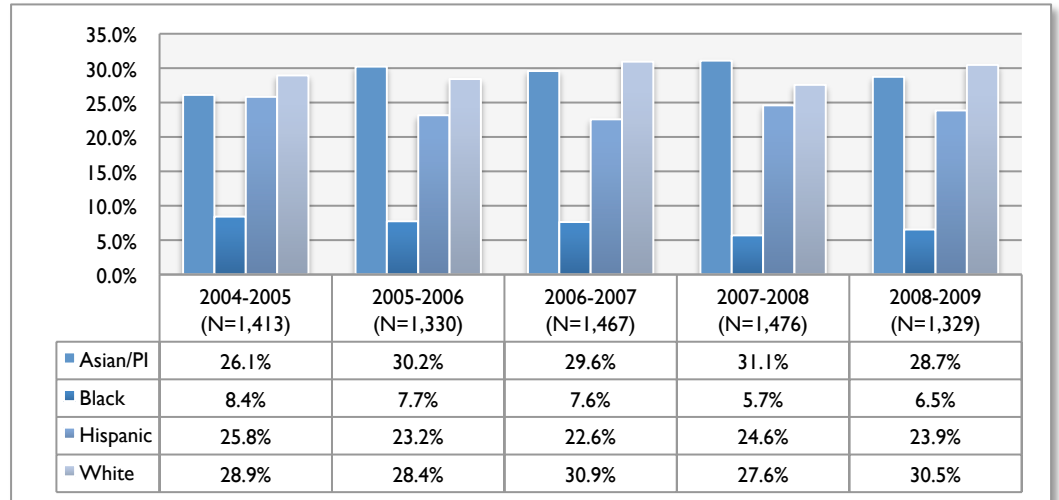
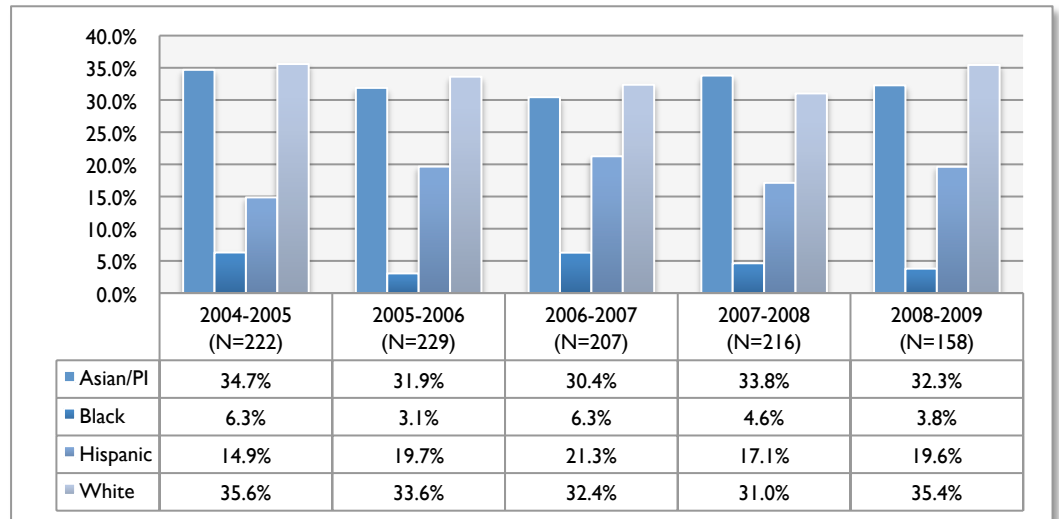


Figure 2.16b:
Certificates Awarded
by Ethnicity/Race



Data Source: California Community College Chancellor's Office Management Information Systems

The figures above describe the percent of certificates and degrees awarded in the last five academic years by ethnicity/race. Only the four largest ethnic/race groups are included in the charts; however the total count (N) includes all students, including those not represented in the four largest ethnic/race categories. Approximately 30% of graduates (or Associate Degree earners) are Asian/Pacific Islander. An additional 30% of graduates are White. Less than one-quarter of graduates are Hispanic and only 7% of graduates are African American/Black. When compared with the credit student population, African American/Black and Hispanic students are underrepresented in the Associate Degree earners; African American/Black students represent 10.5% and Hispanic students represent 32.2% of the credit student population in fall 2009 but only represent 6.5% and 23.9% of graduates, respectively.

Two-thirds of certificates awarded were earned by Asian/Pacific Islander and White students. Approximately one-third of certificate earners were Asian/Pacific Islander; another one-third of certificate earners were White. Less than 4% and 20% of certificate earners in 2008-2009 were African American/Black and Hispanic, respectively. When compared with the credit student population, disproportionately fewer certificate earners were African American/Black and Hispanic.

The data reveal that a majority of Associate Degrees and certificates are awarded to Asian/Pacific Islander and White students and that the African American/Black and Hispanic student population may experience challenges in their pathway towards degree/certificate completion.

2.17 Certificates/Degrees Awarded by Gender

Figure 2.17a:
Associate Degrees
Awarded by Gender

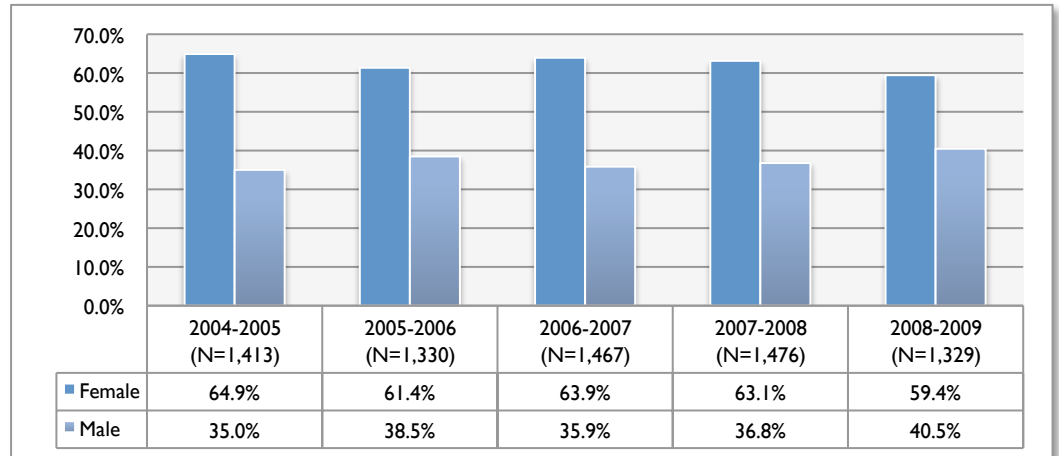
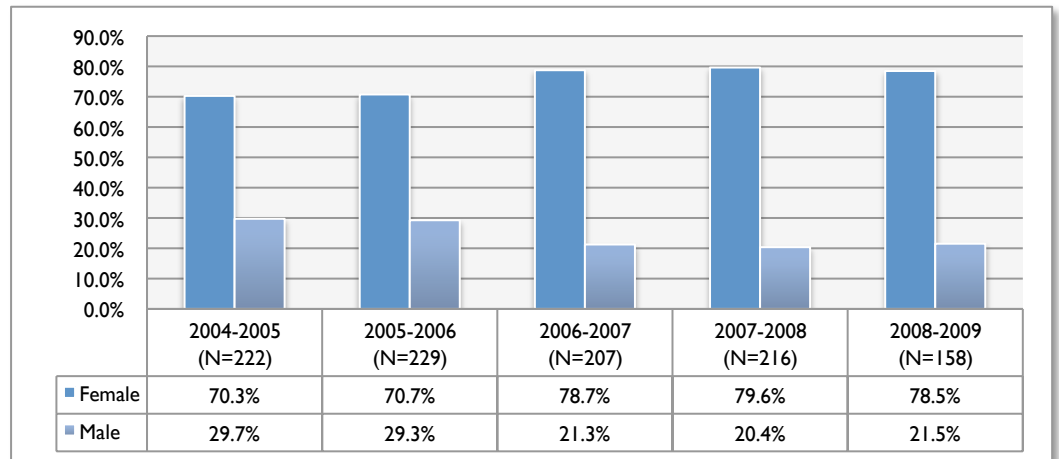


Figure 2.17b:
Certificates Awarded
by Gender



D. Community College Chancellor's Office Management Information Systems

Approximately two-thirds of Associate Degrees are awarded to female students. Female students are overrepresented among degree earners when compared with the overall credit student population; only 55% of credit students are women.

Women represent even more of the certificates awarded; nearly 80% of certificate earners are women. They are overrepresented among certificate earners.

