

2013 Annual Report on Institutional Effectiveness



Prepared by the
Office of Institutional Research
Spring 2013

SANTA
MONICA
COLLEGE

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2013 SMC Dashboard: Institutional Priorities

Institutional Priorities								
Key Indicator	Pg #	2010	2011	2012	2013	Target by 2015/16	2013 Performance	Institution-set standards
1.1 Persistence Rate	12	74.7%	73.2%	76.2%	78.1%	75%	●	71.8%
1.7 Transfer Rate	26	58.3%	49.5%	51.9%	47.0%	Remain steady	○	47.0%
1.9 Basic Skills Course Improvement Rate	33	68.6%	69.3%	71.5%	71.5%	73%	○	66.7%
1.10 Basic Skills Transition to Degree Course Rate	38	34.4%	35.9%	34.4%	36.5%	39%	○	33.5%
1.12 CTE Completion Rate	45	50.6%	46.5%	45.8%	45.9%	47%	○	43.8%
1.18 Equity Gap – Completion Rate	59	23.1%	23.2%	25.2%	25.1%	Decrease year-over-year	◐	<=25.7%
1.19 Equity Gap – Transfer Rate	62	19.0%	24.6%	24.1%	24.4%	Decrease year-over-year	◐	<=25.6%

Definitions

- 1.1: Enrolled in credit course in subsequent fall term anywhere in CCC / First-time freshmen completed 6 units
- 1.7: Transferred to any four-year institution within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math
- 1.9: Successfully completed higher level course within 3 years / Began English, math, or ESL sequence and successfully completed course 2 or more levels below transfer
- 1.10: Enrolled in degree-applicable English, ESL, or math course within 3 years / Began English, ESL, or math sequence in basic skills
- 1.12: Earned certificate or AA/AS or transferred within 6 years / First-time freshmen completed 12 units & attempted an advanced occupational course
- 1.18: Difference in average progress and achievement rates between group with highest rates (Asian/PI & White) and group with lowest rates (Black & Hispanic); progress and achievement rates calculated by dividing the number of first-time freshmen completed 12 units & attempted a transfer-level math or English or advanced occupational course (cohort) by the number of students in the cohort who transfer to a four-year institution, earn a certificate or AA/AS, or achieve transfer prepared (complete 60 transferable units with 2.0 GPA or higher) or transfer directed (complete transfer English or math) status within 6 years
- 1.19: Difference in average transfer rates between group with highest rates (Asian/PI & White) and group with lowest rates (Black & Hispanic)

Dashboard: Innovative and Responsive Academic Goal

Progress & Achievement

Key Indicator	Pg #	2010	2011	2012	2013	Institution-set Standards
1.2 Course Success Rate	16	65.4%	67.0%	68.6%	69.0%	64.1%
1.3 Degrees Awarded	18	1,329	1,409	1,243	1,225	1,171
1.4 Certificates Awarded	19	158	257	1,397	1,505	1,306
1.5 Transfers to Public 4-Years (UC/CSU Combined)	21	2,111	1,930	1,833	2,063	1,800
1.6 Progress & Achievement Rate	24	58.5%	66.5%	60.5%	59.2%	57.3%

Basic Skills & Career Technical Education (CTE)

1.8 Basic Skills Course Success Rate	30	53.6%	55.4%	57.1%	56.9%	53.0%
1.11 CTE Course Success Rate	43	68.1%	69.3%	70.8%	71.4%	66.4%
1.21 Registered Nursing License Exam Pass Rate	66	94.6%	97.4%	94.4%	96.4%	90.9%
1.22 Respiratory Therapy License Exam Pass Rate	68	--	100%	92.3%	96.0%	91.3%
1.23 Cosmetology License Exam Pass Rate	70	--	89.7%	92.4%	85.8%	84.8%

Distance Learning

1.13 Distance Learning Course Success Rate Gap	49	7.4%	5.2%	5.3%	4.1%	<=5.8%
1.14 Distance Learning Course Retention Rate Gap	51	9.1%	6.5%	6.5%	5.1%	<=7.1%

Response to Community Needs

1.15 SMMUSD Graduates to SMC Rate	54	32.2%	31.7%	30.1%	30.2%	NA
1.16 Geographic Area HS Graduates to SMC Rate	55	24.8%	26.7%	21.9%	20.0%	NA

Student Equity & Curriculum

1.17 Equity Gap – Course Success Rate	57	15.7%	15.2%	14.2%	15.5%	<=15.9%
1.20 Percentage of Students Enrolled in Sustainability Related or Focused Courses	65	--	--	61.2%	63.4%	NA

Definitions

- 1.2: A, B, C, CR, P grades / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades
 1.3: # Associate Degrees awarded
 1.4: # career certificates awarded (does not include departmental certificates)
 1.5: # transferred to UC or CSU institution
 1.6: Transferred to a four-year institution, earned a certificate or AA/AS, or achieve transfer prepared (completed 60 transferable units with 2.0 GPA or higher) or transfer directed (completed transfer English or math) status within 6 years / First-time freshmen completed 12 units & attempted transfer-level English or math or advanced occupational course
 1.8: A, B, C, CR P grades in basic skills English, ESL, and math courses / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in basic skills English, ESL, and math courses

1.11: A, B, C, CR P grades in courses with SAM code A, B, C, or D / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades in courses with SAM code A, B, C, or D

1.13: Difference between course success rates in distance learning and on-ground classes for same courses

1.14: Difference between course retention rates in distance learning and on-ground classes for same courses

1.15: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public HS in SMMUSD

1.16: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public/charter HS within 10 miles of SMC main campus zip code (90405)

1.17: Difference in average course success rates between group with highest rates (Asian/PI & White) and group with lowest rate (Black & Hispanic)

1.20: Enrolled in credit course identified as sustainability related or focused / Credit student

1.21: Passed NCLEX exam on first attempt / Earned an RN associate degree at SMC

1.22: Passed CRT exam on first attempt / Earned a respiratory therapy associate degree at SMC/ELAC

1.23: Pass events / Test (Cosmetology, Esthetician, and Manicuring written and practical) event by student who completed cosmetology coursework at SMC

Dashboard: Supportive Learning Goal

Supportive Learning						
Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
2.1 First-time Freshmen Orientation Rate	74	98.8%	98.6%	98.7%	100%	↑
2.2 First-time Freshmen Assessment Rate	75	98.6%	98.4%	98.4%	99.9%	↑
2.3 Percentage of Students Receiving Financial Aid	76	30.8%	35.8%	40.4%	46.1%	↑
2.4 Counseling Contact Rate	78	57.8%	59.6%	61.4%	61.3%	—
2.5 CCSSE – Active & Collaborative Learning (range 0 to 1)	80	NA	NA	NA	0.38	NA
2.6 CCSSE – Student Effort (range 0 to 1)	80	NA	NA	NA	0.48	NA
2.7 CCSSE – Academic Challenge (range 0 to 1)	80	NA	NA	NA	0.61	NA
2.8 CCSSE – Student-Faculty Interaction (range 0 to 1)	80	NA	NA	NA	0.40	NA
2.9 CCSSE – Support for Learners (range 0 to 1)	80	NA	NA	NA	0.42	NA

Definitions

- 2.1: Completed online orientation within 1 term of enrollment / First-time freshmen with transfer, degree, or certificate goal
 2.2: Completed assessment (including SMC placement, challenge exam, prior completion of coursework, advanced placement exam, or other college's placement) within 1 year of enrollment / First-time freshmen enrolled in credit course
 2.3: Received BOG enrollment fee waivers, grants, loans, scholarships, and/or work-study / Enrolled in credit course
 2.4: Visited counseling center or enrolled in COUNS 20 fall and/or spring term / Credit student with transfer, degree, or certificate goal
 2.5: Average score of sample on 7 survey items related to Active & Collaborative Learning Benchmark
 2.6: Average score of sample on 8 survey items related to Student Effort Benchmark
 2.7: Average score of sample on 10 survey items related to Academic Challenge Benchmark
 2.8: Average score of sample on 6 survey items related to Student-Faculty Interaction Benchmark
 2.9: Average score of sample on 7 survey items related to Support for Learners Benchmark

Dashboard: Stable Fiscal Goal

Stable Fiscal						
Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
3.1 Operating Surplus-(Deficit)	86	\$610,782	\$1,061,345	\$2,618,738	(\$8,840,474)	↓
3.2 WSCH/FTEF	88	641.07	659.30	635.00	629.23	—
3.3 Fund Balance Ratio	89	12.98%	13.96%	15.44%	8.38%	↓
3.4 Non-Resident Tuition Revenue	90	\$17,961,185	\$20,199,343	\$21,387,129	\$24,544,282	↑

Definitions

- 3.1: Actual revenues and transfers – Actual expenditures with one-time items
 3.2: Sum of class contact hours per week per student in each class section / Sum of weekly teaching load
 3.3: Total expenditures and transfers / fund balance (excluding designated revenue)
 3.4: Fees paid by international and out-of-state residents and Intensive English Program students

Dashboard: Sustainable Physical Goal

Sustainable Physical						
Key Indicator	Pg #	2010	2011	2012	2013	Trend (Prior to Current Year)
4.1 Electricity Usage (kWh) by Sq. Foot	92	14.15	13.93	12.84	13.76	↑
4.2 Gas Usage (BTU) by Sq. Foot	93	27,359	25,947	25,859	21,855	↓
4.3 Annual Employee per Capita Waste Disposal (lbs/employees/365)	94	1.9	1.3	0.9	0.9	—
4.4 Annual Student per Capita Waste Disposal (lbs/students/365)	95	0.2	0.1	0.1	0.0	—
4.5 Average Vehicle Ridership (AVR)	96	1.47	1.44	1.47	1.53	↑

Definitions

- 4.1 Annual electricity usage in kilowatt-hour (kWh) by the gross square footage from space inventory (not including space that does not meter electricity)
- 4.2 Annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from space inventory (not including space that does not use or meter gas)
- 4.3 Total pounds of waste disposed / Number of SMC employees / Number of days in a year (365)
- 4.4 Total pounds of waste disposed / Number of SMC students / Number of days in a year (365)
- 4.5 Employees worked per week day in survey week / Vehicles used to commute to work per week day in survey week

Dashboard: Supportive Collegial Goal

Supportive Collegial

Key Indicator	Pg #	2009	2010	2011	2012	Trend (Prior to Current Year)
5.1 Institutional Objectives Completion Rate	98	65.4%	78.6%	78.6%	81.8%	↑

Definitions

5.1 Institutional objectives in the SMC Master Plan for Education that is "Completed" or "Substantially Completed" / Institutional objectives in the SMC Master Plan for Education

Introduction

Institutional Effectiveness is the systematic and continuous process of measuring the extent to which a college achieves its mission, as expressed through the goals and strategic objectives developed in an educational master plan. The current (2013) report provides an update of the 2011-2016 institutional effectiveness process and an analysis of the college's progress towards the target goals.

Purpose of Institutional Effectiveness

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

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

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

Vision

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

Mission

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

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

Supporting Goals:

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 and comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Stable Fiscal Environment: 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.

Supportive Collegial Environment: Improve and enhance decision-making and communication processes in order to respect the diverse needs and goals of the entire college community.

The five college goals correspond to the major areas of the college, including instructional programs and curriculum, academic and student support services, fiscal operations, physical infrastructure, and human resources and collegiality. The institutional effectiveness process is organized by these college goals.

Definitions of Key Terms

The terms “key indicator”, “dashboard”, “minimum standard”, “target”, “performance year”, and “primary sponsor” are used extensively in the discussion of institutional effectiveness at Santa Monica College. These terms are defined below.

- **Key indicator:** a metric identified as being important in informing institutional effectiveness. A more detailed description of criteria for a key indicator is described in the “Development of Key Indicators” section.
- **Dashboard:** a visual tool monitoring the college’s performance on the key indicators which highlights trends and patterns. The six dashboards, when reviewed together, provide a balanced view of institutional effectiveness. One of the dashboards contains key indicators that have been identified as institutional priorities, and the other five dashboards highlight trend performance related to the college’s five goals. A more detailed description of the process of identifying the key indicators for the Institutional Priorities Dashboard is described in the “Development of Dashboards, Targets, and Minimum Standards” section.
- **Minimum Standard:** institution-set standards reflecting satisfaction performance of student learning and achievement. Minimum standards are set for each key indicator directly measuring student performance, such as course success, transfer, and degree completion.
- **Target:** a measurable outcome expressed either as a quantifiable value (for example, a target of 75%) or a trend (for example, year-over-year decrease), when achieved, will meaningfully move the needle on institutional effectiveness.
- **Performance year:** the key indicator value of the most recently reported year of institutional effectiveness. For key indicators on the Institutional Priorities Dashboard, the value in the performance year is measured against the target.
- **Primary sponsor:** campus personnel or groups directly responsible for or impacted by the key indicators. For example, the primary sponsors of Key Indicator 1.5: Transfer Rate are the Dean of Counseling, the Counseling Department Chair, and the Transfer Center faculty leader.

The following section describes, in detail, the five-year cycle and process of institutional effectiveness at Santa Monica College.

Institutional Effectiveness Cycle

The current set of institutional effectiveness indicators were first measured and reviewed systematically at Santa Monica College in 2010-2011 (2011 Institutional Effectiveness Report). During this pilot year, the Office of Institutional Research compiled an inventory of metrics related to the various areas of the college. The Office of Institutional Research relied on data that were readily available to calculate the metrics. The initial report was presented to various campus groups and informed the activities of the first official year of the 2011-2016 institutional effectiveness cycle in 2011-2012. The five steps of the five-year institutional effectiveness process are described in the following figure.

Institutional Effectiveness Process/Cycle



Year 1: Organize Data

- **Develop institutional effectiveness key indicators**
Organize existing data
- **Select key indicators for Institutional Priorities Dashboard and draft targets**
Based on recommendations from the District Planning Advisory Council (DPAC), the Academic Senate Joint Institutional Effectiveness Committee, and the primary sponsors of the key indicators
- **Identify key indicators needing further inquiry**
Based on recommendations from the primary sponsors of key indicators on the Institutional Priorities Dashboard; fine tune indicators

Year 2: Dig into Data

- **Conduct follow-up studies**
Conduct qualitative and quantitative research studies to deepen understanding of performance on Institutional Priorities Dashboard

Year 3: Develop Action Plan

- **Update targets**
Based on the findings of the follow-up research studies and inquiry when necessary
- **Identify areas for intervention and develop action plan**
Based on discussion with relevant campus bodies on college's performance on the Institutional Priorities Dashboard and findings of follow-up studies

Year 4: Act

- **Implement action plan**
Begin to implement action strategies addressing Institutional Priorities Dashboard performance

Year 5: Assess Action Plan

- **Evaluate effectiveness of action plan/interventions**
Begin to collect data assessing the effectiveness of the intervention strategies

The institutional effectiveness cycle includes an annual update of the key indicators with the most recent available data and an annual report to the Board of Trustees on the progress of the institutional effectiveness process. Once the institutional effectiveness cycle ends, a new cycle will start as institutional effectiveness is an ongoing and continuous cycle.

The 2011 annual report on institutional effectiveness reflected the work to build an inventory of potential key indicators in 2010-2011. The 2012 annual report described the 2011-2012 activities of the first step in the five-year institutional effectiveness cycle, “Organize Data”, including the revision and additions of key indicators, the development of the institutional effectiveness dashboards, setting of appropriate targets for some key indicators, and identification of key indicators needing further inquiry.

The current annual report describes the 2012-2013 activities of the second step of the five-year institutional effectiveness cycle, “Dig into Data” and provides an update of performance on key indicators.

The update to the institutional effectiveness process has traditionally been reported in the fall (for example, the 2012 update to the institutional effectiveness process was reported in November 2012). However, based on the recommendation by the District Planning and Advisory Council (DPAC) and the Institutional Effectiveness Committee, the reporting cycle changed from fall to spring. The change was made to allow more time for campus-wide discussion of the institutional effectiveness process. The current 2012 update to the institutional effectiveness is the first to be reported in spring.

Development of the Key Indicators

The set of key indicators included in the report was purposefully designed to measure the supporting goals. The key indicators rely only on data that are systematically and regularly collected as they need to be monitored and tracked on an annual basis.