2.18 Transfers to UC/CSUs by Ethnicity/Race

Figure 2.18a:
Transfers to UCs by
Ethnicity/Race

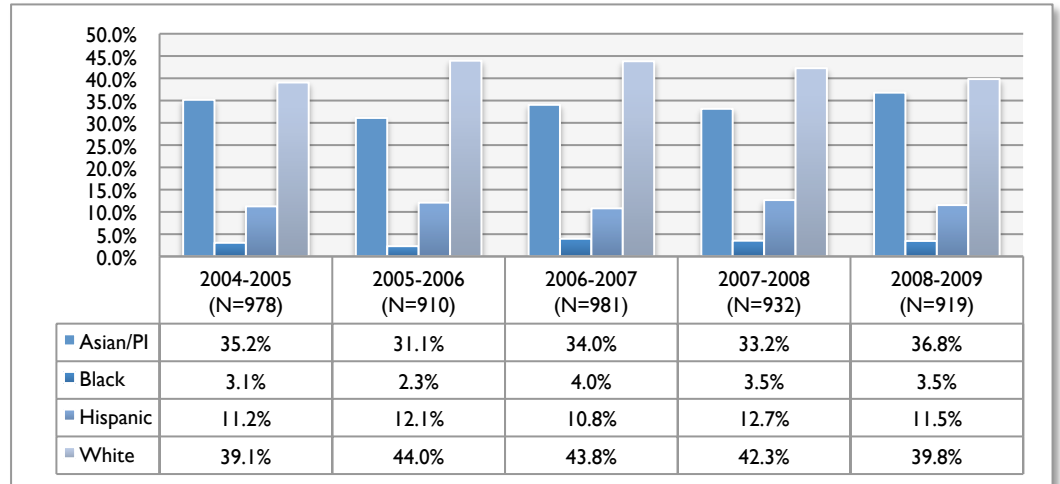
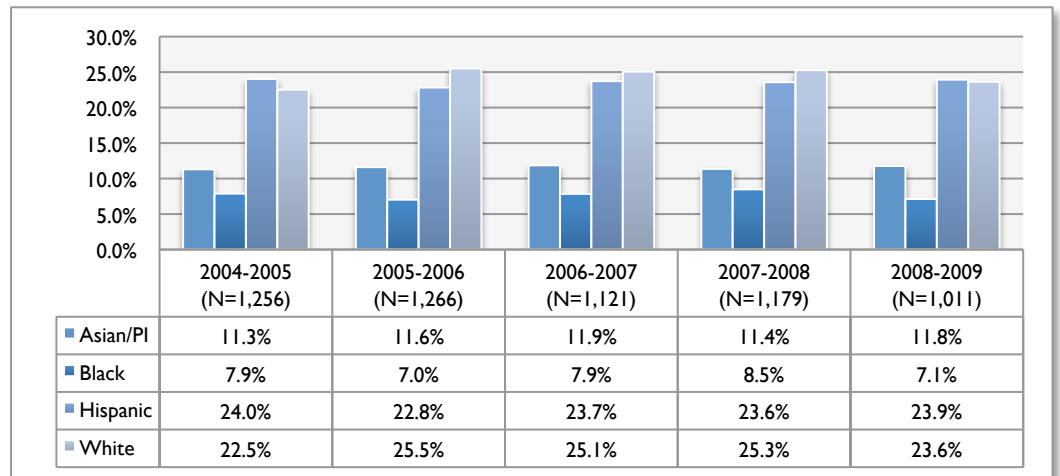


Figure 2.18b:
Transfers to CSUs by
Ethnicity/Race



Data source: California Postsecondary Education Commission

The figures above describe the percent of UC and CSU transfer in the last five academic years by ethnicity/race. Only the four largest ethnic/race groups are included in the charts; however the total count (N) includes all students, including those not represented in the four largest ethnic/race categories. The CSU transfer counts separate the non-resident aliens (international students) from other ethnic/race groups. The international students who transfer to the UC campuses are not separate from the other ethnic/race categories.

When compared with other ethnic/race groups, disproportionately more Asian/Pacific Islander and White students transfer to the UC system; 36.8% and 39.8% of all UC transfers in 2008-2009 were Asian/Pacific Islander and White, respectively, and 3.5% and 11.5% of all UC transfers in 2008-2009 were African American/Black and Hispanic, respectively.

When compared with other ethnic/race groups, disproportionately more Hispanic and White students transfer to the CSUs; 23.9% and 23.6% of all CSU transfers in 2008-2009 were Hispanic and White, respectively, and 11.8% and 7.1% of all UC transfers in 2008-2009 were Asian/Pacific Islander and African American/Black, respectively.

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The data reveal that a large number of Asians/Pacific Islander and White students are transferring to the UCs. Disproportionately fewer Asian/Pacific Islander students are transferring to the CSUs when compared to the percent transferring to UCs.

White students are most successful in transferring to the UCs and CSUs. They represent a large proportion of UC and CSU transfers. African American/Black students, on the other hand, are not experiencing as much success. They represent the smallest group of students transferring to both the UCs and CSUs.

Hispanic students represent only about 10% of students transferring to the UCs. A larger proportion of CSU transfer is Hispanic (about 25%). However, they are still underrepresented when compared with the credit student population; 32.2% of fall 2009 credit students were Hispanic.

Full-year transfer data by gender are unavailable; therefore, transfer to UCs/CSUs by gender is not discussed in this report.

2.19 Transfer Rates by Ethnicity/Race

Table 2.19:
Transfer Rates by
Ethnicity/Race

		99-00 to 04-05	00-01 to 05-06	01-02 to 06-07	02-03 to 07-08	03-04 to 08-09
Asian/PI	Cohort	805	599	564	506	408
	Transferred	430	349	344	297	260
	Transfer Rate	53.4%	58.3%	61.0%	58.7%	63.7%
African American/Black	Cohort	356	303	260	221	188
	Transferred	117	111	84	79	86
	Transfer Rate	32.9%	36.6%	32.3%	35.7%	45.7%
Hispanic	Cohort	948	886	833	719	467
	Transferred	280	303	240	233	191
	Transfer Rate	29.5%	34.2%	28.8%	32.4%	40.9%
White	Cohort	1,173	1,070	1,108	983	932
	Transferred	616	617	623	599	601
	Transfer Rate	52.5%	57.7%	56.2%	60.9%	64.5%

Data Source: California Community College Chancellor's Office Data Mart

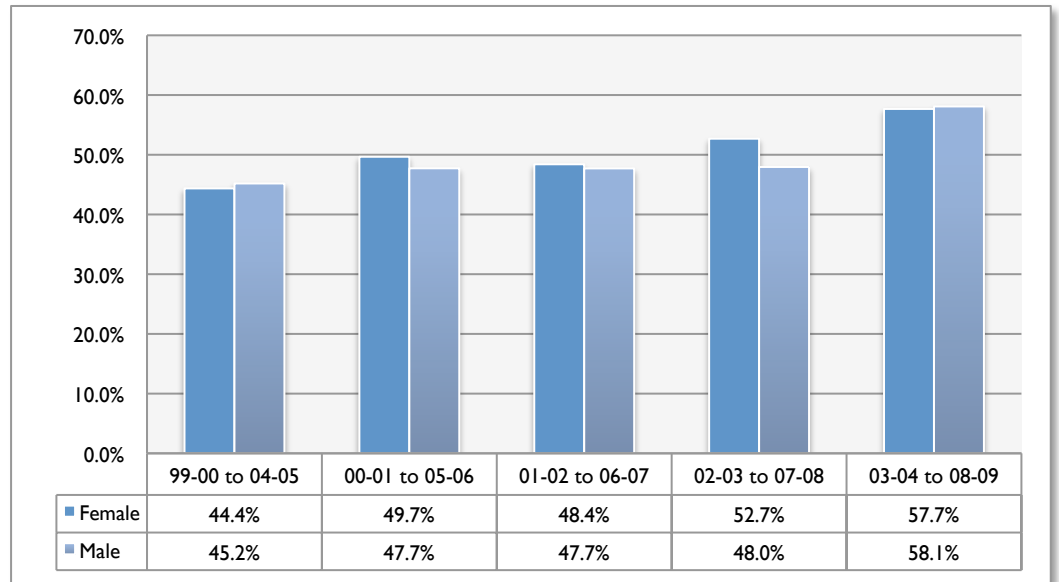
Transfer rate data are available on the California Community College Chancellor's Office website. Transfer rates are calculated by dividing the total number of transfer-intended students by the number of those that actual transfer within six years. Transfer intent is defined as any first-time student in an academic year who complete 12 or more credit units and attempt transfer-level math or English.