Institutional effectiveness is not intended for report to external agencies such as federal, state, and accreditation. Instead, institutional effectiveness primarily functions as an internal tool for the college to engage in self-evaluation. However, when possible and appropriate, key indicators were aligned with and built on measures in federal and statewide accountability and research reports, including the American Association of Community Colleges’ report on educational attainment of community college students¹ and the Student Success Scorecard² (formerly known as the Accountability for Reporting California Community Colleges (ARCC).

Institutional effectiveness key indicators are:

- **Stable, consistent, and fair:** Focuses on measures that can be at least somewhat influenced by the college;
- **Aggregated and institution-focused:** Includes aggregated student and institutional data on major college milestones and outcomes. The key indicators avoid data that are too narrow or focus on evaluating specific programs or departments;
- **Purely descriptive:** Does not provide a causal (scientific) explanation (the “whys?”) for trends in performance. They do not help us understand the relationship between inputs and outcomes, they simply describe the performance; and,
- **Purposeful:** Are meaningful to stakeholders. Indicators are not simply a “fact book” collection of data.

¹ AACCC Policy Brief 2011-04PBL - *The Road Ahead: A Look at Trends in the Educational Attainment of Community College Students*

² <http://scorecard.cccco.edu/scorecard.aspx>

The set of key indicators reported do not depict a complete picture of the college but provides a starting point for building a functional framework for monitoring institutional effectiveness. The key indicators are useful in providing meaningful feedback for informing the institutional goals and objectives. Some of the key indicators are discussed in the context of the college's history of practice and state and federal policies in order to provide some insight into the external factors impacting the college's performance on the key indicators.

In addition, the key indicators on the Institutional Effectiveness Dashboard are disaggregated by student gender, ethnicity/race, and age. According to the Accrediting Commission for Community and Junior Colleges (ACCJC), colleges conducting self-evaluation as part of the accreditation process are expected to sufficiently disaggregate student success data to pinpoint areas where resources and efforts need to be repurposed to improve outcomes for all students.

Revisions and Additions of Key Indicators

Different sources of data for 5 of the 39 indicators reported in the 2012 update of the institutional effectiveness process were used for the current (2013) report of institutional effectiveness. These key indicators (1.1 Persistence Rate, 1.6 Progress & Achievement Rate, 1.9 Basic Skills Course Improvement Rate, 1.12 CTE Completion Rate, and 1.18 Equity Gap – Progress & Achievement Rate) previously relied on data from the state's old accountability system, the Accountability Reporting for California Community Colleges (ARCC). In 2013, the Chancellor's Office for California Community Colleges (CCCCO) unveiled the new accountability system, the Student Success Scorecard (for more information, visit <http://scorecard.cccco.edu>) which used different methods to compute the indicators related to persistence, basic skills, and completion. In order to maintain the stability and consistency of the five key indicators, the college continued to use the ARCC methods for data calculation, but used the college's Management Information Systems (MIS) and/or the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to extract the data.

A total of 4 new key indicators were added to the 2013 report of institutional effectiveness, including three related to license exam pass rates (1.21 Registered Nursing License Exam Pass Rate, 1.22 Respiratory Therapy License Exam Pass Rate, and 1.23 Cosmetology License Exam Pass Rate), and Average Vehicle Ridership (Key Indicator 4.5).

The current institutional effectiveness report discusses the college's performance on 42 key indicators.

Development of Dashboards, Targets, and Minimum Standards

A dashboard is a tool used to measure, track, and manage the key indicators. Dashboards provide an organized way to assess overall institutional effectiveness. Six dashboards of institutional effectiveness were developed in the 2011-2012 year for the 2012 institutional effectiveness report. Five of the six dashboards are organized by supporting goal (innovative and responsive academic, supportive learning, stable fiscal, sustainable physical, and supportive collegial). The sixth dashboard contains seven key indicators in the innovative and responsive academic goal that have been identified as institutional priorities by DPAC and the Institutional Effectiveness Committee. The key indicators on the Institutional Priorities Dashboard are directly tied to the college's strategic initiatives, Institutional Objectives, and the Board of Trustees Goals and Priorities.

1.1 Persistence Rate	Strategic Initiative: GRIT (Growth, Resilience, Integrity, Tenacity)
1.7 Transfer Rate	College Mission: Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees.
1.9 Basic Skills Course Improvement Rate	Strategic Initiative: Basic Skills Initiative
1.10 Basic Skills Transition to Degree Course Rate	Board of Trustees Goals and Priorities 2012-2013, #2: Institutionalize initiatives that are effective in improving student success, with particular emphasis on accelerating mastery of basic skills and strengthening students' non-cognitive skills.
1.12 CTE Completion Rate	Strategic Initiative: Vocational Education Board of Trustees Goals and Priorities 2012-2013 #3: Strengthen and promote workforce/career technical programs.
1.18 Equity Gap – Progress & Achievement Rate 1.19 Equity Gap – Transfer Rate	2012-2013 Institutional Objective #4: To identify additional strategies and, based on student equity data, to improve the success and retention of Latino and African-American students, as well as students from other historically underrepresented groups.

While the college's current initiatives and priorities informed the selection of the key indicators on the Institutional Priorities Dashboard, the performance on these indicators can also inform the development of future institutional objectives and priorities.

The indicators on the Institutional Priorities Dashboard contain targets, which represent the goals for the 2011-2016 cycle of institutional effectiveness. Each target was established and vetted through various campus bodies, including the primary sponsors. The process used to determine the targets is discussed in detail in the descriptions of the individual key indicator performances. Performance on the targets in the most recently reported year (performance year) was evaluated against the coinciding target.

Indicators which **fell below the target** or target range³ were marked with the following image on the dashboard: 

Indicators which **met the target** or were within the target range were marked with the following image on the dashboard: 

Indicators which **exceeded the target** or target range were marked with the following image on the dashboard: 

³ Target ranges: 1% above or below specified target figure or within 1% year-over-year change for targets monitoring trends in direction

The targets will continue to be discussed and refined in each year of the institutional effectiveness process.

In addition to target information, institution-set standard of performance (minimum standards) are set for all key indicators measuring student success and achievement. In 2012, the U.S. Department of Education (USDE) issued new regulations for institutions and accrediting bodies. In order to comply with one of the new federal regulations, the ACCJC is requiring that all California community colleges “set standards for satisfactory performance of student success⁴”. As a result, the 2013 institutional effectiveness report describes the institution-set standards of satisfactory performance of student success and provides an analysis of whether the college met the minimum standards on the key indicators.

The dashboards measuring non-student performance related indicators (Supportive Learning, Stable Fiscal, Sustainable Physical, and Supportive Learning) document the trend in data, comparing the current year data with the prior year data, and use arrows to indicate the direction of the trend.

- Indicators which experienced a **decrease of 1% or more** in current year data when compared to prior year data were marked with a down arrow on the dashboard.
- Indicators which **changed less than 1%** in current year data when compared to prior year data were marked with a dash on the dashboard.
- Indicators which experienced an **increase of 1% or more** were marked with an up arrow on the dashboard.

Dig Into Data

Based on extensive discussion with primary sponsors of the key indicators on the Institutional Priorities Dashboard, several research projects were proposed in the 2012 institutional effectiveness report. The “Dig into Data” step will rely on campus-wide dialogue and participation; therefore, while the Office of Institutional Research will provide general guidance and administrative support, the primary sponsors will be closely involved in collaboratively defining the research problem, developing the research tools, and analyzing the findings. Currently, the college is in the process of conducting or beginning to conduct research studies aimed to provide further analyses of the factors impacting performance on the key indicators, including the following projects:

- **Transfer:** A mixed methods study examining the college experience of students who, according to a transcript analyses, were ready to transfer to a four-year institution but did not transfer, and identifying the student behaviors and programs which predict successful transfer.

The Office of Institutional Research met with the primary sponsors of the transfer-related key indicator to identify the variables to be studied in the quantitative analyses, and to develop the interview protocol for the qualitative study. The study will be conducted in the summer of 2013.

- **Equity:** A qualitative study employing student interview methods to examine the educational experiences of students from different cultural and ethnic backgrounds.

With the support of the Associate Dean of Student Success Initiatives, the Office of Institutional Research convened a team of 7 faculty members to interview approximately 20 students about their educational experiences, including factors that facilitate and hinder student success. At the

⁴ http://www.accjc.org/wp-content/uploads/2012/09/ACCJC-Memo-AND-External-Eval-Team-Responsibilities-for-Compliance_9-6-12-.pdf

time of this report, approximately 80% of the interviews were completed. The group of faculty and the Director of Institutional Research will analyze the transcriptions of the interviews by student gender and ethnicity/race. A report of the findings of the study is expected to be completed by the end of the Spring 2013 term.

- **Basic Skills:** A mixed method study employing survey and student focus group methods to examine the educational experiences of students who are successful in basic skills courses yet do not progress through the sequence of courses.

The Office of Institutional Research met with the members of the Student Success Committee (formerly the Basic Skills Initiative Committee), to identify the broad research questions for the study. The study will be conducted in the 2013-2014 academic year.

- **CTE:** A quantitative study employing student survey methods to examine the career-related gains of former CTE students.

Santa Monica College plans to participate in the statewide 2013-2014 CTE Completers/Leavers survey. The purpose of the survey will be to document the impact of CTE programs on students after leaving the college and to assess the level of student satisfaction with the programs.

Organization of Report

The report is organized into five chapters which coincide with the supporting goals being measured. Each chapter starts with an introduction and provides a description of future key indicators (when available).

Each key indicator is reported separately. The data source and methodology are detailed. A four-year trend of data is reported in a table and/or figures and a narrative interpretation and analyses of the data are provided. For the key indicators measuring student performance, a discussion of performance against the institution-set minimum standards of student success is discussed. For the key indicators on the Institutional Priorities Dashboard, the indicator report ends with a discussion of performance relative to the set target or target ranges.

Chapter 1: Innovative and Responsive Academic

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 to achieve academic success and to meet their educational goals. There are 23 key indicators in this chapter. The indicators are categorized into the following elements of the college goal:

Category	Key Indicator
PROGRESS & ACHIEVEMENT Measures completion, course success, and “momentum” or progress points which document milestones toward achievement.	1.1 Persistence Rate 1.2 Course Success Rate 1.3 Degrees Awarded 1.4 Certificates Awarded 1.5 Transfers to Public 4-Year Institutions (UC/CSU Combined) 1.6 Progress & Achievement Rate 1.7 Transfer Rate
BASIC SKILLS Measures the success of students enrolled in pre-collegiate courses.	1.8 Basic Skills Course Success Rate 1.9 Basic Skills Course Improvement Rate 1.10 Basic Skills Transition to Degree Course Rate
CAREER TECHNICAL EDUCATION Measures the success and progress of CTE students.	1.11 CTE Course Success Rate 1.12 CTE Completion Rate 1.21 Registered Nursing License Exam Rate 1.22 Respiratory Therapy License Exam Rate 1.23 Cosmetology License Exam Rate
DISTANCE LEARNING Compares the success of students enrolled in distance learning courses with the success of students enrolled in non-distance learning courses.	1.13 Distance Learning Course Success Rate Gap 1.14 Distance Learning Course Retention Rate Gap
RESPONSE TO COMMUNITY Measures the extent to which the college serves the community.	1.15 SMMUSD Graduates to SMC Rate 1.16 Geographic Area HS Graduates to SMC Rate
STUDENT EQUITY Compares the success and progress of students by subgroup.	1.17 Equity Gap - Course Success Rate 1.18 Equity Gap - Progress & Achievement Rate 1.19 Equity Gap - Transfer Rate
CURRICULUM Measures the impact of college-wide initiatives through the curriculum.	1.20 Percentage of Students Enrolled in Sustainability Related or Sustainability Focused Courses

Key Indicators 1.21 (Registered Nursing License Exam Rate), 1.22 (Respiratory Therapy License Exam Rate), and 1.23 (Cosmetology License Exam Rate) are new additions to the 2013 update of the 2011-2016 institutional effectiveness process and cycle. The three key indicators were added to the Innovative and Responsive Academic Dashboard in order to address the new U.S. Department of Education regulation requiring institutions to report and measure performance on student achievement measures, including state licensing exams.

Future Key Indicators

Other measures were identified as potential key indicators for future editions of the report by campus groups contributing to the “Innovative and Responsive Academic Environment” goal and DPAC. They were not included in the current document primarily because data had not yet been collected. The future key indicators include:

- **Percentage of Students Enrolled in Globally Focused & Globally Related Courses:** SMC is currently engaged in dialogue regarding potentially modeling the STARS (Sustainability, Tracking, Assessment, & Rating System) tracking system and creating a system to track the extent to which the curricula focuses or relates to the Global Citizenship strategic initiative of the college.
- **Job Placement Rates:** A new mandate from the U.S. Department requires colleges to disclose a variety of information for any financial aid eligible program that prepares students for gainful employment in a recognized occupation. Among the data that will be reported in future years is the job placement rate, or percentage of CTE certificate or degree earners who, within a specified time period after receiving the award, obtained gainful employment in the recognized occupation for which they were trained.
- **Time to Award Completion:** In addition to ensuring that students achieve their goals, it is imperative that the college help students achieve outcomes in a timely manner. Therefore, an indicator measuring the time to certificate and degree completion will provide information on the average number of years it takes students to earn a certificate or degree at the college.

The key indicators in the “Innovative and Responsive Academic” goal align with a majority of the student outcome metrics in the current state-wide accountability report, the Student Success Scorecard. Many of the key indicators address the main areas of student success measured by the Student Success Scorecard, including, persistence, completion, basic skills, and Career Technical Education, in some way. However, the methods for calculating the data are different from the methods used in the Student Success Scorecard. The methods of the institutional effectiveness reports produce data that is more meaningful to the college constituents.

Key Indicators 1.17 (Equity Gap – Course Success Rate), 1.18 (Equity Gap – Progress and Achievement Rate), and 1.19 (Equity Gap – Transfer Rate) are related to the recommendations made by the Student Success Taskforce, a group of community college practitioners established by the California Community Colleges Board of Governors, on closing the achievement gap. Based on research related to best practices and effective models within higher education, the taskforce produced a set of 22 recommendations designed to increase transfer, degree, and certificate attainment and help close the achievement gap for historically underrepresented students. For more information on the Student Success Taskforce and their recommendations, visit:

<http://www.californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Each of the key indicators in this goal are described and discussed.

1.1 Fall-to-Fall Persistence Rate

Target:	75% (Range: 74 - 76%)			
Minimum Standard:	71.8%			
	Performance Year			
	2010	2011	2012	2013
Rate	74.7%	73.2%	76.2%	78.1%
Performance				
Min. Standard				

Data Source:

The data for the fall 2007, 2008, and 2009 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCCO changed the methodology calculating the persistence rate for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the fall 2010 cohort, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.1 (Fall-to-Fall Persistence Rate) describes the percentage of first-time freshmen who returned and enrolled at a California Community College (CCC) in the subsequent fall term.

Denominator (Cohort):

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

- Enrolled in college for the first time after high school in fall term 2007, 2008, 2009, or 2010;
- Enrolled at SMC as their first college;
- Earned a minimum of six credit units in their initial fall term at SMC;
- Did not enroll exclusively enroll in Physical Education courses in their initial term; and,
- Did not earn a certificate, AA, and/or transfer to a four-year institution prior to the subsequent fall term.

Numerator (Outcome):

Students in the cohort who met the following criteria were counted as having successfully persisted:

- Enrolled in at least one credit course in the subsequent fall term at SMC and/or anywhere in the CCC system.

The six credit threshold for the cohort was applied in order to filter only for students who were enrolled at the college with a credential (degree, certificate, or transfer) goal and to exclude those with no intent to re-enroll at the college.