The table above describes transfer rates of first-time students by ethnicity/race. Only the four largest ethnic/race groups are reported. In general, the transfer rates for all groups of students, regardless of ethnicity/race, have been increasing over the last five cohort years. In addition, the numbers of students in the cohort, regardless of ethnicity/race, have all been decreasing. Once again, it is important to note that the decrease in the cohorts beginning in 2003 is due to the reduction in course offerings due to the state budget crisis.

When compared with other groups of students, Asian/Pacific Islander and White students transfer at higher rates (63.7% and 64.5%, respectively, for the 2003-2004 cohort). Still, the transfer rates for the two groups are low; only two-thirds of students who intend to transfer make the transfer. African American/Black and Hispanic students experience more difficulty in the transfer process. Disproportionately fewer African American/Black and Hispanic transfer-intended students make the transfer to a four-year institution within six years (45.7% and 40.9%, respectively, for the 2003-2004 cohort). Less than half of students from these groups transfer.

2.20 Transfer Rates by Gender

Figure 2.20
Transfer Rates by
Gender



Data Source: California Chancellor's Office Data Mart

Transfer rates do not differ by gender.

In summary, the student equity performance indicators reveal that African American/Black and Hispanic students are not experiencing equitable outcomes. When compared with other groups, these students experience more difficulty achieving success in several areas, including persistence, course success, certificates/degrees, and transfer.

Both women and men achieve equitable outcomes on most measures. However, disproportionately more degree and certificate earners are women when compared with men.

>>> SUMMARY OF FINDINGS

The “Supportive Learning Environment” section of the document reveals that while SMC is performing at satisfactory rates on several indicators, there is much room for improvement on other indicators. The following provides a summary of the college’s performance related to promoting supportive learning environment:

Enrollment of Historically Underrepresented Students in District

- Data indicators in this section reveal that a little less than a quarter of high school graduates in the district subsequently enroll at SMC and the percents have been increasing over the last five graduating classes.
- Enrollment of historically underrepresented populations in higher education (African American/Black, Hispanic, and low-income) at SMC was examined. The data reveal that only about 12% of the historically underrepresented people residing in the district are enrolled at SMC. Less than 10% of the low-income district residents are enrolled at SMC. While the figures seem low, it is consistent with student background data; a large majority (nearly 95%) of credit SMC students comes from beyond the Santa Monica-Malibu district borders. In addition, SMC serves a large population of those from underrepresented groups; about 40% of students are African American/Black or Hispanic and 38% of students receive financial aid.

Response to Community Needs

- Overall, the data reveal that SMC is doing well in responding to the community needs in its course offerings and enrollments. For example, the college serves about 3,000 students through the Emeritus College, a program for adults 55 and older. Enrollments in Emeritus courses have been increasing; these courses represent about 7% of all course enrollments. Disproportionately more Emeritus students tend to be female, older, and White.
- SMC also responds to community needs by offering classes that can be completed in different lengths of time and through different modes of instruction. About 20% of course enrollments are in class sections lasting less than the traditional 15 or 16 week semester. Enrollment data by mode of instruction reveal that nearly 11% of all credit enrollments are in distance learning courses and the percent has increased by 5% over the last five fall terms. In the last fall term (2009), about two in ten students were enrolled in at least one distance learning course and the figure continues to increase.
- The performance indicators in this area reveal that SMC is responding to the needs of ESL students. In addition to credit ESL courses, SMC offers non-credit ESL and Intensive English Program courses. The enrollments in both types of courses have increased over the last five fall terms.
- The area where SMC can improve is in its course offerings in basic skills courses. Currently, 80% of all course enrollments are in transferable courses and basic skills course enrollments account for less than 10% of credit enrollments. This data is alarming given that a large proportion of entering students place into basic skills math, English, and/or ESL (see Tables 1E, 1G, and 1I).

Student Equity

- Student demographic data reveal that SMC serves an ethnically diverse student population; in fall 2009, approximately 19% of credit students were Asian/Pacific Islander, 11% were African American/Black, 29% were Hispanic, and 32% were White.
- Student equity data reveal that Asian/Pacific Islander and White students do better than other ethnic/race groups on several indicators; including term persistence, course success, degrees and certificates awarded, transfer to UC and CSU, and transfer rates. African American/Black and

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Hispanic students are underrepresented or perform at lower rates on most of these indicators.

However, transfer rate data show that while African American/Black and Hispanic students transfer at the lowest rates, the rates are improving.

- Student equity data on gender reveal that in general, there is no different between gender groups on most of the educational outcomes and performance indicators. However, women are more likely than men to get degrees and certificates.

Supportive Collegial Environment

Santa Monica College (SMC) strives to create a supportive collegial environment by improving and enhancing decision making and communication processes in order to respect the diverse needs and goals of the entire college community. This area of institutional effectiveness attempts to measure how well the college is doing in supporting campus stakeholders and other constituents in program improvement, assessment of Student Learning Outcomes, and engaging in a culture of inquiry. In its first edition, the current Institutional Effectiveness Report will report only one performance indicator for supportive collegial environment: comparison of employee demographic profile with the student population. Future reports will expand this area and include additional performance indicators such as the percent of staff who participate in professional development opportunities.

>>>BACKGROUND

The background section provides a context for the performance indicator measuring supportive collegial environment. Demographic information for all employees and new hires and years of service are described.

Employee Demographic Profile

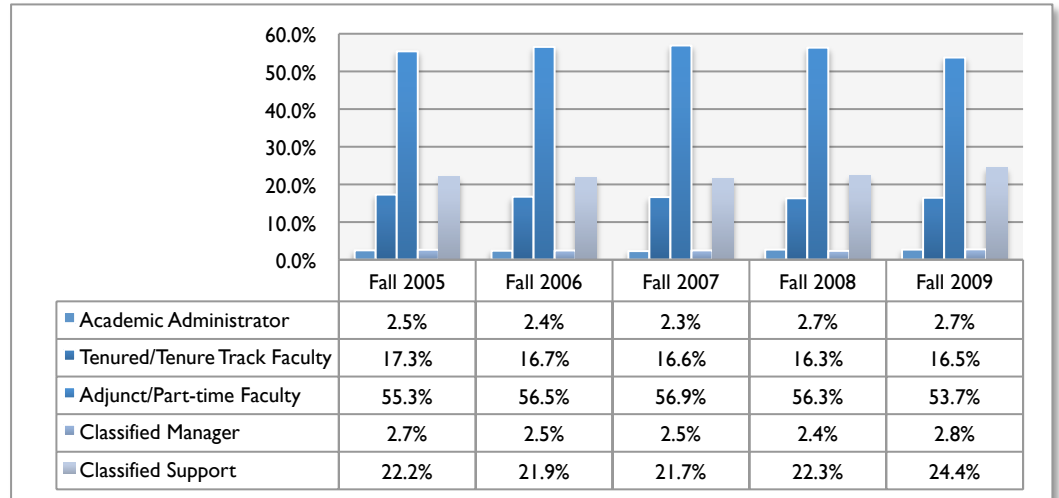
Employees by Job Classification

Table 3A:
Employees by Job
Classification

	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Academic Administrator	46	44	43	52	50
Tenured/Tenure Track Faculty	313	306	308	318	310
Adjunct/Part-time Faculty	1,001	1,033	1,053	1,097	1,011
Classified Manager	48	45	46	46	52
Classified Support	401	400	401	435	460
Total	1,809	1,828	1,851	1,948	1,883

Data Source: California Community College Chancellor's Office Data Mart

Figure 3A
Percent of Employees
by Job Classification



Data Source: California Community College Chancellor's Office Data Mart

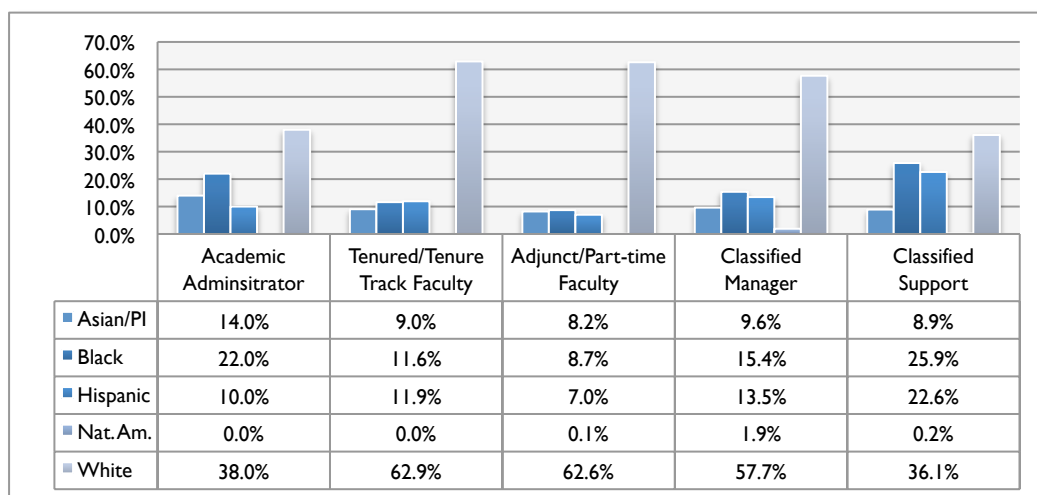
The table and figure above describe the count and percent of employees in fall terms by job classification. Overall, SMC employs approximately 1,900 academic administrators, full-time and part-time faculty, and classified managers and support staff each fall term. Adjunct/part-time faculty makeup the largest group of employees; in fall 2009, 1,011 adjunct/part-time faculty members taught classes at SMC representing about 54% of all employees. Over 400 employees each fall term are classified support staff representing nearly one-quarter of all employees. The number of classified support staff has increased over the last five fall terms to 460 in fall 2009. Each fall term, there are approximately 300 full-time tenured or tenure track faculty, 50 academic administrators, and 50 classified managers. Tenured/tenure track faculty represent about 17% of all employees and managers, both academic and classified, represent less than 6% of employees.

Employees by Ethnicity/Race - Fall 2009

Table 3B:
Employees by
Ethnicity/Race

	Asian/PI	African American/Black	Hispanic	Native Am/Alaskan Nat.	White	Unreported	Total
Academic Administrator	7	11	5	0	19	8	50
Tenured/Tenure Track Faculty	28	36	37	0	195	14	310
Adjunct/Part-time Faculty	83	88	71	1	633	135	1,011
Classified Manager	5	8	7	1	30	1	52
Classified Support	41	119	104	1	166	29	460

Figure 3B
Percent of Employees
by Ethnicity/Race



Data Source: California Community College Chancellor's Office Data Mart

The table and figure 3B describe the ethnicity/race of employees by job classification in fall 2009. When compared with other employee groups, disproportionately more tenured/tenure track faculty, adjunct/part-time faculty and classified managers are White; about six in ten are White. Disproportionately fewer academic administrators and classified support are White; fewer than four employees in these groups are White.

In each of the job classifications, Asian/Pacific Islanders represent the smallest ethnic/race group. Only 14% of academic administrators, 9% of tenured/tenure track faculty, 8.2% of adjunct/part-time faculty, 9.6% of classified managers, and 8.9% of classified support report being Asian/Pacific Islander.

About one-quarter of academic administrators and classified support staff reported being African American/Black. Disproportionately fewer tenured/tenure track faculty (11.6%), adjunct/part-time faculty (8.7%), and classified managers (15.4%) reported being African American/African American/Black when compared with other employee groups.

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Hispanics represent only 7% to 14% of academic and classified managers and tenured/tenure track and adjunct faculty groups. Hispanics represent a larger group among classified support staff (22.6%).

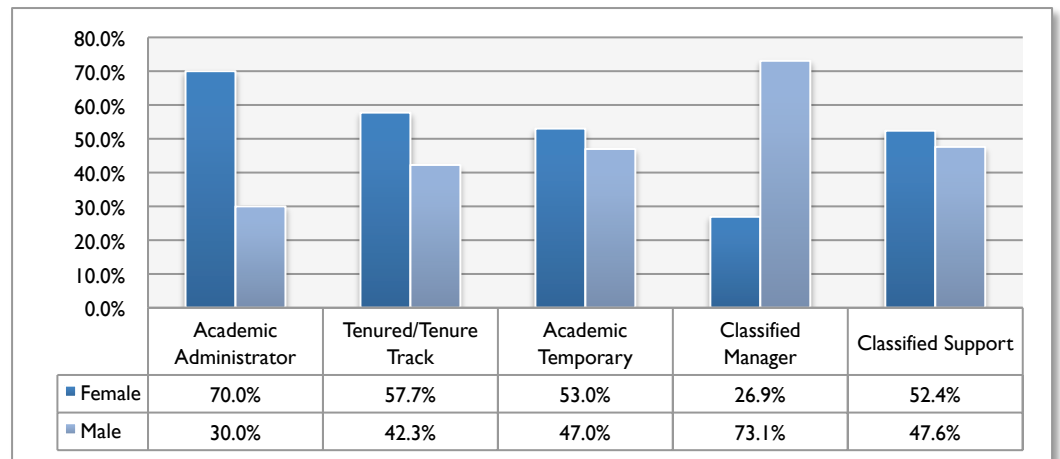
The data reveal that academic administrators and classified support staff at SMC are fairly ethnically diverse. However, while there are members from ethnic minority groups among the faculty groups and classified management, these groups are predominantly White.

Employees by Gender - Fall 2009

Table 3C:
Employees by Gender

	Female	Male	Total
Academic Administrator	35	15	50
Tenured/Tenure Track Faculty	179	131	310
Adjunct/Part-time Faculty	536	475	1,011
Classified Manager	14	38	52
Classified Support	241	219	460

Figure 3C:
Percent of Employees
by Gender



Data Source: California Community College Chancellor's Office Data Mart

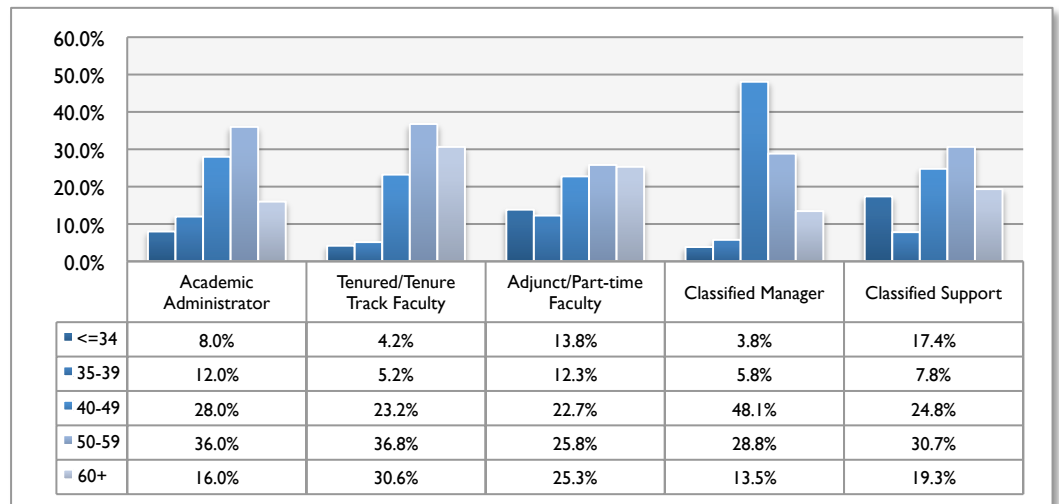
Faculty and classified support staff are fairly even divided among women and men. However, disproportionately more academic administrators are women (70%) than men (30%). The pattern is opposite among the other managers (classified); disproportionately more classified managers are men (73.1%) than women (26.9%).

Employees by Age - Fall 2009

Table 3D:
Employees by Age

	34 and Younger	35-39	40-49	50-59	60 and Older	Total
Academic Administrator	4	6	14	18	8	50
Tenured/Tenure Track Faculty	13	16	72	114	95	310
Adjunct/Part-time Faculty	140	124	230	261	256	1,011
Classified Manager	2	3	25	15	7	52
Classified Support	80	36	114	141	89	460

Figure 3D
Percent of Employees
by Age



Community College Chancellor's Office Data Mart

A majority of all employees are 40 years of age or older. Disproportionately more tenured/tenure track faculty are 50 or older (67.4%) when compared with other employee groups; only about employees from other job classification groups are 50 or older.

The largest proportion of employees 34 years of age and younger are classified support and adjunct faculty; 17.4% of classified support staff and 13.8% of adjunct faculty are 34 years old or younger. A very small percent of tenured/tenure track faculty (4.0%) and classified managers (3.8%) are 34 years old or younger.