Data and Analyses:

Table 1: Fall-to-Fall Persistence Rate

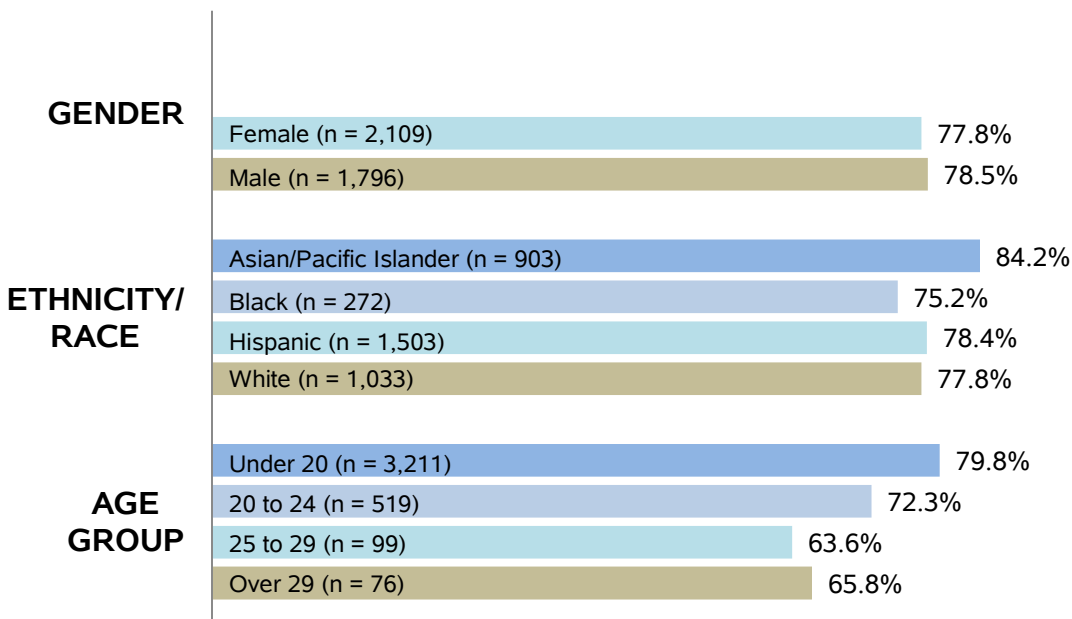
	Fall 2007 to Fall 2008	Fall 2008 to Fall 2009	Fall 2009 to Fall 2010	Fall 2010 to Fall 2011
Cohort	3,864	3,963	4,469	3,905
Persisted	2,885	2,901	3,406	3,050
% Persisted	74.7%	73.2%	76.2%	78.1%

The data show that the numbers of first-time freshmen who earned six or more credits in their initial term (cohort size) peaked in fall 2009. The average persistence rate for the last four cohort years is 75.6% which indicate that over three in four first-time freshmen earning a minimum of six units in the first term persist and re-enroll in the CCC system in the subsequent fall term. Current performance (78.1%) reflects an increase of 3.4% over the fall 2007 cohort.

The following figure describes the persistence rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

Fall 2010 Cohort

78.1%



Data for the fall 2010 cohort reveal that female and male students persist at similar rates. More than three-quarters of fall first-time freshmen in both groups persist to the subsequent fall term. Moreover, both gender groups exceed the persistence rate target of 75%.

Persistence data disaggregated by ethnicity and race groups reveal that Asian/Pacific Islander students persist at the highest rate (84.2%) followed by Hispanic (78.4%), White (77.8%), and Black (75.2%) student groups. Different ethnicity/race groups perform at different rates for this key indicator. The disparity of persistence rates among the four largest ethnicity/race student groups is nearly 10% (highest, Asian/PI: 84.2%; lowest, Black: 75.2%). All of the ethnicity and race students groups persist at rates that meet or exceed the target of 75%. While differences in rates are observed by student ethnicity/race group, it is important to note that a large majority of students, regardless of ethnicity and race, persist to the subsequent fall term.

The “total” rate includes students who identified themselves as Native American/Alaskan Native and students who did not report their ethnicity/race group. These students were not reported separately because the group sizes were too small for analyses.

The average of first-time students in the persistence cohort was 19.05 years of age. A pattern is observed for persistence rate by age group; the youngest student groups (Under 20 and 20 to 24 years of age) persist at the highest rates (79.8% and 72.3%, respectively). The youngest groups of students persisted at rates that exceeded the target of 75%. Students who were between the ages of 20 and 24 persisted at a rate that was lower than the target of 75%. The older student groups, 25 to 29 years of age and Over 29, persist at lower rates (63.6% and 65.8%, respectively). These groups of students persisted at rates that did not meet the target of 75%.

The difference between the highest performing (Under 20 years of age: 79.8%) and lowest performing (25 to 29: 63.6%) age groups is 16.2%. While differences in rates are observed by student age group, it is important to note that a majority of students, regardless of age, persist to the subsequent fall term. In addition, the numbers of students who are first-time freshmen in the older age groups are disproportionately smaller when compared with the number of students in the younger age groups.

Minimum Standards:

The minimum standard for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) was set at 71.8%. The minimum standard was calculated by multiplying the average persistence rates (75.6%) over the last four cohorts by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (71.8%) for the 2013 performance year (78.1%).

Target:

The target for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) was set at 75% by 2015-2016⁵ based on the average of nine peer colleges (including SMC's performance) for the fall 2009 cohort for the 2012 Institutional Effectiveness Report. The peer groups were defined by the 2012 ARCC report based on environmental characteristics found to statistically impact persistence rates. For the Persistence Rate indicator, three environmental variables, including percent students age 25 or older (the percentage of students at a community college in the fall of 2006 that are 25 years or older), student count (the unduplicated number of students taking credit courses attending the college during fall of 2006), and ESAI Median HH (the economic service area index median household income which is the median household income of the population in the college's service area from Census 2000) were found to significantly predict persistence rates.

The following peer colleges were found to be more alike with SMC on these variables than different: American River, Mt. San Antonio, Palomar, Pasadena City, Riverside, San Francisco City, Santa Ana, and Santa Rosa. Grouping like colleges allow practitioners to somewhat account for extraneous influences on the persistence rate that are out of the direct control of the college.

An advantage of using a peer group average as a target is that it provides a viable benchmark for measuring oneself against the context of similar institutions.

The data reveal that in the performance year (fall 2010 cohort), the college exceeded the target for Key Indicator 1.1 (Fall-to-Fall Persistence Rate) and exceeded the target by 3.1%.

⁵ Refers to the performance reported in the 2015-2016 institutional effectiveness report, not the cohort or data years.

1.2 Course Success Rate

Minimum Standard:	64.1%			
	Performance Year			
	2010	2011	2012	2013
Rate	65.4%	67.0%	68.6%	69.0%
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.2 (Course Success Rate) describes the percentage of successful completion in credit courses.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:
A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:
A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Data and Analyses:

Table 1.2: Course Success Rate

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollments	172,384	177,050	174,780	171,026
Success	112,778	118,655	119,982	117,968
% Success	65.4%	67.0%	68.6%	69.0%

The college-wide course success rates have steadily increased over the last four years from 65.4% in 2008-2009 to 69.0% in the performance year (2011-2012).

Table 1.2a: Course Success Rate – Transferable Courses Only

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollments	142,769	146,389	144,297	142,937
Success	95,597	100,278	101,407	101,197
% Success	67.0%	68.5%	70.3%	70.8%

Course success rates are disaggregated for Basic Skills (Key Indicator 1.8) and Career Technical Education (Key Indicator 1.11) courses in the institutional effectiveness process. Therefore, it is useful to also report course success rates for transferable courses only. Approximately 84% of all enrollments are in transferable courses. Table 1.2a describes the course success rates for transferable courses only (CSU and/or UC transferable). The course success rates for transferable courses have steadily increased from 67.0% in 2008-2009 to 70.8% in the performance year (2011-2012), similar to the overall course success rate trends. There is very little difference in course success rates when comparing the transferable course success rate (70.8% in 2011-2012) to the overall course success rate (69.0% in 2011-2012).

Minimum Standards:

The minimum standard for Key Indicator 1.2 (Course Success Rate) was set at 64.1%. The minimum standard was calculated by multiplying the average course success rates (67.5%) over the last four years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (64.1%) for the 2013 performance year (69.0%).

1.3 Degrees Awarded

Minimum Standard:	1,171			
	Performance Year			
	2010	2011	2012	2013
Count	1,329	1,409	1,243	1,225
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.3 (Degrees Awarded) describes the total number of Associate Degrees awarded in an academic year (earned between July 1 of a year and June 30 of the following year). The data include performance in years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The award counts are duplicated by students (i.e., students were counted once for each degree they earned in the observed year) and do not take into account when students began their academic career.

Data and Analyses:

Table 1.3: Degrees Awarded

	2008-2009	2009-2010	2010-2011	2011-2012
Count	1,329	1,409	1,243	1,225

On average, SMC awarded 1,302 degrees in the last four academic years. In the performance year (2011-2012), the college awarded 1,225 Associate Degrees, a decrease of 18 degrees when compared to the prior year (2010-2011). The decrease in degrees awarded is not substantial (decrease of approximately 1.4% degrees) and follows the pattern of variability from year to year.

Minimum Standards:

The minimum standard for Key Indicator 1.3 (Degrees Awarded) was set at 1,171. The minimum standard was calculated by multiplying the average number of degrees awarded over the last four years (1,329) by 90%. The data for this key indicator shows that the college is meeting the minimum institutional standard (1,171) for the 2013 performance year (1,225).

1.4 Certificates Awarded

Minimum Standard:	1,306			
	Performance Year			
	2010	2011	2012	2013
Count	158	257	1,397	1,505
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.4 (Certificates Awarded) describes the total number of Chancellor's Approved certificates awarded in an academic year (earned between July 1 of a year and June 30 of the following year). Departmental certificates were not included in the counts as they are not recognized by the Chancellor's Office as formal awards. The data include performance in years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The award counts are duplicated by students (i.e., students were counted once for each degree they earned in the observed year) and do not take into account when students began their academic career.

Data and Analyses:

Table 1.4: Certificates Awarded

	2008-2009	2009-2010	2010-2011	2011-2012
Count	158	257	1,397	1,505

On average, SMC awarded approximately 829 certificates in the last four academic years. In the performance year, the college awarded 1,505 certificates, an increase of 108 certificates from the prior year. Between the 2009-2010 and 2010-2011 academic years, the numbers of certificates awarded increased by over 500%. The dramatic increase in certificates awarded is likely due to the addition of new awards, the CSU GE and IGETC certificates of achievements, in 2010-2011. The new certificates are awarded to students who complete the general education coursework for transfer to the California State University (CSU) and University of California (UC) institutions, respectively.

Minimum Standards:

The minimum standard for Key Indicator 1.4 (Certificates Awarded) was set at 1,306. The minimum standard was calculated by multiplying the average number of certificates awarded over the last two years (1,451) by 90%. The average calculation excluded the years before the new transfer certificates were implemented in order to set a more realistic minimum standard for the college. The data for this key indicator shows that the college is meeting the minimum institutional standard (1,306) for the 2013 performance year (1,505).

1.5 Transfers to Public Four-Year Institutions

Minimum Standard:	1,800			
	Performance Year			
	2010	2011	2012	2013
Count	1,930	1,833	2,063	2,176
Min. Standard	✓	✓	✓	✓

Data Source:

For academic years 2008-2009 and 2009-2010, the transfers to California public institutions data were obtained from the California Postsecondary Education Commission (CPEC) custom data reports. Funding for CPEC was discontinued in fall 2011, and while historical data was maintained, no new data was added to the custom reports function. Therefore, the 2010-2011 and 2011-2012 transfer to the California State University (CSU) system data were obtained from the CSU Analytic Studies website and the transfer to the University of California (UC) system data were obtained from the UC Office of the President website.

The transfer to California private and out-of-state institutions data were obtained from the California Community College Chancellor's Office (CCCCO) Research Reports website. The CCCCCO has a data matching agreement in place with the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments). In general, the transfer data reports are lagged by one or more years because the data collection process relies on other institutions to report student enrollment information.

Methodology:

Key Indicator 1.5 (Transfers to Public Four-Year Institutions) describes the total number of SMC students who transferred to a California State University (CSU) or a University of California (UC) institution in the academic years 2008-2009, 2009-2010, 2010-2011, and 2011-2012.

In addition to transfers to public four-year institutions, SMC transfers to California private and out-of-state institutions were tracked for 2006-2007, 2007-2008, 2008-2009, and 2009-2010. As of March 2013, the 2010-2011 and 2011-2012 private and out-of-state transfer data were unavailable on the Chancellor's Office Research Reports website.

This key indicator was modified in the 2012 Institutional Effectiveness Report to exclude information on SMC's rank among all California community colleges in terms of total transfers based on the recommendation of DPAC. The change was made to report all key indicators consistently as the previous version of Key Indicator 1.5 reported two data points (transfer volume and rank) while other key indicators only reported one data point.

Data and Analyses:

Table 1.5: Transfers to Public Four-Year Institutions (UC & CSU Combined)

	2008-2009	2009-2010	2010-2011	2011-2012
UC	919	1,053	1,009	1,076
CSU	1,011	780	1,054	1,100
Total	1,930	1,833	2,063	2,176

On average, SMC transferred approximately 986 and 1,014 students to the CSU and UC systems, respectively, over the last four academic years observed for an average of 2,001 students transferring to all California public institutions. SMC transferred more students to the UC and CSU system in the performance year (2011-2012) when compared to the 2008-2009 year.

A dip in total transfers to public four-year institutions was observed in the 2009-2010 year when compared with other years. Transfer volume is influenced by numerous external factors such as impacted status and limited capacity, system budget cuts, and change in admission standards at the UC/CSU. For example, the CSU system did not accept spring transfers in 2009-2010, which may explain the drastic reduction in transfers to CSUs for that year. Recently, the CSU system established a Local Admissions Areas policy which gives priority admission to students attending community colleges in their local service area. For example, Fullerton College students are given priority for transfer admission to CSU-Fullerton, and a Fullerton College student applying to CSU-Fullerton will receive priority for admission over an SMC student with similar credentials (GPA, coursework, etc.). CSUs Northridge, Dominguez Hills, and Los Angeles are designated “local admissions” institutions for SMC, however, according to the leaders at the Transfer Center, these schools are not as desired by SMC students as institutions such as Fullerton, Long Beach, San Jose, or San Francisco. This policy impacts SMC students’ ability to transfer to non-local designated CSU campuses.

Table 1.5a: Transfers to California Privates and Out-of-States

	2006-2007	2007-2008	2008-2009	2009-2010
California Privates	357	436	349	417
Out-of-States	251	297	289	333
Total	608	733	638	750

At the time of this report, the most recent data available for transfer counts to private institutions in California and out-of-state institutions were for the 2009-2010 academic year. Therefore, years reported for the California private/out-of-state and public California transfers do not match. The college transferred an average of 390 students to in-state privates and 293 students to out-of-state four-year institutions over the last four academic years reported. The numbers of transfers to California private institutions has fluctuated from years to year. The numbers of out-of-state transfers has increased from 251 in 2006-2007 to 333 in 2009-2010.

Minimum Standards:

The minimum standard for Key Indicator 1.5 (Transfers to Public Four-Years) was set at 1,800. The minimum standard was calculated by multiplying the average number of transfers to public four-year institutions over the last four years (2,001) by 90%. The data for this key indicator shows that the college is meeting the minimum institutional standard (1,800) for the 2013 performance year (2,176).

1.6 Progress and Achievement Rate

Minimum Standard:	57.3%			
	Performance Year			
	2010	2011	2012	2013
Rate	66.5%	60.5%	59.2%	61.2%
Min. Standard	✓	✓	✓	✓

Data Source:

The data for the 2003-2004, 2004-2005, and 2005-2006 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCCO changed the methodology calculating the Completion Rate (formerly the Student Progress and Achievement Rate) for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.6 (Progress and Achievement Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the 2006-2007 cohort, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.6 (Progress and Achievement Rate) describes the percentage of first-time freshmen who showed intent to complete and achieved any of the progress and achievement outcomes within six years.

Denominator (Cohort):

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

- Enrolled in college for the first time after high school in academic years (summer, fall, winter, and spring) 2003-2004, 2004-2005, 2005-2006, or 2006-2007;
- Enrolled at SMC as their first college;
- Earned in 12 or more credit units within six years; and,
- Attempted a degree-applicable math (MATH 20 or higher), degree-applicable English (ENGL 21A or ENGL 48 or higher), and/or advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entry were counted as having made progress towards or achieved a completion outcome:

- Transferred to a four-year institution (including public, in state private, and out-of-state institutions);
- Earned a degree or Chancellor's approved certificate of achievement;
- Achieved "Transfer Directed" status (earned a C or better grade in transfer-level math and English); and/or,

- Achieved “Transfer Prepared” status (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).