New Hires Demographic Profile

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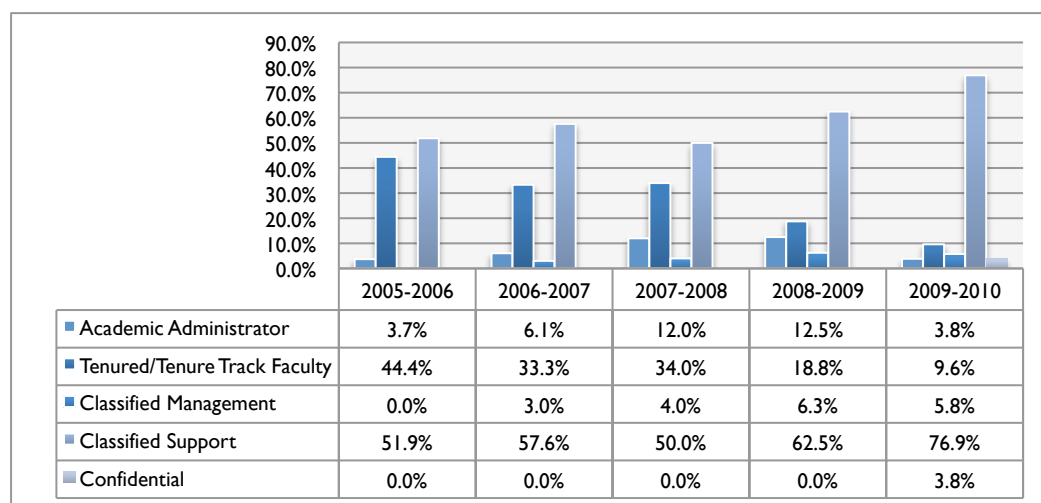
The following section describes the most recently hired employees by ethnicity/race, gender, and age. Unlike the data reported in the previous section which reported a snapshot of fall terms, the current section reports data for the last five full academic years. Only full-time hires were included in the analyses.

New Hires by Job Classification

Table 3E:
New Hires by Job
Classification

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Academic Administrator	2	2	6	10	2
Tenured/Tenure-Track	24	11	17	15	5
Classified Management	0	1	2	5	3
Classified Support	28	19	25	50	40
Confidential	0	0	0	0	2
Total	54	33	50	80	52

Figure 3E:
New Hires by Job
Classification



Data Source: Santa Monica College Office of Human Resources

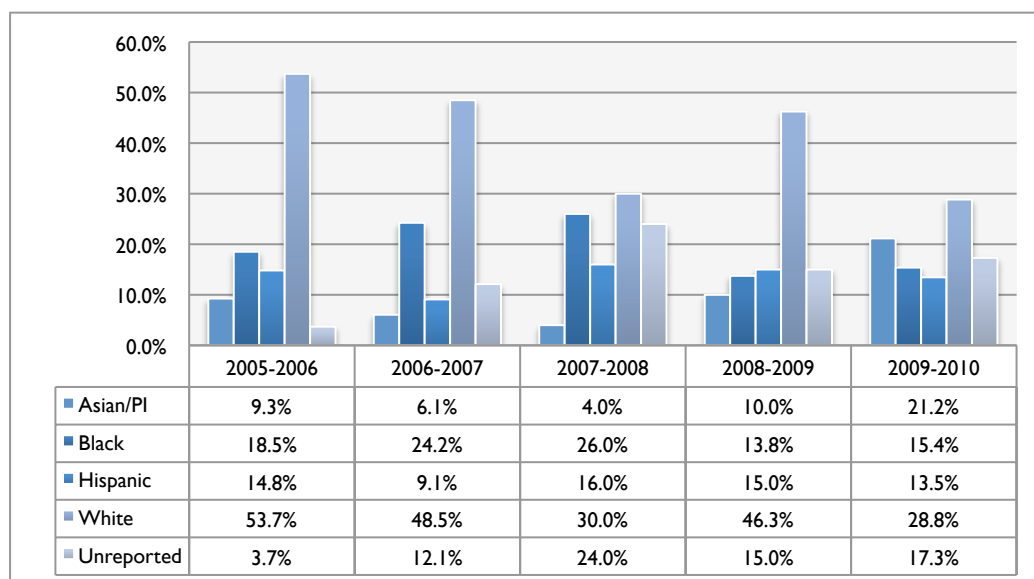
Each year, the largest group of new hires was classified support staff. In the 2009-2010, approximately 77% of new hired were classified support. The number of new tenure/tenured has dramatically decreased over the last five years. In 2005-2006, SMC hired 24 new full-time, tenure-track faculty members. By 2009-2010, the number decreased to five. The percent of new academic administrators/classified managers have fluctuated between 3.7% and 30.3% between 2005-2006 and 2009-2010.

New Hires by Ethnicity/Race

Table 3F:
New Hires by
Ethnicity/Race

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Asian/PI	5	2	2	8	11
African American/Black	10	8	13	11	8
Hispanic	8	3	8	12	7
Two or More Races	0	0	0	0	2
White	29	16	15	37	15
Unreported	2	4	12	12	9
Total	54	33	50	80	52

Figure 3F
Percent of New Hires
by Ethnicity/Race



Data Source: Santa Monica College Office of Human Resources

The table and figure above describe the new hires by ethnicity/race. In general, the largest proportions of new hires each year are White. The percent of new hires who are Asian/Pacific Islander, African American/Black, and Hispanic vary each year. The percents of new hires who did not report an ethnicity/race have been substantial (varying between 3.7% and 24.0% of new hires) which may skew the percents of new hires for each ethnicity/race group.

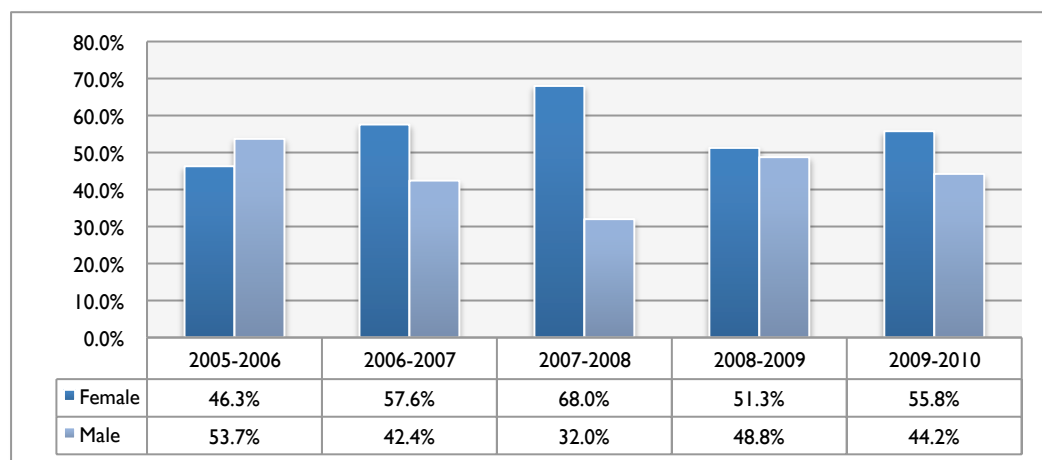
New Hires by Gender

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Table 3G:
New Hires by Gender

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Female	25	19	34	41	29
Male	29	14	16	39	23
Total	54	33	50	80	52

Figure 3G:
Percent of Employees
by Gender



Data Source: Santa Monica College Office of Human Resources

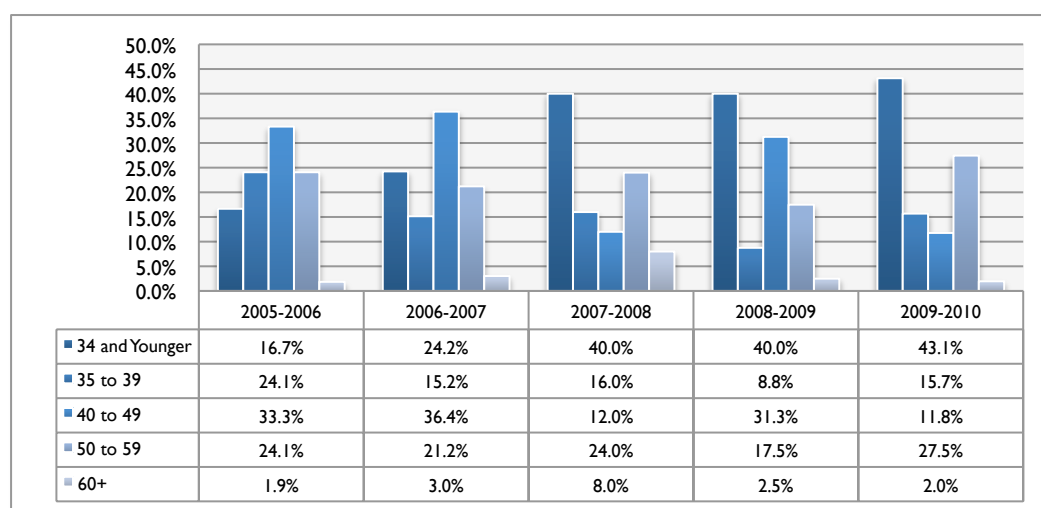
The breakdown of new hires by gender has varied somewhat over the last five academic years. For most years, SMC has hired disproportionately more women than men (except in 2005-2006). In the last academic year, women represented approximately 56% of all new hires.