Data and Analyses:

Table 1.6: Progress and Achievement Rate

	2003-2004 by 2008-2009	2004-2005 by 2009-2010	2005-2006 by 2010-2011	2006-2007 by 2011-2012
Cohort	3,371	4,448	4,837	4,042
Progressed/Achieved	2,241	2,691	2,864	2,474
Total	66.5%	60.5%	59.2%	61.2%

The average progress and achievement rate for the last four cohort years is 61.9%. The data reveal that, on average, approximately six in ten first-time freshmen who show intent to earn a certificate/degree or transfer (by enrolling in the defined courses) achieve an outcome or make progress towards an outcome within six years. The rate improved by 2% in the performance year (2006-2007 cohort) when compared to the prior year (2005-2006 cohort). The high rate of progress and achievement for the 2003-2004 cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which, in turn, reduced the total number of students in the cohort and made the cohort less variable (from 4,418 in 2002-2003 to 3,371 in 2003-2004). In the most recent cohort years, the rates reverted back to the cohort size observed in 2002-2003.

As with Key Indicator 1.5 (Transfers to Public Four-Year Institutions), the progress and achievement rates are influenced by factors such as the economic climate, budget cuts, and changes in admissions policies at four-year institutions. In addition, the inaccurate coding of some CTE courses may have affected the criteria determining the students to be included or excluded from the cohort (related to their enrollment in an advanced occupational course criteria). CTE courses at SMC are coded as being possibly occupational, clearly occupational, or advanced occupational. When a large proportion of CTE courses were found to be miscoded, the CTE faculty worked to clean and accurately recode the CTE courses. The changes in coding did not take effect in the CCCCCO database until spring 2012.

Minimum Standards:

The minimum standard for Key Indicator 1.6 (Progress and Achievement Rate) was set at 57.3%. The minimum standard was calculated by multiplying the average rates over the last three years (60.3%) by 95%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size. The data for this key indicator shows that the college is meeting the minimum institutional standard (57.3%) for the 2013 performance year (61.2%).

1.7 Transfer Rate

Target:	Remain stable (within 1% of previous year performance)			
Minimum Standard:	47.0%			
	Performance Year			
	2010	2011	2012	2013
Rate	58.3%	49.5%	51.9%	47.0%
Performance	NA	○	●	○
Min. Standard	✓	✓	✓	✓

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website. Data-on-Demand relies on California State University Analytic Studies and University of California Office of the President database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments) in order to obtain transfer information.

Methodology:

Key Indicator 1.7 (Transfer Rate) describes the percentage of first-time freshmen who transferred to a four-year institution within six years of initial enrollment:

Denominator (Cohort):

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

- Enrolled in college for the first time after high school in academic years 2003-2004, 2004-2005, 2005-2006, or 2006-2007;
- Completed 12 or more credit units at any California Community College (CCC);
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another CCC; and,
- Attempted transfer-level math and/or English.

Numerator (Outcome):

Students in the cohort who met the following criteria were counted as having transferred:

- Enrolled at a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the CCC system.

Data and Analyses:

Table 1.7: Transfer Rate

	2003-2004 by 2008-2009	2004-2005 by 2009-2010	2005-2006 by 2010-2011	2006-2007 by 2011-2012
Cohort	2,218	2,956	2,474	3,236
Progressed/Achieved	1,292	1,464	1,284	1,522
Total	58.3%	49.5%	51.9%	47.0%

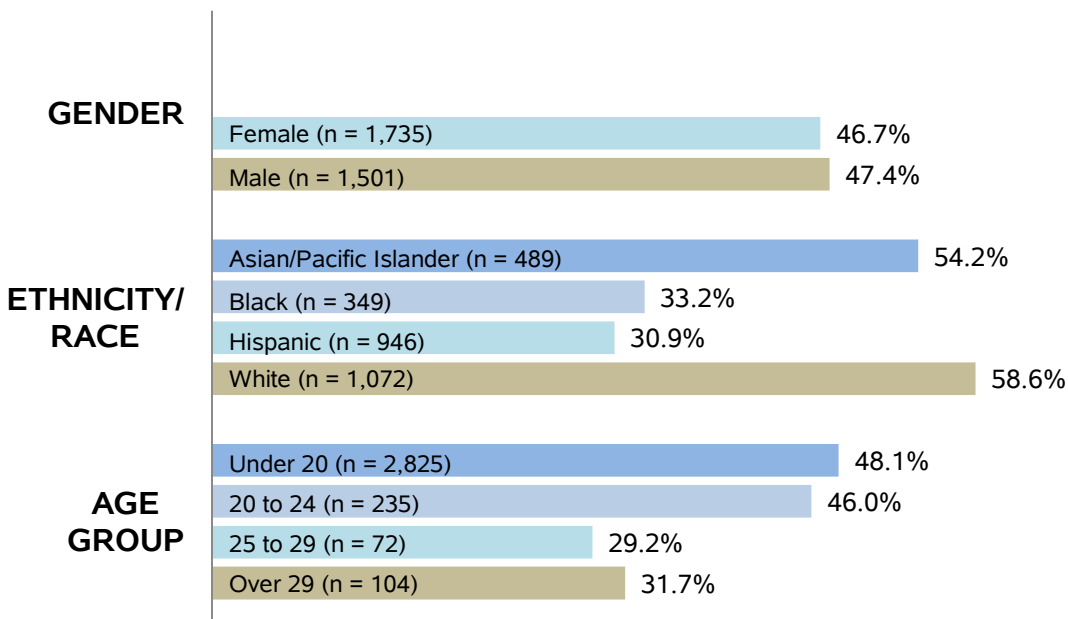
On average, just over half of first-time freshmen who show intent to transfer successfully transferred to a four-year institution within six years. When compared to the 2003-2004 cohort year, the transfer rate decreased by 11.3% in the performance year (2006-2007 cohort). The high performance in the cohort year 2003-2004 (58.3%) may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable. For the most recent cohorts, the rate and cohort size reverted back to the levels observed for the 2002-2003 cohort year (cohort size = 2,673 and transfer rate 50.6%). The college observed the largest cohort size in the performance year (2006-2007 cohort), when compared with previous cohorts.

The ability for students to transfer is influenced by numerous external factors, such as impacted status and limited capacity, system budget cuts, and changes in admission standards at the UC/CSU. For example, the CSU system did not accept spring transfers in 2009-2010. In addition, the CSU system established a Local Admissions Areas policy which gives priority admission to students attending community colleges in their local service area. For example, Fullerton College students are given priority for transfer admission to CSU-Fullerton, and a Fullerton College student applying to CSU-Fullerton will receive priority for admission over an SMC student with similar credentials (GPA, coursework, etc.). CSUs Northridge, Dominguez Hills, and Los Angeles are designated “local admissions” institutions for SMC, however, according to the leaders at the Transfer Center, these schools are not as desired by SMC students as institutions such as Fullerton, Long Beach, San Jose, or San Francisco. This policy impacts SMC students’ ability to transfer to non-local designated CSU campuses.

The following figure describes the transfer rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2006-2007 Cohort

47.0%



Transfer rates disaggregated by gender for the most recently reported year indicate that female and male students in the cohort transfer at similar rates. Male students transfer at slightly higher rates than female students, but the difference in rates is not large (0.6%).

Transfer rates disaggregated by ethnicity/race reveal that Black and Hispanic students transfer at lower rates (33.2% and 30.9%, respectively) when compared to White and Asian/Pacific Islander students in the cohort (58.6% and 54.2%, respectively). The disparity of transfer rates among the different ethnicity/race groups is nearly 28% (highest, White: 58.6%; lowest, Hispanic: 30.9%). The gap experienced in this key indicator between different student ethnicity/race groups is discussed further in Key Indicator 1.19 (Equity Gap – Transfer Rate). The “total” rate includes students who identified themselves as Native American/Alaskan Native and students who did not report their ethnicity/race group. These students were not reported separately because the group sizes were too small for analyses.

Students of traditional college age (24 years of age or younger in their initial term) transferred at higher rates when compared to older students (25 years of age or older). The difference between the lowest performing age group (25 to 29: 29.2%) and highest performing age groups (19 years of age or younger: 48.1%) is approximately 19%. The data reveal that the 19 years of age or younger group accounts for over 87% of the cohort.

Minimum Standards:

The minimum standard for Key Indicator 1.7 (Transfer Rate) was set at 47.0%. The minimum standard was calculated by multiplying the average rates over the last three years (49.5%) by 95%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort

size. The data for this key indicator shows that the college is meeting the minimum institutional standard (47.0%) for the 2013 performance year (47.0%).

Target:

Given the current and anticipated challenges related to transfer, including statewide budget cuts in higher education and reduced capacity at the transferring (or receiving) institutions, the target for Key Indicator 1.7 (Transfer Rate) is to maintain the performance (within 1% of the previous year's performance). The target was set by the primary sponsors of the key indicator, including the Dean of Counseling Programs, the Department Chair of Counseling, and the Faculty leaders in the Transfer Center.

In the 2013 Institutional Effectiveness Report, the performance year transfer rate was 51.9%. Therefore, the target for the current performance year was to maintain the 51.9% figure and achieve a rate between 50.9% and 52.9%, within 1% of the prior year performance. The data reveal that the transfer rate fell below the target; for the performance year, the college had a transfer rate of 47.0%, a decrease of 4.9% over the prior year performance.

This indicator is the focus of a follow-up study that is currently being conducted and is explained in more detail in the introduction of the report. A qualitative study examining the experiences of students who were ready to but did not transfer to a four-year institution will be conducted by the faculty lead of the Transfer Center and college researchers. In addition, a quantitative study investigating the factors that predict successful transfer will be employed. The ultimate purpose of the studies is to gather evidence that will inform transfer-related practices and programs and to improve the transfer rate.

1.8 Basic Skills Course Success Rate

Minimum Standard:	53.0%			
	Performance Year			
	2010	2011	2012	2013
Rate	53.6%	55.4%	57.1%	56.9%
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.8 (Basic Skills Course Success Rate) describes the percentage of successful completion in credit basic skills courses.

Denominator:

Fall and spring credit basic skills course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades: A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit basic skills course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades: A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Basic skills courses were identified as English writing and reading, ESL core, and math courses which are not transferable to UC/CSU and include Associate Degree-applicable courses. The following courses were included in the analyses:

- **English:** ENGL 23, ENGL 21A, ENGL 21B, ENGL 84W, ENGL 84R, ENGL 81A, ENGL 81B, ENGL 83A, ENGL 83B, ENGL 20*, and ENGL 85*
- **ESL:** ESL 11A, ESL 11B, ESL 10, ESL 10G, and ESL 10W
- **Math:** MATH 18, MATH 20, MATH 31, MATH 32, MATH 84, and MATH 81

**ENGL 20 and ENGL 85 were offered for the first time in 2011-2012*

Data and Analyses:

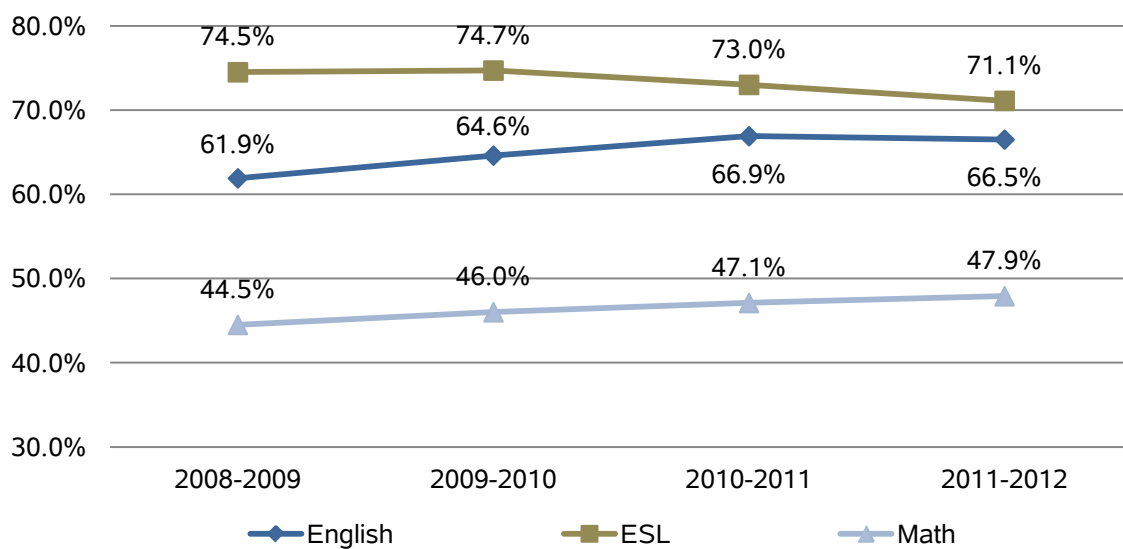
Table 1.8: Basic Skills Course Success Rate

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollments	21,228	22,065	22,186	20,818
Success	11,373	12,230	12,667	11,842
% Success	53.6%	55.4%	57.1%	56.9%

The average success rate in basic skills courses over the last four academic years is 55.8%. In the performance year (2011-2012), the course success rate was 56.9%, an increase of 3.3% over the 2008-2009 year, but a decrease of 0.2% over the prior year (2010-2011).

The following figure compares the basic skills course success rates by discipline.

Figure 1.8a: Basic Skills Course Success Rate by Discipline



Course success data by discipline reveal an upward trend in basic skills English and math courses. In the performance year (2011-2012), the success rate in basic skills English course increased a total of 4.6% over the 2008-2009 year, but experienced a decrease of 0.4% over the prior year. Success rates in basic skills math courses have steadily increased from 44.5% in 2008-2009 to 47.9% in the performance year. Course success rates in basic skills ESL decreased by 3.4% over the 2008-2009 year.

Overall, the highest performance in basic skills success is in ESL courses (an average of 73.3% in the last four years) and followed by English courses (an average of 65% in the last four years). Compared to the other disciplines, the success rates in basic skills math courses are disproportionately lower (an average of 46.4% in the last four years).

Minimum Standards:

The minimum standard for Key Indicator 1.8 (Basic Skills Course Success Rate) was set at 53.0%. The minimum standard was calculated by multiplying the average course success rates (55.8%) over the last four years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (53.0%) for the 2013 performance year (56.9%).

1.9 Basic Skills Course Improvement Rate

Target:	73% (Range: 72 - 74%)			
Minimum Standard:	66.7%			
	Performance Year			
	2010	2011	2012	2013
Rate	68.6%	69.3%	71.5%	71.5%
Performance	○	○	○	○
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.9 (Basic Skills Course Improvement Rate) describes the percentage of successful basic skills students who complete a higher-level course in the same discipline within three academic years of completing their initial basic skills course.

Denominator (Cohort):

The cohort included students who met the following criteria:

- Enrolled in a basic skills course (math, English writing, or integrated ESL) for the first time in academic years 2006-2007, 2007-2008, 2008-2009, or 2009-2010;
 - Initial basic skills course was two or more levels below transfer level;
 - Earned a grade of C or better in initial basic skills course; and,
- Was not a special admit students (high school students concurrently enrolled in community college) at the time of the initial basic skills course enrollment.

Numerator (Outcome):

Students in the cohort who met the following criteria within three years of the initial basic skills course enrollment were counted as having made improvement in the basic skills sequence.

- Successfully completed a higher level course in the same discipline with a grade of C or better.

A student was counted once in each discipline regardless of the number of times they improved through the course sequence. Therefore, the overall figures are duplicated counts of students but are unduplicated within each discipline.

This institutional effectiveness metric was modified from previous institutional effectiveness reports. In the past, this indicator relied on the data from the Accountability Reporting for Community Colleges (ARCC) report. However, in 2013, the California Community Colleges Chancellor's Office (CCCCO) eliminated the

basic skills improvement indicator. Therefore, for the current report, Santa Monica College used institutional data to calculate the basic skills improvement rates for the last four cohort years. By using institutional data to calculate the rates for this indicator, the college is able to produce a more meaningful metric. For example, the old ARCC data included students who enrolled in elective English reading and English/ESL support courses in the cohorts. English reading and English/ESL support courses are optional and not required for a degree or transfer, therefore, should not be included in the cohort. The following table describes the basic skills courses by levels below and discipline.