New Hires by Age

Table 3H:
New Hires by Age

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
34 or Younger	9	8	20	32	22
35 to 39	13	5	8	7	8
40 to 49	18	12	6	25	6
50 to 59	13	7	12	14	14
60 or Older	1	1	4	2	1
Total	54	33	50	80	51

Figure 3H
New Hires by Age



College Office of Human Resources

New hires between the ages of 50 and 59 represent approximately a quarter of all new hires each year. The proportion of new hires who are 34 years of age or younger has increased over the last five academic years. In 2005-2006, only 16.7% of all new hires were 34 years or younger. In 2009-2010, the figure more than doubled; approximately 43.1% of all new hires were 34 years old or younger. The data reveal that SMC is hiring disproportionately more full-time employees who are in the youngest age group each year.

Years of Service

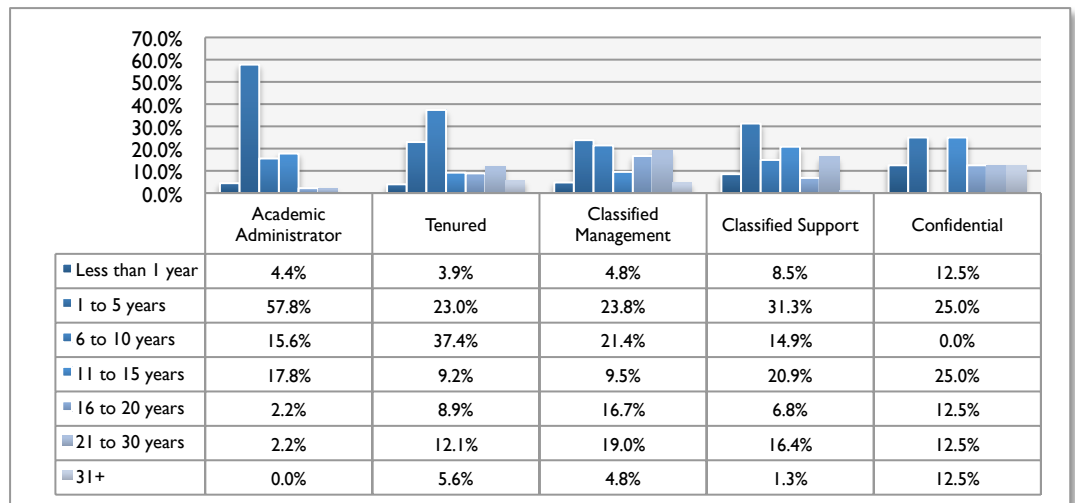
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Years of service for full-time employees working at SMC in 2009-2010 were calculated. Years of service measures the extent to which employees are dedicated and retained in their positions. Years of service was determined by the total number of years completed as an employee in their *current position*. For example, an employee who served two complete years at SMC but was in their third year of service had a 'years of service' designation of 'two'.

Table 31:
Years of Service

	Less than 1 Year	1 to 5 Years	6 to 10 Years	11 to 15 Years	16 to 20 Years	21 to 30 Years	31 or More Years
Academic Administrator	2	26	7	8	1	1	0
Tenured/Tenure Track Faculty	12	70	114	28	27	37	17
Classified Management	2	10	9	4	7	8	2
Classified Support	40	147	70	98	32	77	6
Confidential	1	2	0	2	1	1	1

Table 31:
Years of Service



Data Source: Santa Monica College Office of Human Resources

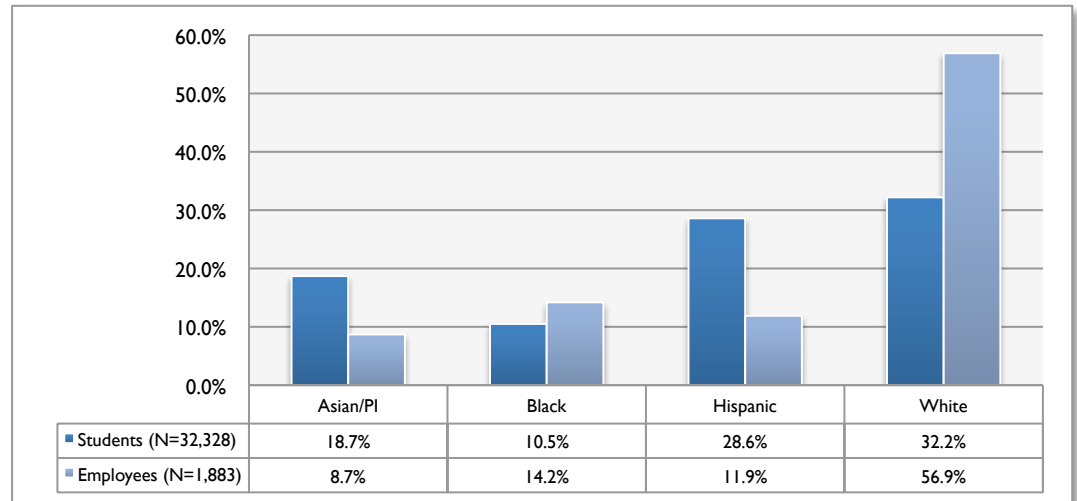
Disproportionately more academic administrators have been in their current positions at SMC for five years or less (62.2%) when compared with other employee groups. A large percent of confidential employees (62.5%) have served in their current positions for more than 10 years. Classified managers, classified support staff, and tenured/tenure track faculty are somewhat even distributed among years of service at SMC with disproportionately more employees having served fewer than 10 years than more than 10 years. The data trends are consistent with the statewide data that says there is higher turnover (thus fewer years served) in academic administrative positions than other employee groups.

>>> PERFORMANCE INDICATORS

The following section reports one performance indicator in the college's area of "Supportive Collegial Environment". The indicator compares the demographic profile (ethnicity/race and gender) of students and employees in the last fall term (2009). The college strives to have their employees reflect the student population it serves.

Ethnicity/Race Comparison - Fall 2009

Figure 3.1:
Ethnicity/Race
Comparison



Data Source: California Community Colleges Chancellor's Office Management Information Systems

Figure 3.1 describes the ethnicity/race of students and employees; only the four largest groups are included in the analyses. The ethnic/race comparison for employees and students reveal that disproportionately more employees are White (56.9%) and African American/Black (14.2%) when compared with the student population they serve (32.2% and 10.5%, respectively). While Asian/Pacific Islanders represent 18.7% of the student population, they only represent 8.7% of employees. Similarly, Hispanics represent 28.6% of the student population but only 11.9% of employees. These groups are underrepresented among the employee groups.

As indicated by Figure 3.1 (Ethnicity/Race Comparison – Fall 2009), disproportionately more SMC employees are White (56.9%) and African American/Black (14.2%) as compared to our student populations. In comparison, the SMC employees who are Asian/Pacific Islander (8.7%) and Hispanic (11.9%) are underrepresented as compared to our student populations. As shown by the trends indicated in Figure 3F (New Hires by Ethnicity/Race), during the last three years the proportion of our Asian /Pacific Islander new hires slowly increased and moved towards our student populations. However, the percentage of our Hispanic new hires fluctuated and, unlike our Hispanic student base, has not substantially increased. Further inquiry is required to determine the reason for this.

In the Employee Diversity Report dated October 6, 2009, we identified several areas to help us better align our employee populations with our student populations. These areas were encouraging and expanding our employee and employment outreach, improving diversity-related data, and solidifying the commitment of District leadership to diversity. We have started to systematically implement processes in each of these areas.

To encourage and expand our employee and employment outreach, we are in the process of implementing an online application process for faculty and academic administrator positions. The purpose of the online application process is to significantly increase the number of applications received and therefore to increase

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applicant diversity. In addition, based on the experience of the Personnel Commission with their online application process, we anticipate that the online application process will significantly improve diversity-related data for our faculty and academic administrators because we anticipate lower instances of race/ethnicity “unreported.”