Level below Transfer	Math	English Writing	Integrated ESL
Transferable	Any transferable math course, except MATH 88A	ENGL 1	ENGL 1 ESL 11B/21A/21B/25
1 level below transfer	MATH 18/20/32	ENGL 21B	
2 levels below transfer	MATH 31	ENGL 20/21A	
3 levels below transfer	MATH 84/85	ENGL 84W	ESL 11A
4 or more levels below transfer	MATH 81	ENGL 81A/81B/85	ESL 10/10G/10W

Data and Analyses:

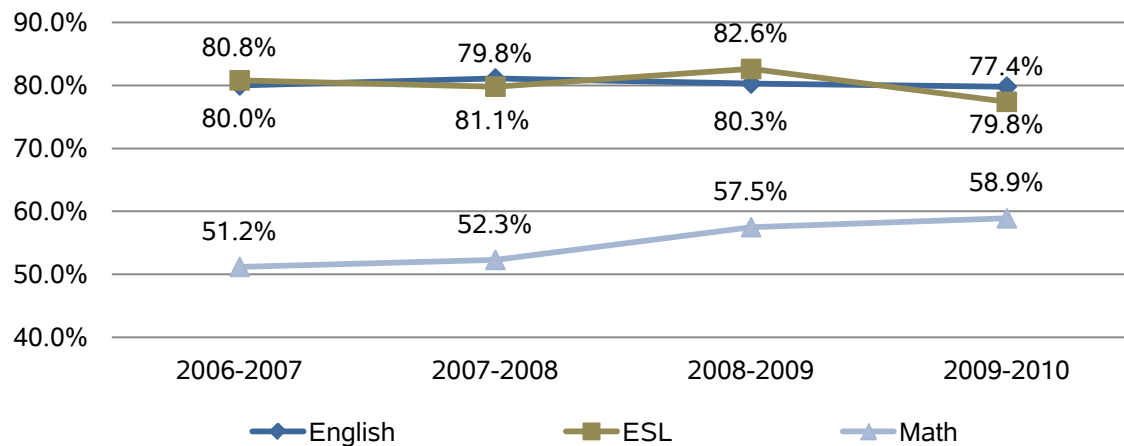
Table 1.9: Basic Skills Course Improvement Rate

	2006-2007 by 2008-2009	2007-2008 by 2009-2010	2008-2009 by 2010-2011	2009-2010 by 2011-2012
Cohort	4,467	4,865	5,036	5,444
Improved	3,064	3,371	3,600	3,891
% Improved	68.6%	69.3%	71.5%	71.5%

On average, the basic skills course improvement rate was 70.2% for the last four cohorts. The rate increased by nearly 3% over the last four years, from 68.6% (2006-2007) to 71.5% (2009-2010). The number of students in the cohort has steadily increased over the last four cohorts.

The following figure describes the basic skills course improvement rate by discipline.

Figure 1.9a: Basic Skills Course Improvement Rate by Discipline

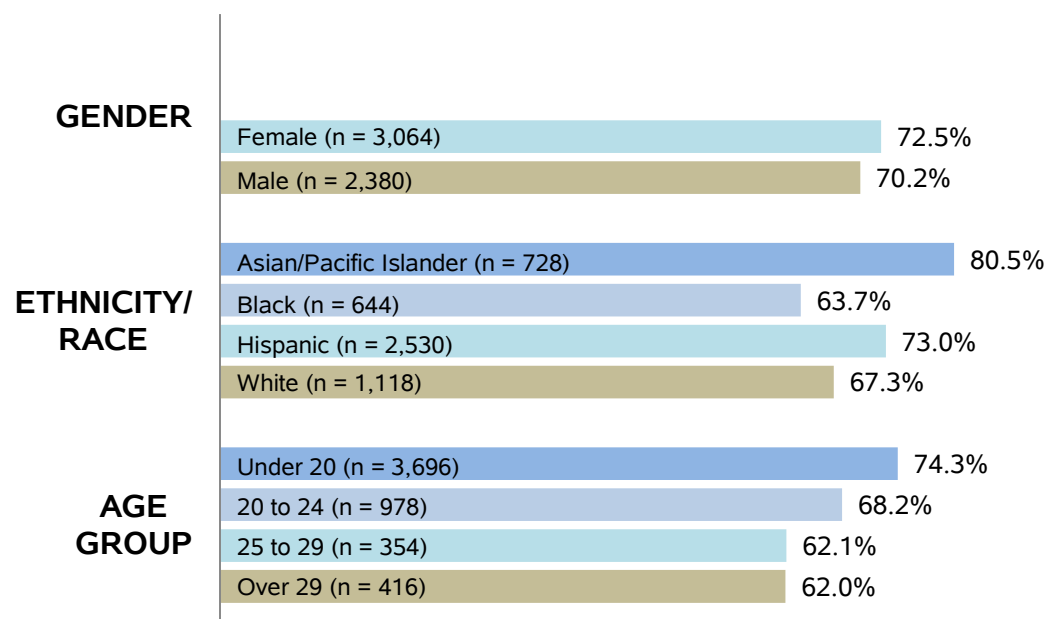


Basic skills course improvement rates by discipline indicate that approximately eight in ten successfully basic skills English writing and ESL students make progress through the sequence and successfully complete a higher level course in the same discipline. The course improvement rates in English and ESL are higher than the rates in math. The basic skills course improvement rates in math reveal an upward trend; in the performance year (2009-2010 cohort), the improvement rate was 58.9%, an increase of 7.7% over the 2006-2007 cohort years (51.2%).

The following figure describes the basic skills course improvement rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2009-2010 Cohort

71.5%



In the performance year, for the 2009-2010 cohort, female students (72.5%) performed slightly better on this key indicator when compared to male students (70.2%).

The disaggregated data reveal that Black students (63.7%) in the cohort improved at lower rates when compared to Asian/Pacific Islander (80.5%), Hispanic (73.0%), and White (67.3%) students. Asian/PI students improved at the highest rates. The disparity of improvement rates among the different ethnicity/race groups is over 13% (highest, Asian/PI: 80.5%; lowest, Black: 63.7%). The total rate includes all ethnicity/race groups, including American Indian/Alaskan Native students and those with unreported ethnicity/race values.

Basic skills course improvement rates by age group reveal that students under the age of 20 improved through the basic skills course sequence at the highest rate (74.3%), followed by students between the ages of 20 and 24 (68.2%). Overall, younger students improve in the basic skills sequence at higher rates than older students (aged 25 or older).

Minimum Standards:

The minimum standard for Key Indicator 1.9 (Basic Skills Course Improvement Rate) was set at 66.7%. The minimum standard was calculated by multiplying the average rates (70.2%) over the last four years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (66.7%) for the 2013 performance year (71.5%).

Target:

The target for this key indicator was set at 73%. The target was initially discussed at a meeting of the Student Success Committee (formerly the Basic Skills Initiative Committee). The members of the committee chose to set a target reflecting an improvement in the metric. The target of 73% was set by improving the rate of the two lowest performing ethnicity/race student groups by 5% for the most recently reported cohort year (2009-2010 cohort). Focusing on improving the rates for the two lowest performing groups is a manageable goal.

If the Black student group rate improved by 5%, the new rate would be 68.7%. If the White student rate improved by 5% the new rate would be 72.3%. Improving the rate by 5% for these groups translates into an additional 88 students in the cohort who improved through the basic skills sequence (32 additional students in the Black group and 56 additional students in the White group). Having an additional 88 students in the cohort improve in basic skills translates into a basic skills improvement rate of 73%. Therefore, the target for this key indicator is to improve the rate to 73% by the 2015-2016 institutional effectiveness report.

The data reveal that the college's performance on this indicator (71.5%) falls slightly below the target range (within 1% of the target of 73% or 72% to 74%).

Through the work of the Basic Skills Initiative, the Basic Skills Initiative/Career Technical Education Collaborative Project, and departments, several strategies and programs are being developed or have recently been developed to address the needs and success of basic skills students, including the development of accelerated English and math courses, contextualized basic skills courses and modules

for CTE students, and a summer program (“Jams”) for incoming freshmen placed into basic skills courses.

This indicator is the focus of a follow-up study to be conducted in the near future (2013). A focus group study examining the experiences of successful basic skills students who do not progress through the basic skills students will be conducted by college researchers in consultation with basic skills faculty. The ultimate purpose of the study is to gather evidence that will inform basic skills practices and programs and to improve the basic skills improvement rate.

1.10 Basic Skills Transition to Degree Course Rate

Target:	39 % (Range 38 - 40%)			
Minimum Standard:	33.5%			
	Performance Year			
	2010	2011	2012	2013
Rate	34.4%	35.9%	34.4%	36.5%
Performance	○	○	○	○
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.10 (Basic Skills Transition to Degree Course Rate) describes the percentage of basic skills students who enroll in the college-level course for the Associate Degree within three academic years.

Denominator (Cohort):

The cohort included students who met the following criteria:

- Enrolled in a basic skills course for the first time in academic years 2006-2007, 2007-2008, 2008-2009, or 2009-2010, including one of the following:
 - ESL 21B, ENGL 21A, ENGL 20, ENGL 84W, ENGL 85, ENGL 81B, or ENGL 81A;
 - ESL 21B, ESL 21A, ESL 11B, ESL 11A, ESL 10W, ESL 10G, or ESL 10;
 - MATH 31, MATH 84, MATH 85, or MATH 81.
- Was not a special admit students (high school students concurrently enrolled in community college) at the time of the initial basic skills course enrollment.

Numerator (Outcome):

Students in the cohort who met the following criteria within three years of the initial basic skills course enrollment were counted as having made improvement in the basic skills sequence.

- Enrolled in an Associate Degree required course in the same discipline (ENGL 1 for ESL and English students, and MATH 18, 20, 32, or higher for math students).

For this indicator, "basic skills" was defined as an ESL, English, and math course not applicable towards the degree or transfer requirement in English or math. Each student was counted once in each discipline; therefore the overall figures are duplicated counts of students but are unduplicated within disciplines.

In the 2012 Institutional Effectiveness Report, this key indicator was modified from “Basic Skills Transition to Transfer Rate” to “Basic Skills Transition to Degree Course Rate” in response to a recommendation made by DPAC. The Associate Degree and transfer requirements are different for math. Currently, the degree requirement for math is MATH 18 (Intermediate Algebra for Statistics and Finite Mathematics), MATH 20 (Intermediate Algebra), MATH 32 (Plane Geometry), or any transferable math course while the transfer requirement for math is any transferable math course (does not include MATH 18, 20, or 32). A student without a transfer goal would not be expected to transition to the transferable math courses. The Associate Degree and transfer requirements for English Composition are the same (ENGL 1). The revised indicator accounts for students whose intent is to earn an Associate Degree without transferring to a four-year institution.

Data and Analyses:

Table 1.10: Basic Skills Transition to Degree Course Rate

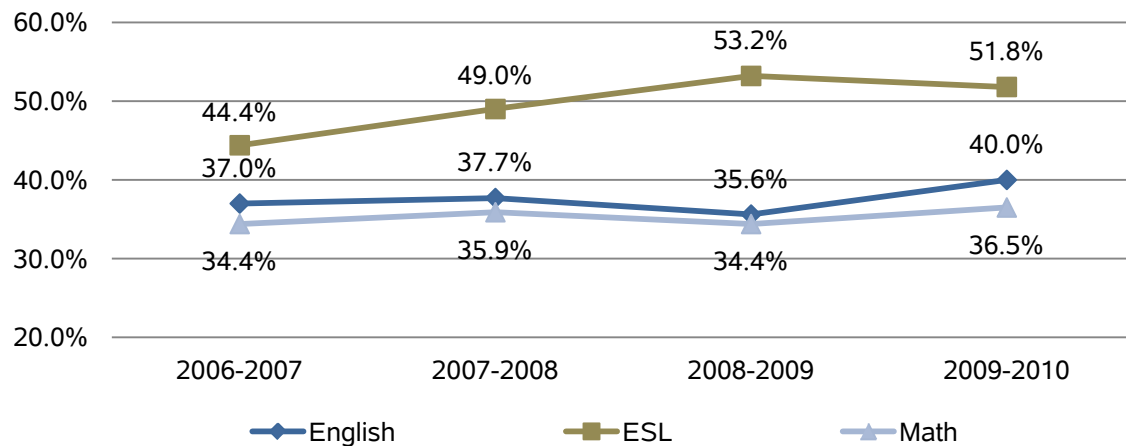
	2006-2007 by 2008-2009	2007-2008 by 2009-2010	2008-2009 by 2010-2011	2009-2010 by 2011-2012
Cohort	8,617	9,256	10,025	10,090
Transitioned	2,960	3,323	3,450	3,681
% Transitioned	34.4%	35.9%	34.4%	36.5%

On average, approximately 35.3% of basic skills in the last four cohorts made the transition and enrolled in the degree or transfer course in the discipline. The data reveal that over one in three students who begin their English, ESL, and/or math sequence of courses in basic skills progress to and enroll in the degree-required course in the same discipline within three years. The rate increased by 2.1% in the performance year over the 2006-2007 cohort.

The data does not take into account the changes in Associate Degree requirement for English that were implemented for students beginning their coursework in fall of 2009 or later. Prior to fall 2009, entering students who sought to earn a degree were required to successfully complete ENGL 21B, ESL 21B, and/or ENGL 1. The English requirement changed to ENGL 1 only for students beginning their coursework at SMC in fall of 2009 or later. Therefore, students beginning their coursework at SMC prior to fall 2009 with a degree goal would not necessarily have been expected to transition to ENGL 1.

The following figure describes the basic skills transition to degree rate by discipline.

Figure 1.10a: Basic Skills Transition to Degree Course Rate by Discipline

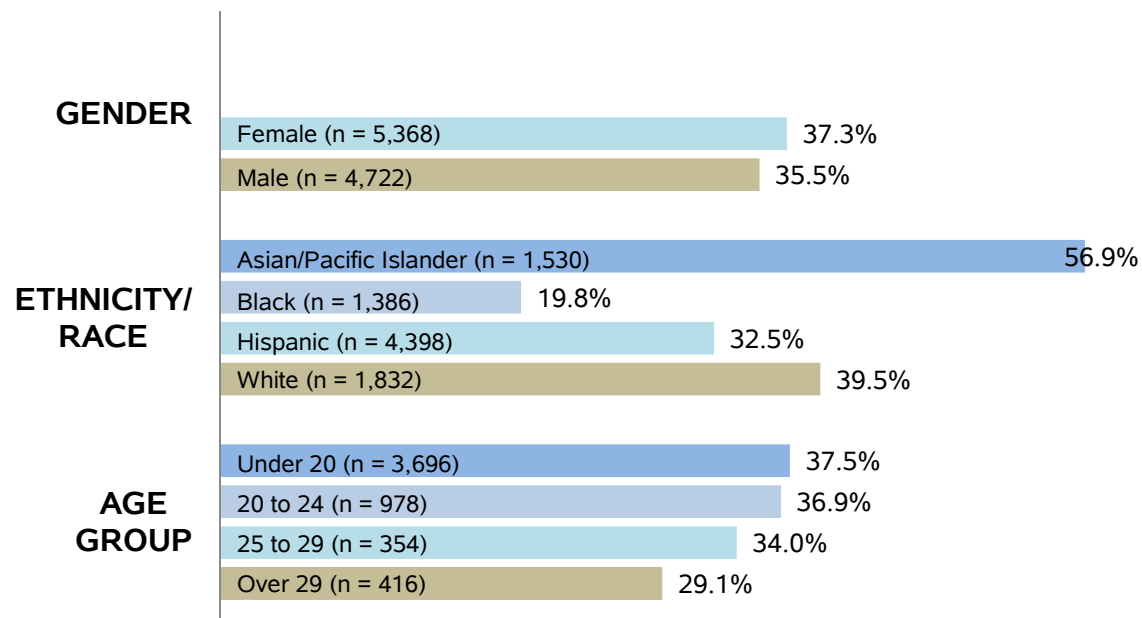


For this key indicator, the rates for the performance year increased over the 2006-2007 cohorts for all disciplines. A dip in rates was observed in English and math for the 2008-2009 cohorts. Overall, the transition rates are highest in ESL and lowest in math.

The following figure describes the basic skills transition to degree rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2009-2010 Cohort

36.5%



In the performance year, female basic skills (37.3%) and male basic skills (35.5%) students transitioned to the degree course at similar rates, however, female students performed at slightly higher rates.

The disaggregated data reveal that Asian/Pacific Islanders students (56.9%) transitioned from basic skills to degree courses at higher rates than White (39.5%), Hispanic (32.5%), and Black (19.8%) students. White and Hispanic students transitioned at somewhat similar rates; Black students have the lowest basic skills transition to degree course rates. The disparity of basic skills to degree course transition rates among the different ethnicity/race groups is over 37% (highest, Asian/PI: 56.9%; lowest, Black: 19.8%). The total rate includes all ethnicity/race groups, including American Indian/Alaskan Native students and those with unreported ethnicity/race values.

A pattern is observed for transition rate by age group; the youngest basic skills student groups (Under 20 and 20 to 24) transitioned to the degree course at the highest rates (37.5% and 36.9%, respectively). The older students (25 to 29 and over 29) transition to degree courses at lower rates (34.0% and 29.1%, respectively). The difference between the highest performing (Under 20: 37.5%) and lowest performing age groups (Over 29: 29.1%) is 8.4%.

Minimum Standards:

The minimum standard for Key Indicator 1.10 (Basic Skills Transition to Degree Course Rate) was set at 33.5%. The minimum standard was calculated by multiplying the average rates (35.3%) over the last four years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (33.5%) for the 2013 performance year (36.5%).

Target:

The target for this key indicator was set at 39%. The target was initially discussed at a meeting of the Student Success Committee (formerly the Basic Skills Initiative Committee). The members of the committee chose to set a target reflecting an improvement in the metric. The target of 39% was set by improving the rate of the two lowest performing ethnicity/race student groups by 5% for the most recently reported cohort year (2009-2010 cohort). Focusing on improving the rates for the two lowest performing groups is a manageable goal.

If the Black student group rate improved by 5%, the new rate would be 24.8%. If the Hispanic student rate improved by 5% the new rate would be 37.5%. Improving the rate by 5% for these groups translates into an additional 290 students in the cohort who reach the degree-required English and math courses (70 additional students in the Black group and 220 additional students in the Hispanic group). Having an additional 290 students in the cohort improve in basic skills translates into a basic skills transition to degree course rate of 39%. Therefore, the target for this key indicator is to improve the rate to 39% by the 2015-2016 institutional effectiveness report.

The data reveal that the college's performance on this indicator (36.5%) falls below the target range (within 1% of the target of 39% or 38% to 40%).

Through the work of the Basic Skills Initiative, the Basic Skills Initiative/Career Technical Education Collaborative Project, and departments, several strategies and programs are being developed or have

recently been developed to address the needs and success of basic skills students, including the development of accelerated English and math courses, contextualized basic skills courses and modules for CTE students, and a summer program (“Jams”) for incoming freshmen placed into basic skills courses.

This indicator is the focus of a follow-up study to be conducted in the near future (2013). A focus group study examining the experiences of successful basic skills students who do not progress through the basic skills students will be conducted by college researchers in consultation with basic skills faculty. The ultimate purpose of the study is to gather evidence that will inform basic skills practices and programs and to improve the basic skills transition to degree course rate.

1.11 CTE Course Success Rate

Minimum Standard:	66.4%			
	Performance Year			
	2010	2011	2012	2013
Rate	68.1%	69.3%	70.8%	71.4%
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.11 (CTE Course Success Rate) describes the percentage of successful completion in credit Career Technical Education (CTE) courses.

Denominator:

Fall and spring credit CTE course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit CTE course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

A CTE course was identified as any course coded with a SAM priority code of A (apprenticeship; SMC does not offer these courses), B (advanced occupational), C (clearly occupational), or D (possibly occupational). The SAM priority code is used to indicate the degree to which a course is occupational and assists in identifying course sequences in occupational programs. In 2009-2010, a large proportion of CTE courses were found to be miscoded. However, the courses were re-coded for accuracy in spring 2011. The data for academic years 2008-2009, 2009-2010, and 2010-2011 reflect the revised SAM codes and the formal changes in ISIS or the Chancellor's Office Management Information Systems (MIS) took effect at the CCCCCO in the 2011-2012 academic year.

Data and Analyses:

Table 1.11: CTE Course Success Rate

	2008-2009	2009-2010	2010-2011	2011-2012
Enrollments	39,307	40,659	40,481	38,992
Success	26,766	28,181	28,660	27,827
% Success	68.1%	69.3%	70.8%	71.4%

The average CTE course success rate is approximately 70%. In the most recent academic year (2011-2012), the course success rate was 71.4%. The course success rate has steadily increased by 3.3% over the last four academic years.

Minimum Standards:

The minimum standard for Key Indicator 1.11 (CTE Course Success Rate) was set at 66.4%. The minimum standard was calculated by multiplying the average rates (69.9%) over the last four years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (66.4%) for the 2013 performance year (71.4%).

1.12 CTE Completion Rate

Target:	47% (range 46% to 48%)			
Minimum Standard:	43.8%			
	Performance Year			
	2010	2011	2012	2013
Rate	50.6%	46.5%	45.8%	45.9%
Performance	●	◐	○	○
Min. Standard	✓	✓	✓	✓

Data Source:

The data for the 2003-2004, 2004-2005, and 2005-2006 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCO changed the methodology calculating the Completion Rate (formerly the Student Progress and Achievement Rate) for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.12 (CTE Completion Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the 2006-2007 cohort, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.12 (CTE Completion Rate) describes the percentage of first-time freshmen who were Career Technical Education (CTE) students and achieved a completion outcome within six years.

Denominator (Cohort):

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

- Enrolled in college for the first time after high school in academic years (summer, fall, winter, and spring) 2003-2004, 2004-2005, 2005-2006, or 2006-2007;
- Enrolled at SMC as their first college;
- Earned in 12 or more credit units within six years; and,
- Attempted an advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entry were counted as having completed a CTE outcome:

- Transferred to a four-year institution (including public, in state private, and out-of-state institutions); or,
- Earned a degree or Chancellor's approved certificate of achievement.

Data and Analyses:

Table 1.12: CTE Completion Rate

	2003-2004 by 2008-2009	2004-2005 by 2009-2010	2005-2006 by 2010-2011	2006-2007 by 2011-2012
Cohort	1,638	1,995	2,063	1,955
Completed	829	927	944	897
Total	50.6%	46.5%	45.8%	45.9%

The average CTE completion rate is 47.2%. The data reveal that, on average, approximately half of first-time CTE students earn a certificate of achievement, degree, or transfer to a four-year institution within six years. Over the last three cohort years, the CTE completion rate has remained relatively stable. The higher performance in the cohort year 2003-2004 (50.6%) may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years, which, in turn, reduced the total number of students in the cohort and made the cohort less variable. For the most recent cohorts, the rate and cohort size reverted back to the levels observed for the 2002-2003 cohort year (cohort size = 2,086) and CTE completion rate 43.7%).

The CTE Completion Rate is influenced by factors such as the economy, and budgets and changes in admissions policies at the four-year institutions. In addition, the inaccurate coding of some CTE courses may affect the criteria determining who is included or excluded from the cohort. CTE courses at SMC are coded as being possibly occupational, clearly occupational, or advanced occupational. A large proportion of CTE courses were found to be miscoded; the CTE faculty cleaned and recoded the CTE courses in spring 2011 term. The changes in coding did not take effect at the CCCCCO until spring 2012.

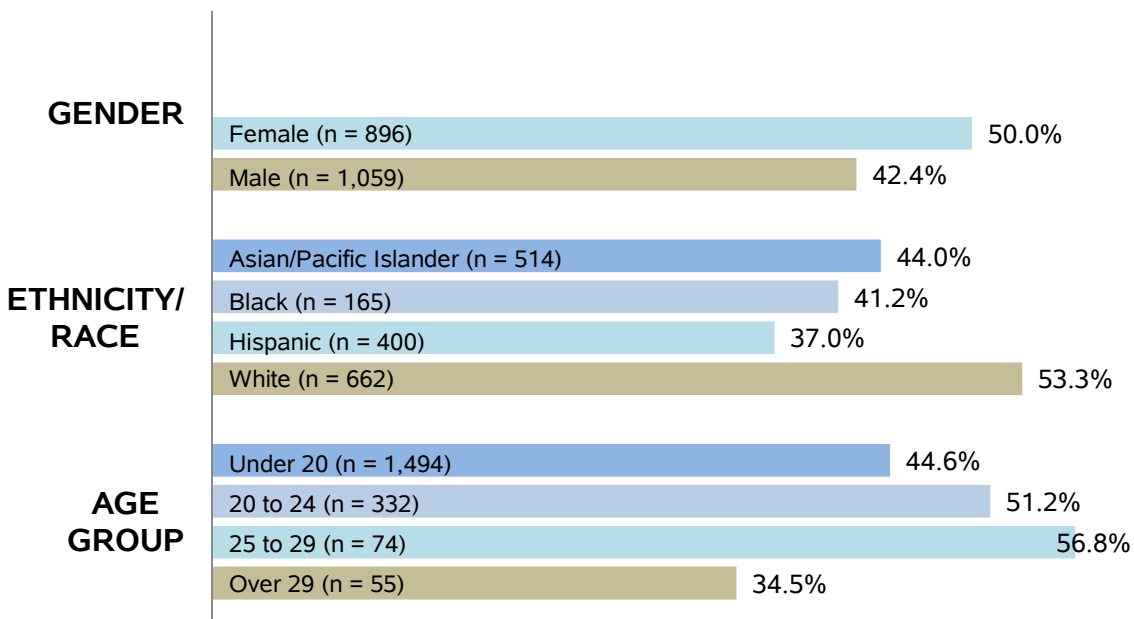
The key indicator has a notable limitation; it does not take into account students who achieve a departmental certificate. Departmental certificates are short-term certificates of achievement that typically require fewer units for completion than Chancellor's Office approved certificates of achievement. Departmental certificates are currently not reported to the CCCCCO, and therefore, are not counted toward completion.

In the summer of 2011, the college surveyed 173 former CTE students who earned a career certificate or Associate Degree (completers) and those who took substantial coursework in a CTE program but did not receive an award (leavers). The purpose of the survey was to assess the impact of SMC CTE programs on student outcomes beyond certificates and degrees, such as satisfaction with SMC programs and gains in employment, wages, and benefits. The study found that a large majority of leavers (84.4%) reported that they were satisfied with the education received at SMC and that their SMC coursework helped them obtain their current job, advance in their current job, improvement their job performance, and/or improve their overall employability. Approximately 33% of leavers reported they were enrolled at SMC in order to update their job skills or professional development, and not to earn a certificate, degree, or transfer to a four-year institution. The findings from this study reveal that some CTE students never intend to earn an award or transfer which impacts the CTE completion rate.

The following figure describes the CTE completion rates by student demographic subgroup, including rates by gender, ethnicity/race, and age.

2006-2007 Cohort

45.9%



In the performance year (2006-2007 cohort), female CTE students (50.0%) completed a CTE outcome within six years at a higher rate than male CTE students (42.4%). Disproportionately more students in the CTE cohort were male than female.

The disaggregated data reveal that White students in the CTE cohort completed a CTE outcome at the highest rate (53.3%), followed by Asian/Pacific Islanders students (44.0%), and Black students (41.2%). Hispanic students have the lowest CTE completion rates (37.0%). The disparity of CTE completion rates among the different ethnicity/race groups is over 16% (highest, White: 53.3%; lowest, Hispanic: 37.0%). The total rate includes all ethnicity/race groups, including American Indian/Alaskan Native students and those with unreported ethnicity/race values.

Students between the ages of 25 and 29 had the highest CTE completion rate in the performance year (56.6%), followed by students between the ages of 20 and 24 (51.2%), and students under the age of 20 (44.6%). CTE students who were over 29 as a first-time freshmen completed a CTE outcome at the lowest rates (34.5%).

Minimum Standards:

The minimum standard for Key Indicator 1.12 (CTE Completion Rate) was set at 43.8%. The minimum standard was calculated by multiplying the average rates (46.1%) over the last three years by 95%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size. The data for this key indicator shows that the college is meeting the minimum institutional standard (43.8%) for the 2013 performance year (45.9%).

Target:

The target for Key Indicator 1.12 (CTE Completion Rate) was set at 47% in the 2012 Institutional Effectiveness Report. The target was initially discussed at a meeting of the Career Technical Education Committee. The members of the committee chose to set a target reflecting an improvement in the metric. The target of 47% was set by improving the rate of the two lowest performing ethnicity/race student groups by 5% for 2005-2006 cohort year. Focusing on improving the rates for the two lowest performing groups is a manageable goal.

For the 2005-2006 cohort year, Black (n = 153) and Hispanic (n = 453) students had the lowest CTE completion rates (36.6% and 37.3%, respectively). If the Black student rate improved by 5% the new Black student rate would be 41.6%. If the Hispanic student rate improved by 5% the new Hispanic student rate would be 42.3%. Improving the rate by 5% for these groups translates into an additional 31 students in the cohort who complete a CTE outcome (8 additional students in the Black student group, and 23 additional students in the Hispanic student group). Having an additional 31 students in 2005-2006 cohort complete a CTE outcome translates into a CTE completion rate of 47% by the 2015-2016 institutional effectiveness year.

The data reveal that the college's performance on this indicator (45.9%) falls slightly below the target range (within 1% of the target of 47% or 46% to 47%).

Through the work of the Basic Skills Initiative/Career Technical Education Collaborative Project, CTE Committee, and CTE departments, several strategies and programs have been developed to address the needs and success of CTE students, including the development of cohort programs such as "Promo Pathways" and contextualized basic skills courses and modules for CTE students.

Santa Monica College plans to participate in the statewide 2014 CTE Completers/Leavers survey. The purpose of the survey will be to document the impact of CTE programs on students after leaving the college and to assess the level of student satisfaction with the programs. Currently, there is no systematic method to collect student employment attainment after they leave the college. Therefore, the survey is an effort to document the success of CTE students who do not earn a certificate, degree, or transfer, including students who never intended to earn an award or transfer.

1.13 Distance Learning Course Success Rate Gap

Minimum Standard:	<=5.8%			
	Performance Year			
	2010	2011	2012	2013
Rate	7.4%	5.2%	5.3%	4.1%
Min. Standard		✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.13 (Distance Learning Course Success Rate Gap) describes the difference in success rates between distance learning courses and non-distance learning courses.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Distance learning courses were identified as courses offered exclusively online or in a hybrid mode (blends face-to-face and online instruction). Non-distance learning courses were identified as courses taught exclusively on ground and face-to-face. The indicator was revised from previous versions of institutional effectiveness to include only courses offering both distance learning and non-distance learning class sections in the same term.

Data and Analyses:

Table 1.13: Distance Learning Course Success Rate Gap

	2008-2009	2009-2010	2010-2011	2011-2012
DL Enrollments	14,822	15,587	14,781	14,884
DL Success	8,863	9,896	9,767	10,051
% DL Success	59.8%	63.5%	66.1%	67.5%
Non-DL Enrollments	53,569	53,408	51,322	51,632
Non-DL Success	36,023	36,713	36,659	36,950
% Non-DL Success	67.2%	68.7%	71.4%	71.6%
Gap (Non-DL – DL)	7.4%	5.2%	5.3%	4.1%

The four-year average success rate in distance learning classes is about 64%, approximately 6% lower than the success rates in non-distance learning classes (70%) in the same courses. The gap between success in non-distance learning courses and distance learning courses has decreased by 3.3% over the last four academic years which shows improvement in this key indicator. Overall, the data reveal that students enrolled in distance learning classes are performing at lower levels than students enrolled in non-distance learning classes, but the difference in performance is decreasing.

Minimum Standards:

The minimum standard for Key Indicator 1.13 (Distance Learning Course Success Rate Gap) was set at 5.8% or lower. The minimum standard was calculated by multiplying the average gap (5.5%) over the last four years by 105%. The data for this key indicator shows that the college is meeting the minimum institutional standard (less than or equal to 5.8%) for the 2013 performance year (4.1%).

1.14 Distance Learning Course Retention Rate Gap

Minimum Standard:	<=7.1%			
	Performance Year			
	2010	2011	2012	2013
Gap	9.1%	6.5%	6.5%	5.1%
Min. Standard		✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.14 (Distance Learning Course Retention Rate Gap) describes the difference in course retention rates between distance learning courses and non-distance learning courses.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), or NP (no pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Distance learning courses were identified as courses offered exclusively online or in a hybrid mode (blends face-to-face and online instruction). Non-distance learning courses were identified as courses taught exclusively on ground and face-to-face. The indicator was revised from previous versions of institutional effectiveness to include only courses offering both distance learning and non-distance learning class sections in the same term.