Reflecting the District leadership’s commitment to diversity, a new position of Professional Development Coordinator was created and filled in August 2010. The coordinator will facilitate a consistent menu of professional development opportunities tailored to SMC District faculty, staff, administrators, and managers. These opportunities will be provided through the SMC Professional Development Institute that will launch with inclusivity workshops in Fall Semester 2010. The menu of options will include training related to leadership, institutional initiatives, SMC business practices and processes, legal compliance, technology, wellness, and personal growth.

As we implement these measures, we will assess the impact and progress made towards the goal of fostering a supportive collegial environment. We will report our findings to the District’s leadership during fall semester 2011, when we present our updated diversity report for 2009/2010 and mid-year 2010/2011.

>>> SUMMARY OF FINDINGS

The one major finding in the “Supportive Collegial Environment” section of the document is that when compared with the credit student population, employees are underrepresented among the Asian/Pacific

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Islander and Hispanic groups. In fall 2009, Asian/Pacific Islanders represented about 19% of the student population but only 9% of the employee population and Hispanics represented about 29% of the student population but only 12% of the employee population. However, new hire data reveal that SMC is hiring more employees from the two ethnic/race groups. In addition, the college has since engaged in several strategies to improve the diversity of the employee population.

Stable Fiscal Environment

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Santa Monica College (SMC) strives to create a stable fiscal environment by responding to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources. This area of institutional effectiveness attempts to measure how well the college is doing in terms of generating revenue and spending monies on instruction and support services. In its first edition, the current Institutional Effectiveness Report will report on five performance indicators. Future reports will expand this area and include additional indicators.

>>>BACKGROUND

The performance indicators measuring stable fiscal environment are best understood with a description of the current nationwide and statewide economic states. Finance data from the 2009 “State Higher Education Finance Report” reveals that enrollment has dramatically increased over the last decade and will continue to grow, especially for community colleges. However, federal and state funding for higher education, has not kept pace with enrollment growth and inflation. While states have been able to catch up with increasing enrollments and inflation during economic recoveries, during times of economic recession, higher education institutions, including community colleges have witnessed large cuts in funding per student. In the 2009 fiscal year, however, federal funds were able to stabilize the state budget cuts in higher education. (Source: *The Chronicle of Higher Education* 2010)

Still, enrollments continue to grow faster as more people are returning to school for re-training for their current careers or training for new careers. The loss of hundreds of thousands of jobs has meant additional increases in college enrollment, especially in community colleges where there are few academic prerequisites for admission. Colleges are expected to absorb the cost of educating more students while essentially receiving the same amount or fewer funds. (Source: *The Chronicle of Higher Education* 2010)

In California, the cost of education at a community college is lower than other states. Currently, California state residents only pay \$26 per semester unit; the cost per unit has remained somewhat stable over the last decade. Therefore, unlike some other states, California Community Colleges have not increased their tuition or enrollment fees to off-set the budget cuts in higher education. This is alarming given that the state of California is still facing a massive budget crisis. According to the USC School of Communication & Journalism, California Community Colleges are expected to receive \$840 million dollars for the 2010-2011 year; however, the state continues to miss payments to the statement, including \$116 million in July and approximately \$277 in August. The deferral of payments creates a large array of problems for colleges from cuts in student programs and services and the threat of not being able to pay basic operative expenses such as payroll.

It is under these economic circumstances that the performance indicators are reported for the “Stable Fiscal Environment” area.

>>>PERFORMANCE INDICATORS

The following section reports the outcomes data for the performance indicators for the college’s supporting goal, “Stable Fiscal Environment”. Performance indicators in this area relate to the college’s revenue and

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expenditures, including percent of total expenditures spent on salaries and benefits, cost per FTES, ratio of general fund balance to total expenditures, federal, state, and local revenues, and compliance with the 50% law.

Percent of Total Expenditures Spent on Salaries and Benefits

Table 4.1: Percent of Expenditures on Salaries & Benefits		2007-2008	2008-2009	2009-2010
	Total Expenditures	\$129,833,042	\$134,161,279	\$132,288,713
	Total Salary & Benefits	\$112,741,751	\$117,671,027	\$116,856,470
	Percent of Expenditures on Salaries & Benefits	86.8%	87.7%	88.3%

Data Source: Santa Monica College Office of Business/Administration

The percent of expenditures spent on salaries and benefits is a major indicator of overall institutional financial health. Lower percent figures mean that there are more dollars in the budget to spend on discretionary items. The percent of expenditures spent on salaries and benefits is approximately 88%. The figure has remained relatively stable over the last three fiscal years, however is increasing steadily. The data reveal that a large majority of the budget is spent on employee salaries and benefits and only about 10% of the budget is spent on all other items.

Percent of Total Expenditures Spent on Instruction

Table 4.2: Cost of Instruction (Cost per FTES)		2007-2008	2008-2009	2009-2010
	Total Funded FTES	27,130	26,943	26,204
	Cost per FTES	\$4,943.77	\$4,749.74	\$4,758.58

Data Source: Santa Monica College Office of Business/Administration

The cost of instruction is measured by determining the cost per funded Full-time Equivalent Student (FTES) enrollments. FTES is calculated by dividing the number of Weekly Student Contact Hours (WSCH) by 525, the total hours a full-time student would spend in a classroom in one year. WSCH is calculated differently depending on the class accounting methods (weekly census, positive attendance, daily census, independent study/work experience, and distance learning classes). California community colleges are largely funded by the state based on FTES. For every FTES that the SMC serves, it receives approximately \$4,500. In 2007-2008, the state funded 27,130 FTESs. By 2009-2010, the state funded 926 fewer FTES than in 2007-2008; only 26,204 FTES were funded meaning that SMC received fewer dollars.

The cost per FTES calculates the total dollars SMC spent in serving one FTES, including faculty salaries and benefits. While the number of funded FTES has slightly decreased and SMC received less funding from the state, the cost per serving one FTES has also decreased over the last three academic years.

Ratio of General Fund Balance to Total Expenditures

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Table 4.3:
Ratio of Fund Balance
to Total Expenditures

	2007-2008	2008-2009	2009-2010
Total Expenditures	\$129,833,042	\$134,161,279	\$132,288,713
Total General Fund Balance	\$16,797,976	\$17,408,976	\$18,470,103
Fund Balance to Total Expenditures Ratio	12.9%	13.0%	14.0%

Data Source: Santa Monica College Office of Business/Administration

The table above describes the ratio of the general fund balance to total expenditures. Expenditure is the dollar amount spent each fiscal year for all operating costs. A fund is a separate account for a specified purpose. SMC has a general fund as well as many other separate funds for specified activities. A fund balance is created when the revenues extend expenditures in the fund account for a fiscal year. A positive fund balance represents available financial resources for expenditure in the subsequent fiscal year. Having a large fund balance to total expenditure ratio is indicative of having financial flexibility and stability as a large fund balance can help colleges avoid interest costs related to excessive borrowing and accumulate sufficient assets to cover unforeseen costs or to make purchases.

The fund balance to total expenditures ratio in 2007-2008 was 12.9%. By 2009-2010, the ratio increased slightly to 14.0%. The data reveal that SMC has somewhat financial stability.

Federal, State, and Local Grants & Restricted Programs Revenue

Table 4.4:
Federal, State, and
Local Grants &
Restricted Programs
Revenue

	2007-2008	2008-2009	2009-2010
Federal Revenue	\$5,371,583	\$5,503,484	\$5,163,418
State Revenue	\$9,364,216	\$9,822,369	\$7,395,775
Local Revenue	\$10,676,439	\$10,660,675	\$10,038,821

Data Source: Santa Monica College Office of Business/Administration

Table 4.4 describes, in dollar amounts, the total revenue from federal, state, and local grants and restricted programs. Overall, SMC's largest revenue source is from local sources (approximately \$10 million) with state sources (approximately \$7 to \$9 million) coming in close second. SMC only receives approximately \$5 million from federal sources. With the exception of local revenue, the income from federal and state sources has decreased over the last three fiscal years.

Compliance with the 50 Percent Law

Table 4.5:
Compliance with the
50 Percent Law

	2006-2007	2007-2008	2008-2009
50% Law Calculation	53.9%	54.1%	53.7%

Data Source: Santa Monica College Office of Business/Administration

The Chancellor's Office of the California Community Colleges requires, by law (Education Code Section 84362 or the Fifty Percent Law), that all community college districts spend at least half of their current educational expenses on salaries for classroom instructions. The data above reveal that on average, SMC spends 54% of their educational expenses on instructor salaries.