Data and Analyses:

Table 1.14: Distance Learning Course Retention Rate Gap

	2008-2009	2009-2010	2010-2011	2011-2012
DL Enrollments	14,822	15,587	14,781	14,884
DL Retained	11,153	12,426	11,928	12,333
% DL Retention	75.2%	79.7%	80.7%	82.9%
Non-DL Enrollments	53,569	53,408	51,322	51,632
Non-DL Retained	45,150	46,026	44,764	45,419
% Non-DL Retention	84.3%	86.2%	87.2%	88.0%
Gap (Non-DL – DL)	9.1%	6.5%	6.5%	5.1%

The four-year average retention rate in distance learning classes is 70%, approximately 6% lower than the retention rates in non-distance learning classes (86%) in the same courses. The gap between retention rates in non-distance learning courses and distance learning courses has decreased by 4% over the last four academic years which shows improvement in this key indicator. Overall, the data reveal that students enrolled in distance learning classes are performing at lower levels than students enrolled in non-distance learning classes, but the difference in performance is decreasing.

Minimum Standards:

The minimum standard for Key Indicator 1.14 (Distance Learning Course Retention Rate Gap) was set at 7.1% or lower. The minimum standard was calculated by multiplying the average gap (6.8%) over the last four years by 105%. The data for this key indicator shows that the college is meeting the minimum institutional standard (less than or equal to 7.1%) for the 2013 performance year (5.1%).

1.15 SMMUSD High School Graduates to SMC Rate

Data Source:

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

Methodology:

Key Indicator 1.15 (SMMUSD High School Graduates to SMC Rate) describes the percentage of high school seniors graduating from the Santa Monica-Malibu Unified School District (SMMUSD) who subsequently enrolled at SMC within one year of high school graduation.

Denominator (Cohort):

The cohort included SMMUSD students who met the following criteria:

- Graduated high school in 2007-2008, 2008-2009, 2009-2010, or 2010-2011

Numerator (Outcome):

Students in the cohort who met the following criteria within one year of graduating high school were counted as having enrolled at SMC:

- Enrolled in at least one credit course within one year after graduating high school

The following high schools were included in the analyses: Olympic Continuation High School, Malibu High School, and Santa Monica High School.

This key indicator was revised from “District High School Graduates to SMC Rate” to “SMMUSD High School Graduates to SMC Rate”. Previous institutional effectiveness years relied on data produced by the California Postsecondary Education Commission (CPEC) data mart which included information for private schools in the district area. However, funding for CPEC was discontinued in fall 2011 and while historical data was maintained on the website, no new data was added to the database. The new data source, California Department of Education Data Quest, does not report data on private schools. Therefore, the indicator was revised to include only public schools in the district area which represent the high schools in the SMMUSD.

Data and Analyses:

Table 1.15: SMMUSD High School Graduates to SMC Rate

	Class of 2007-08	Class of 2008-09	Class of 2009-10	Class of 2010-11
High School Grads	913	895	927	916
Enrolled at SMC	294	284	279	277
% HS Grads at SMC	32.2%	31.7%	30.1%	30.2%

Over the last four graduating classes, SMC served an average of 31.1% of SMMUSD high school graduates in the year after graduation. The performance year reveals that over 30% of the high school graduating class of 2010-2011 from SMMUSD attended Santa Monica College after high school. Current performance reflects a slight decrease in rate (2%) when compared to the graduating class of 2007-2008.

The rates may be deflated as students at SMC are not required to report their high school information; some students leave the last high school attended question blank on the college application.

1.16 Geographic Area HS Graduates to SMC Rate

Data Source:

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

Methodology:

Key Indicator 1.15 (SMMUSD High School Graduates to SMC Rate) describes the percentage of high school seniors graduating from the geographic area who subsequently enrolled at SMC within one year of high school graduation.

Denominator (Cohort):

The cohort included students who met the following criteria:

- Graduated high school in 2007-2008, 2008-2009, 2009-2010, or 2010-2011;
- Graduated from a high school zip code within a 10-mile radius of zip code 90405; and,
- Graduated from a public or charter school.

Numerator (Outcome):

Students in the cohort who met the following criteria within one year of graduating high school were counted as having enrolled at SMC:

- Enrolled in at least one credit course within one year after graduating high school

Only high schools graduating at least one student in all four years were included in the analyses. The following 32 public and charter high schools were included in the analyses:

- Alexander Hamilton Senior High
- Animo Leadership High
- Arena High (Continuation)
- Beverly Hills High
- Cheviot Hills Continuation
- City Honors High
- Crenshaw Senior High
- Culver City High
- Culver Park High
- El Segundo High
- Ellington (Duke) High (Continuation)
- Fairfax Senior High
- Foshay Learning Center
- George Washington Preparatory High
- Hawthorne High
- Inglewood High
- Los Angeles Center For Enriched Studies
- Los Angeles Senior High

- Marlton
- Mira Costa High
- Moreno High (Continuation)
- Morningside High
- Olympic High (Continuation)
- Phoenix Continuation
- Santa Monica High
- Susan Miller Dorsey Senior High
- University Senior High
- Venice Senior High
- View Park Continuation
- Westchester Senior High
- Whitman Continuation
- Whitney Young Continuation

The schools identified in the geographic area are not necessarily the schools that are visited by the Santa Monica College Office of Outreach and Recruitment.

The data source for this key indicator was changed. Previous reports relied on data produced by the California Postsecondary Education Commission (CPEC) data mart. However, funding for CPEC was discontinued in fall 2011 and while historical data was maintained on the website, no new data was added to the database. Data from the California Department of Education Data Quest was used to calculate the rates for this key indicator. As a result, the current version of the indicator included a different list of high schools, including schools which were not represented in the CPEC dataset but were available in the California Department of Education Data Quest, than previous years of institutional effectiveness.

Data and Analyses:

Table 1.16: Geographic Area HS Graduates to SMC Rate

	Class of 2007-08	Class of 2008-09	Class of 2009-10	Class of 2010-11
High School Grads	7,607	7,962	8,096	8,047
Enrolled at SMC	1,888	2,124	1,775	1,613
% HS Grads at SMC	24.8%	26.7%	21.9%	20.0%

Over the last four graduating classes, SMC served an average of 23.4% of high school graduates located within 10 miles of the SMC campus in the year after graduation. The performance year reveals that 20% of the high school graduating class of 2010-2011 from surrounding high schools attended Santa Monica College after high school. Current performance reflects a decrease in rate (4.8%) when compared to the graduating class of 2007-2008.

The rate may be deflated as students at SMC are not required to report their high school information; some students leave the last high school attended question blank on the college application.

1.17 Equity Gap - Course Success Rate

Minimum Standard:	<=15.9%			
	Performance Year			
	2010	2011	2012	2013
Gap	15.7%	15.2%	14.2%	15.5%
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.17 (Equity Gap - Course Success Rate) describes the difference in average course success rates between the highest and lowest performing groups in terms of ethnicity/race.

Denominator:

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), P (pass), D, F, I (incomplete), NC (no credit), NP (no pass), DR (drop), or W (withdrawal)

Numerator (Outcome):

Fall and spring credit course enrollments in academic years (fall and spring only) 2008-2009, 2009-2010, 2010-2011, and 2011-2012 with the following earned grades:

A, B, C, CR (credit), or P (pass)

Grades of IP (in progress) and RD (report delayed) were excluded from the analyses.

Lowest performing groups were identified as groups performing at least 10% lower than the highest performing group in the performance year. Comparisons by gender and age yielded little-to-no difference in performance between groups; therefore, the indicator focuses on ethnicity/race.

Data and Analyses:

The following table compares the course success rates of the four largest ethnicity/race groups. Because International (F-1 visa) students attend SMC under different circumstances than typical domestic students, they were excluded from the analyses.

Table 1.17: Equity Gap – Course Success Rate

	2008-2009	2009-2010	2010-2011	2011-2012
Asian/Pacific Islander	67.8%	70.5%	72.6%	72.6%
Black	48.3%	51.6%	55.5%	53.2%
Hispanic	57.9%	60.1%	61.8%	63.1%
White	69.8%	71.6%	73.0%	74.7%
Higher-performing grp avg.	68.8%	71.1%	72.8%	73.7%
Lower-performing grp avg.	53.1%	55.9%	58.7%	58.2%
Difference	15.7%	15.2%	14.2%	15.5%

The highest performing student group in terms of course success was the White group in the performance year (74.7%). The groups who performed 10% or more below the performance of the highest performing group were the Black and Hispanic student groups (53.2% and 63.1%, respectively). In 2011-2012, Black students increased their performance by 4.9% when compared to 2008-2009, however experienced a decrease in rate of 2.3% when compared to the prior year. The course success rates of Hispanic students steadily increased by 5.2% from 57.9% in 2008-2009 to 63.1% in 2011-2012.

The gap in average course success rates between the highest (White and Asian/PI) and lowest (Black and Hispanic) performing groups has remained relatively stable, around 15%.

Minimum Standards:

The minimum standard for Key Indicator 1.17 (Equity Gap – Course Success Rate) was set at 15.9% or lower. The minimum standard was calculated by multiplying the average gap (15.2%) over the last four years by 105%. The data for this key indicator shows that the college is meeting the minimum institutional standard (less than or equal to 15.9%) for the 2013 performance year (15.5%).

1.18 Equity Gap - Progress & Achievement Rate

Target:	Decrease year-over-year (within 1% of previous year performance)			
Minimum Standard:	<=25.7%			
	Performance Year			
	2010	2011	2012	2013
Gap	23.1%	23.2%	25.2%	25.1%
Performance	NA	⊖	○	⊖
Min. Standard	✓	✓	✓	✓

The data for the 2003-2004, 2004-2005, and 2005-2006 cohorts were obtained from the 2012 Accountability Reporting for Community Colleges (ARCC) report.

In 2013, the CCCCCO changed the methodology calculating the Completion Rate (formerly the Student Progress and Achievement Rate) for the Student Success Scorecard (formerly ARCC report). In order to keep the methodology for Key Indicator 1.18 (Equity Gap - Progress and Achievement Rate) stable and consistent, the Office of Institutional used data from both the college's Management Information Systems (MIS) and the California Community College Chancellor's Office (CCCCO) Data-on-Demand website to construct the 2006-2007 cohort, using the methodology of the 2012 ARCC report.

Methodology:

Key Indicator 1.18 (Equity Gap - Progress and Achievement Rate) describes the difference in average progress and achievement rates between the highest and lowest performing groups in terms of ethnicity/race.

Denominator (Cohort):

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

- Enrolled in college for the first time after high school in academic years (summer, fall, winter, and spring) 2003-2004, 2004-2005, 2005-2006, or 2006-2007;
- Enrolled at SMC as their first college;
- Earned in 12 or more credit units within six years; and,
- Attempted a degree-applicable math (MATH 20 or higher), degree-applicable English (ENGL 21A or ENGL 48 or higher), and/or advanced occupational course (CTE course with a SAM priority code of B or A) within six years.

Numerator (Outcome):

Students in the cohort who met the following criteria within six years of entry were counted as having made progress towards or achieved a completion outcome:

- Transferred to a four-year institution (including public, in state private, and out-of-state institutions);

- Earned a degree or Chancellor's approved certificate of achievement;
- Achieved "Transfer Directed" status (earned a C or better grade in transfer-level math and English); and/or,
- Achieved "Transfer Prepared" status (successfully completed 60 UC/CSU transferable units with a GPA of 2.0 or higher).

Lowest performing groups were identified as groups performing at least 10% lower than the highest performing group in the performance year. The equity gap was calculated by subtracting the difference between the average highest performing group rate and the average lowest performing group rate.

Comparisons by student ethnicity/race yielded larger equity gaps than analyses by gender and age; therefore, the indicator focuses on ethnicity/race.

Data and Analyses:

The following table compares the progress and achievement rates of the four largest student ethnicity/race groups. Because International (F-1 visa) students attend SMC under different circumstances than typical domestic students, they were excluded from the analyses.

Table 1.18: Equity Gap – Progress & Achievement Rate

	2003-04 by 2008-09	2004-05 by 2009-10	2005-06 by 2010-11	2006-07 by 2011-12
Asian/Pacific Islander	73.3%	66.8%	70.4%	68.2%
Black	52.3%	43.8%	42.3%	43.4%
Hispanic	46.7%	45.3%	44.7%	45.2%
White	71.9%	68.6%	67.0%	70.6%
Higher-performing groups avg.	72.6%	67.7%	68.7%	69.4%
Lower-performing groups avg.	49.5%	44.6%	43.5%	44.3%
Difference	23.1%	23.2%	25.2%	25.1%

In the performance year (2006-2007 cohort), the highest performing groups in terms of the progress and achievement were the domestic Asian/Pacific Islander (68.2%) and White (70.6%) students. The lowest performing groups in terms of the progress and achievement rate were the domestic Black (43.4%) and Hispanic (45.2%) students. The high rates of progress and achievement for the 2003-2004 cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which, in turn, reduced the total number of students in the cohort and made the cohort less variable. In the most recent cohort years, the rates reverted back to the cohort size observed in 2002-2003.

On average, in the performance year, the highest performing groups had a progress and achievement rate of 69.4%, a rate higher than the average lowest performing group rate (44.3%) by 25.1%. The equity gap experienced a decrease of 0.1% in the performance year from the prior year performance. The data also indicate while performing at rates at least 10% below the average, Black and Hispanic students experienced a slight increase in their progress and achievement rates (Black: 42.3% to 43.4%; Hispanic: 44.7% to 45.2%) in the performance year when compared with the previous year.

Minimum Standards:

The minimum standard for Key Indicator 1.18 (Equity Gap – Progress & Achievement Rate) was set at 25.7% or lower. The minimum standard was calculated by multiplying the average gap (24.5%) over the last three years by 105%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size. The data for this key indicator shows that the college is meeting the minimum institutional standard (less than or equal to 25.7%) for the 2013 performance year (25.1%).

Target:

The target for Key Indicator 1.18 – Equity Gap Progress and Achievement Rate is to reduce the gap in performance between the highest and lowest performing groups each year. The target was established by DPAC and the Student Success Committee for the 2012 Institutional Effectiveness Report.

In the 2012 institutional effectiveness year, the equity gap for the progress and achievement rate was 25.2%. In the current performance year (2013), the gap decreased by 0.1% for a difference of 25.1% between the higher and lower performing student ethnic/racial groups. The decrease in gap is within the

In the 2010-2011 Institutional Effectiveness year, the equity gap for the progress and achievement rate increased to 25.2%. Therefore, data indicate that the college met the target.

This indicator is the focus of a follow-up study that is currently being conducted and is explained in more detail in the introduction of the report. A qualitative study examining the educational experiences of students from different cultural and ethnic backgrounds is currently being conducted by a team of faculty and researchers. The ultimate purpose of the study is to gather evidence that will inform practice aimed to close the equity gap related to various student outcomes and to reduce the equity gap for this indicator.

1.19 Equity Gap - Transfer Rate

Target:	Decrease year-over-year (within 1% of previous year performance)			
Minimum Standard:	<=25.6%			
	Performance Year			
	2010	2011	2012	2013
Gap	19.0%	24.6%	24.1%	24.4%
Performance	NA	○	●	●
Min. Standard	✓	✓	✓	✓

Data Source:

The data were obtained from the California Community College Chancellor's Office (CCCCO) Data-on-Demand website. Data-on-Demand relies on California State University Analytic Studies and University of California Office of the President database and the National Student Clearinghouse (a national consortium that hosts a database containing over 91% of postsecondary enrollments) in order to obtain transfer information.

Methodology:

Key Indicator 1.19 (Equity Gap - Transfer Rate) describes the difference in transfer rates between the highest and lowest performing groups in terms of ethnicity/race.

Denominator (Cohort):

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

- Enrolled in college for the first time after high school in academic years 2003-2004, 2004-2005, 2005-2006, or 2006-2007;
- Completed 12 or more credit units at any California Community College (CCC);
- Completed the largest proportion of credit units at SMC (regardless of whether they began their postsecondary education at SMC or another CCC; and,
- Attempted transfer-level math and/or English.

Numerator (Outcome):

Students in the cohort who met the following criteria were counted as having transferred:

- Enrolled at a four-year institution (including public, private, and out-of-state institutions) within six years of entry in the CCC system.