>>> SUMMARY OF FINDINGS

The findings from the "Stable Fiscal Environment" section of the document reveal that while SMC is performing at satisfactory rates on several indicators, there is much room for improvement on other indicators. The following provides a summary of the college's performance related to promoting a stable fiscal environment:

- A large majority of the college's expenditures are spent on employee salaries and benefits which leaves only about 10% of the budget to spend on other expenses. There is room for improvement on this indicator.
- Despite recent state budget reductions, being funded fewer FTES, and enrolling more students, SMC has decreased the dollar amount it has spent on instruction. The cost of instruction was \$4,944 per FTES in 2007-2008; by 2009-2010, SMC spent less, \$4,759 per FTES.
- The fund balance data reveal that SMC has some financial flexibility and stability; the ratio of the general fund balance to total expenditures is about 15% and has slightly increased over the last three fiscal years.
- SMC relies less on federal sources for income and more on state and local revenue. This finding says that while the financial stability of SMC relies less on what's going on economically in the nation, the college still depends on the local and state economies.
- SMC is doing well in terms of complying with the 50 Percent Law. The data reveal that SMC spends more than 50% of its educational expenses for classroom instruction.

Sustainable Physical Environment

Santa Monica College (SMC) strives to create a sustainable physical environment by applying sustainable practices to maintain and enhance the colleges' facilities and infrastructure including grounds, buildings, and technology. This area of institutional effectiveness attempts to measure how well the college is doing in

employing sustainable practices. The current report includes on three performance indicators. Future reports will expand this area and include additional measures for sustainable physical environment.

>>>BACKGROUND

The background section provides a context for the performance indicator measuring sustainable physical environment. Current sustainable practices at SMC are described.

Recycling:

The recycling department is a subdivision of Operations within the Facilities Management Department. As its name implies, the department is in charge of all recycling, and refuse and waste diversion from local landfills. As at SMC, we have no facilities to sort discarded goods; our refuse is shipped to two collection facilities that maintain MRF's (Material Recovery Facilities). It is there that the waste is sorted and diverted to recycling and composting facilities within California.

Trash receptacles through the SMC campuses, encourage the division of recyclable goods and waste. Receptacles have provisions for bottles & cans/paper/litter. This model is also employed within the main campus cafeteria to help students gain awareness in their trash disposal efforts.

SMC is unique in that it houses an operating Vermitech outside the cafeteria. Most pre consumer food waste from the cafeteria is placed in the Vermitech where it is ingested by several hundred thousand worms that ultimately turn this product into worm castes which are then harvested for landscape fertilizer used by our Grounds department.

All cardboard is also compacted and sent to a recycling facility.

Recycled materials also include all byproducts of Construction and Demolition (C & D) from major construction projects. Documentation of the tonnages removed is reported in the performance indicator section of the report.

Lastly, SMC entered the 2010 "Recycle Mania" event along with 600 other colleges and universities and took 3rd place.

Grounds:

Ecological practices and sustainability are an integral part of the Grounds department mainly because of what has been *removed* for daily practice. Pesticides have been replaced by environmentally friendly herbicides; Vermitech by product has become the landscaping fertilizer of choice. An irrigation specialist now monitors daily the amount of water administered to landscape to ensure an optimum amount and to avoid waste. Wherever possible, California native and drought tolerant landscaping is used.

The sports field has been replaced with a Field Turf synthetic surface which requires only minimal watering to ensure that the surface remains cool and sanitary. It has also eliminated the need to constantly restripe the playing surface which has decreased the amount of paints/solvents used and disposed of.

Operations:

As with Grounds, the sustainable practices implemented by the Operations department have mostly been based on what can be *removed* from campus that has a negative effect on the environment. SMC no longer uses

harsh chemicals such as bleach or ammonia, for cleaning but instead uses environmentally “green” cleaning products that also gain us LEED points in the continued maintenance of new and existing buildings. All of our paper products used in campus facilities are at between 70 and 100% recycled paper content. The Operations department has also employed the use of Ionization guns (bottles) that convert regular tap water to a cleaning solution.

Maintenance:

It has become new practice to install automatic flush valves in restroom facilities in order to conserve water as well as automatic sensing faucets and hand towel dispensers. Where possible, air dryers are replacing paper towel dispensers to minimize paper waste. All paints used contain low or no VOC (volatile organic compounds). Any new carpet that is installed is manufactured in carbon neutral or negative manufacturing plants and has the ability to be recycled once it is removed from the campus and replaced.

Interior and exterior lights are placed on timed sensors to effectively eliminate the use of lights in unoccupied areas and conserve energy. Solar voltaic panels are being employed on all new buildings as a measure of energy conservation and electrical self generation.

All mechanical equipment has been placed on a regular preventative maintenance schedules to ensure that equipment runs at optimum performance for energy consumption. The same equipment has been set on timers to avoid usage when areas are unoccupied.

>>> PERFORMANCE INDICATORS

The following section reports the outcomes data for the performance indicators for the college’s supporting goal, “Sustainable Physical Environment”. This section reports the college’s performance on three indicators, including total tonnage disposed, annual employee per capital disposal, and the annual student per capital disposal.

Total Tonnage Waste Disposal

Table 5.1:

Total Tonnage
Waste Disposal

Santa Monica College
2010 Institutional Effectiveness Report
Office of Institutional Research

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	2007	2008	2009
Total Tonnage Waste Disposed	616.2	701.4	447.2

Data Source: State Agency Waste Management Annual Report

Table 5.1 describes the total waste disposed, in tons for each annual year. The tonnage waste disposal amount is calculated by subtracting the total waste tonnage diverted (or recycled) from the total waste tonnage generated. In 2007, SMC disposed of over 616 tons of waste. In 2008, the figure increased to 701; SMC disposed of more waste in this year. By 2009, however, the total tonnage of waste disposed decreased to 447. The data reveal that in the most recent year, SMC disposed of less waste and was able to divert more of the waste generated on campus.

Per Capita Disposal

With the passing of the Senate Bill (SB) 1016, the reporting method for recycling/waste reduction in the State Agency Waste Management Annual Report has changed. In the past, success in waste reduction was measured against the performance of other college district. However, the new reporting method for waste reduction allows college districts to determine performance based on its previous year data. The indicators described below the annual per capita disposal for employees and students for the last three years. It is calculated by dividing the total pounds of waste disposed by the number of employees working at SMC (for the employee-related indicator) or the number of students attending at SMC (for the student-related indicator) by the number of days in a year. Pounds of waste are converted from tonnage. The targets were derived by dividing the waste generation in the target year, 2006, by half then dividing by the population then dividing by 365 (the number of days in one year). In 2006, SMC's total waste generated was 11,908.4 tons. Waste generation was particularly high in the target year as there was a lot of construction/demolition on campus. Half of 11,908.4 tons is 5,954.2 tons or 11,908,400 pounds. The latter figure was divided by the number of employees (1,898) and students (23,313) in 2006, then by 365 which produced the per capita disposal target of 17.2 lbs/person/day for employees and 1.4 lbs/person/day for students. Per capita disposal numbers lower than the target are desirable.

Annual Employee and Student per Capita Disposal (lbs/person/day)

Table 5.2:
Annual Employee Per
Capita Disposal

	2007	2008	2009
Total Disposed Tons	616.2	701.4	447.2
Total Disposed Pounds	1,232,400	1,402,800	894,400
Employees	1,955	2,015	1,919
Annual Per Capita Disposal (lbs/employees/day)	1.7	1.9	1.3

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TARGET	17.2	17.2	17.2
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Table 5.3:
Annual Student Per
Capita Disposal

	2007	2008	2009
Total Disposed Tons	616.2	701.4	447.2
Total Disposed Pounds	1,232,400	1,402,800	894,400
Students	24,000	25,139	29,199
Annual Per Capita Disposal (lbs/students/day)	0.1	0.2	0.1
TARGET	1.4	1.4	1.4

Data Source: State Agency Waste Management Annual Report

The annual per capita disposals for employees have decreased. In 2007, the per capital disposal amount was 1.7 lbs/person/day; by 2009, the figure dropped to 1.3 lbs/person/day. The annual per capital disposals for students have remained stable in the last three years (1.4 lbs/person/day). Both sets of per capital disposal figures are below the target and have not increased; therefore, the data reveal that SMC is doing well in terms of waste management.

>>>SUMMARY OF FINDINGS

The findings from the current chapter reveal that SMC is performing at a satisfactory level on indicators measuring “Sustainable Physical Environment”. For instance, the trend in total tons of waste disposed has been decreasing over the last three years. SMC is disposing less and less waste and diverting more of its waste generated. In addition, the college is meeting its target in per capita disposal for both employees and students; the per capita disposal for both campus constituents are low (less waste is disposed per person per day) and have either decreased or remained stable over the last three years.

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