Lowest performing groups were identified as groups performing at least 10% lower than the highest performing group in the performance year. The equity gap was calculated by subtracting the difference between the average highest performing group rate and the average lowest performing group rate.

Comparisons by student ethnicity/race yielded larger equity gaps than analyses by gender and age; therefore, the indicator focuses on ethnicity/race.

Data and Analyses:

The following table provides a comparison of performance on the transfer rate indicator between the four largest ethnicity/race groups. Unlike Key Indicators 1.17 and 1.18, international (F-1 visa) students were included in the analyses as the data source for transfer rates did not offer student-level data or data by residence status.

Table 1.19: Equity Gap – Transfer Rate

	2003-04 by 2008-09	2004-05 by 2009-10	2005-06 by 2010-11	2006-07 by 2011-12
Asian/Pacific Islander	61.4%	55.9%	56.5%	54.2%
Black	47.0%	33.0%	34.2%	33.2%
Hispanic	41.2%	35.2%	35.7%	30.9%
White	64.8%	61.4%	61.5%	58.6%
Higher-performing groups avg.	63.1%	58.7%	59.0%	56.4%
Lower-performing groups avg.	44.1%	34.1%	35.0%	32.1%
Difference	19.0%	24.6%	24.1%	24.4%

In the performance year (2006-2007 cohort), the highest performing groups in terms of transfer rates were the Asian/Pacific Islander (54.2%) and White (58.6%) students. The lowest performing groups in terms of transfer rates were the Black (33.2%) and Hispanic (30.9%) students. The high rates of transfer for the 2003-2004 cohort may partly be attributed to the large reduction in course offerings during the 2003 and 2004 years at SMC, which, in turn, reduced the total number of students in the cohort and made the cohort less variable. In the most recent cohort years, the rates reverted back to the cohort size observed in 2002-2003.

In the performance year, the higher performing groups had an average transfer rate of 56.4%, higher by 24.4% than the average transfer rate for the lower performing groups (32.1%). The equity gap between the two groups has increased slightly by 0.3% from 24.1% in the previous year to 24.4% in the current year.

Minimum Standards:

The minimum standard for Key Indicator 1.19 (Equity Gap – Transfer Rate) was set at 25.6% or lower. The minimum standard was calculated by multiplying the average gap (24.4%) over the last three years by 105%. The average calculation excluded the 2003-2004 cohort year due to the impact of the course reductions on the cohort size. The data for this key indicator shows that the college is meeting the minimum institutional standard (less than or equal to 25.6%) for the 2013 performance year (24.4%).

Target:

The target for Key Indicator 1.19 (Equity Gap – Transfer Rate) is to reduce the gap in performance between the highest and lowest performing groups each year. The target was established by DPAC and the Student Success Committee for the 2012 Institutional Effectiveness Report.

In the 2012 institutional effectiveness year, the equity gap for the progress and achievement rate was 24.1%. In the current performance year (2013), the gap increased by 0.3% to 24.4%, but was still within the target range (within 1% of the previous year's performance of 24.1%). Therefore, data indicate that the college met the target for this indicator.

This indicator is the focus of a follow-up study that is currently being conducted and is explained in more detail in the introduction of the report. A qualitative study examining the educational experiences of students from different cultural and ethnic backgrounds is currently being conducted by a team of faculty and researchers. The ultimate purpose of the study is to gather evidence that will inform practice aimed to close the equity gap related to various student outcomes and to reduce the equity gap for this indicator.

1.20 Percentage of Students Enrolled in Sustainability Related or Focused Courses

Data Source:

The data were obtained from the college's Management Information Systems (MIS) and Integrated School Information System (ISIS) databases.

Methodology:

Key Indicator 1.20 (Percentage of Students Enrolled in Sustainability Related or Focused Courses) describes the proportion of credit students enrolled in a course designated as either sustainability-related or sustainability-focused in fall term 2011. The data for this indicator was not collected prior to the fall 2011 term.

Definitions for sustainability-focused and sustainability-related courses:

- **Sustainability-focused course:** a course that has been included as a requirement for the Environmental Science, Environmental Studies, Solar Photovoltaic Installation, Energy Efficiency, and Resource and Recycling Management Associate Degree and/or Certificates of Achievements **AND** has a student learning outcome (SLO) mapped to Institutional Learning Outcome (ILO) #4 (Applied knowledge and valuation of the physical world);
- **Sustainability-related course:** a course that has been included as a requirement for the Environmental Science, Environmental Studies, Solar Photovoltaic Installation, Energy Efficiency, and Resource and Recycling Management Associate Degree and/or Certificates of Achievements **OR** has a student learning outcome (SLO) mapped to Institutional Learning Outcome (ILO) #4 (Applied knowledge and valuation of the physical world).

The key indicator was calculated by dividing the number of credit students in a fall term enrolled in at least one sustainability-related or focused course by the number of credit students.

Data and Analyses:

Table 1.20: Percentage of Students Enrolled in Sustainability Related or Focused Courses

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Credit Students	--	--	29,977	30,260
Enrolled Sustainability	--	--	18,341	19,185
% Enrolled Sustainability	--	--	61.2%	63.4%

The data reveal that over six in ten fall term students are enrolled in a course designated as sustainability-related or focused.

1.21 Registered Nursing License Exam Pass Rate

Minimum Standard:	90.9%			
	Performance Year			
	2010	2011	2012	2013
Rate	94.6%	97.4%	94.4%	96.4%
Min. Standard	✓	✓	✓	✓

Data Source:

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

Methodology:

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

Denominator (Cohort):

The cohort included graduates who met the following criteria:

- Earned an RN Associate Degree at Santa Monica College at any time; and,
- Took the NCLEX for the first time in academic years (July 1 – June 30) 2008-2009, 2009-2010, 2010-2011, or 2011-2012.

Numerator (Outcome):

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

Data and Analyses:

Table 1.21: Registered Nursing License Exam Pass Rate

	2008-2009	2009-2010	2010-2011	2011-2012
Taken	56	78	72	55
% Passed	94.6%	97.4%	94.4%	96.4%

On average, SMC graduates of the RN program pass the NCLEX examination at high rates (95.7%). Over nine in ten graduates in the program pass the nursing licensing exam on their first attempt.

Minimum Standards:

The minimum standard for Key Indicator 1.21 (Registered Nursing License Exam Pass Rate) was set at 90.9%. The minimum standard was calculated by multiplying the average rates (95.7%) over the last four years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (90.9%) for the 2013 performance year (96.4%).

1.22 Respiratory Therapy License Exam Pass Rate

Minimum Standard:	91.3%			
	Performance Year			
	2010	2011	2012	2013
Rate	NA	100%	92.3%	96.0%
Min. Standard	NA	✓	✓	✓

Data Source:

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

Methodology:

Key Indicator 1.22 (Respiratory Therapy License Exam Pass Rate) describes the percentage of graduates of the Respiratory program who pass the Certified Respiratory Therapist (CRT) examination for the first time. The Respiratory Therapy program at SMC is a partnership with East Los Angeles College and offers a unique consortium program that pools resources and faculty from both community colleges.

Denominator (Cohort):

The cohort included graduates who met the following criteria:

- Earned a Respiratory Therapy Degree at Santa Monica College/East Los Angeles College at any time; and,
- Took the CRT for the first time in calendar years (January 1 – December 31) 2010, 2011, or 2012.

Numerator (Outcome):

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

Data and Analyses:

Table 1.22: Respiratory Therapy License Exam Pass Rate

	2010	2011	2012
Taken	36	52	50
% Passed	100%	92.3%	96.0%

On average, SMC graduates of the respiratory therapy program pass the CRT examination at high rates (96.1%). Over nine in ten graduates in the program pass the respiratory therapy licensing exam on their first attempt.

Minimum Standards:

The minimum standard for Key Indicator 1.22 (Respiratory Therapy License Exam Pass Rate) was set at 91.3%. The minimum standard was calculated by multiplying the average rates (96.1%) over the last three years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (91.3%) for the 2013 performance year (96.0%).

1.23 Cosmetology License Exam Pass Rate

Minimum Standard:	84.8%			
	Performance Year			
	2010	2011	2012	2013
Rate	NA	89.7%	92.4%	85.8%
Min. Standard	NA	✓	✓	✓

Data Source:

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

Methodology:

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

Denominator:

The denominator included SMC students who met the following criteria:

- Completed the cosmetology program coursework (no formal award is necessary); and,
- Took one or more of the state cosmetology board examinations in calendar years (January 1 – December 31) 2010, 2011, or 2012.

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

Numerator (Outcome):

The total number of passes on the state board examinations in cosmetology taken by students in the denominator.

Data and Analyses:

Table 1.23: Cosmetology License Exam Pass Rate

	2010	2011	2012
Taken	194	185	226
Passed	174	171	194
% Passed	89.7%	92.4%	85.8%

On average, students who completed their cosmetology coursework passed the state license examinations in cosmetology at high rates (89.3%). However, the indicator experienced the lowest rate in the performance year (85.8%).

The table below describes the license exam pass rates by test type.

Table 1.23a: Cosmetology License Exam Pass Rates by Test Type

#Taken	2010	2011	2012
Cosmetology Written	70	51	48
% Passed	77.1%	94.1%	89.6%
Cosmetology Practical	68	55	51
% Passed	91.2%	89.1%	84.3%
Esthetician Written	39	37	42
% Passed	84.6%	94.6%	95.2%
Esthetician Practical	44	40	40
% Passed	90.9%	92.5%	90.0%
Manicuring Written	2	1	5
% Passed	100%	100%	100%
Manicuring Practical	3	1	8
% Passed	100%	100%	87.5%

In 2010, SMC students passed the written components of the cosmetology and esthetician (77.1% and 84.6%, respectively) license exams at lower rates than the practical components (91.2% and 90.9%, respectively). However, 2011 and 2012, students passed the written and practical cosmetology and esthetician license exams at similar rates. Manicuring license exams represent a very small percentage of the overall cosmetology license pass rates.

Minimum Standards:

The minimum standard for Key Indicator 1.23 (Cosmetology License Exam Pass Rate) was set at 84.8%. The minimum standard was calculated by multiplying the average rates (89.3%) over the last three years by 95%. The data for this key indicator shows that the college is meeting the minimum institutional standard (84.8%) for the 2013 performance year (85.8%).

Chapter 2: Supportive Learning

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 admission and records, counseling, assessment, outreach, and financial aid. This area of institutional effectiveness measures how well the college is doing in terms of providing students access to support services. In addition to access, future reports will include data measuring effectiveness of support services. There are nine (9) key indicators in this chapter:

2.1 First-time Freshmen Orientation Rate

2.2 First-time Freshmen Assessment Rate

2.3 Percentage of Students Receiving Financial Aid

2.4 Counseling Contact Rate

2.5 CCSSE – Academic and Collaborative Learning

2.6 CCSSE – Student Effort

2.7 CCSSE – Academic Challenge

2.8 CCSSE – Student-Faculty Interaction

2.9 CCSSE – Support for Learners

Key Indicators 2.5 to 2.9 were added to the Institutional Effectiveness Dashboard last year (2012 report) and measure the extent to which students at SMC are engaged in effective educational practices, including active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The data was collected using the Community College Survey for Student Engagement (CCSSE), a national student engagement survey.

Future Key Indicators

Other measures were identified as potential key indicators for future editions of the report by campus groups affected by the “Supportive Learning Environment” goal. They were not included in the current document primarily because the data had not yet been collected. The future key indicators include:

- **Percentage of Credit Students Who Completed an Educational Plan:** This indicator measures the percentage of credit students with a credential goal (certificate, degree, or transfer) who completed an educational plan within a year of starting courses at SMC.
- **Percentage of Students Utilizing Tutoring Services:** This indicator measures the percentage of students enrolled in tutor-supported courses who participate in tutoring services. The tutor tracking system was implemented in fall of 2010; therefore, currently there are only two years of completed data. This indicator will be included in future dashboards when at least three years of data have been collected.

- **Percentage of Students Participating in Supplemental Instruction (SI):** This indicator measures the percentage of students enrolled in SI-supported courses who participate in at least one SI session. The SI program primarily served basic skills students in the past; however, the program was recently expanded to include science courses. This indicator will be included in future dashboards once data, including science courses, have been collected.

Key Indicators 2.1 (First-time Freshmen Orientation Rate), 2.2 (First-time Freshmen Assessment Rate), 2.4 (Counseling Contact Rate), and the future key indicators on educational plans and academic support are directly related to the recommendations made by the Student Success Taskforce, a group of community college practitioners established by the California Community Colleges Board of Governors, on providing students the tools necessary for student success. Based on research related to best practices and effective models within higher education, the taskforce produced a set of 22 recommendations designed to increase transfer, degree, and certificate attainment and help close the achievement gap for historically underrepresented students. For more information on the Student Success Taskforce and their recommendations, visit:

<http://www.californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Each key indicators related to this goal are analyzed and discussed in this section.

2.1 First-time Freshmen Orientation Rate

Data Source:

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

Methodology:

Key Indicator 2.1 (First-time Freshmen Orientation Rate) describes the percentage of first-time freshmen who complete the online orientation by the end of their initial term.

Denominator (Cohort):

The cohort included SMC students who met the following criteria:

- First-time freshmen in fall terms 2009, 2010, 2011, or 2012; and,
- Declared a credential (certificate, degree, or transfer) goal; and,
- Enrolled in at least one credit course in the initial term.

Numerator (Outcome):

The students in the cohort who completed the online orientation by the end of their first term, including students who completed the orientation before enrolling in the first term, were counted as having "oriented".

All first-time college students and some other groups of students (e.g., those who were disqualified and return to SMC) are required to complete the orientation in order to receive an enrollment priority appointment date and time. The online orientation introduces students to the various services and programs at SMC, describes the class enrollment process based on educational goals, and describes other matriculation-related processes (including assessment and financial aid).

This data source for this key indicator was changed. Prior years of institutional effectiveness relied on data from the college's student information system, Integrated School Information System (ISIS), a transactional system containing "live" data that can change from day-to-day. The revised indicator uses the college's MIS Student Matriculation data, the official and final data reported to the Chancellor's Office.

Data and Analyses:

Table 2.1: First-time Freshmen Orientation Rate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Cohort	5,681	5,493	5,404	5,184
Oriented	5,615	5,417	5,334	5,184
% Oriented	98.8%	98.6%	98.7%	100%

Overall, a large majority of first-time freshmen completed the college orientation within the first term of enrollment. In the performance year (fall 2012 cohort), 100% of first-time students with a credential goal completed the college orientation by the end of their first term.

2.2 First-time Freshmen Assessment Rate

Data Source:

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

Methodology:

Key Indicator 2.2 (First-time Freshmen Assessment Rate) describes the percentage of first-time freshmen who complete the assessment processes by the end of their first year.

Denominator (Cohort):

The cohort included SMC students who met the following criteria:

- First-time freshmen in fall terms 2009, 2010, 2011, or 2012; and,
- Enrolled in at least one credit course in the initial term.

Numerator (Outcome):

The students in the cohort who met the following criteria were counted as having “assessed”:

- Completed the assessment (including SMC placement, challenge exam, prior completion of coursework, advanced placement exam, or other college's placement); and,
- Completed assessment by the end of the subsequent spring term.

All first-time college students are required to complete the assessment process if they wish to enroll in seven or more units in their first semester, or plan to enroll in an English, ESL, or math course requiring a specific prerequisite in the subject.

Students who completed the assessment prior to enrolling at the college were counted as having been assessed.

Data and Analyses:

Table 2.2: First-time Freshmen Assessment Rate

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Cohort	6,930	6,490	6,211	5,827
Assessed	6,834	6,386	6,112	5,822
% Assessed	98.6%	98.4%	98.4%	99.9%

Overall, nearly all of the incoming freshmen students complete the assessment requirements within the first year of enrollment.

2.3 Percentage of Students Receiving Financial Aid

Data Source:

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

Methodology:

Key Indicator 2.3 (Percentage of Students Receiving Financial Aid) describes the percentage of credit students who receive financial aid.

The rate was calculated by

Denominator (Cohort):

The cohort included SMC students who enrolled in a credit course in academic years 2008-2009, 2009-2010, 2010-2011, or 2011-2012.

Numerator (Outcome):

The students in the cohort who met the following criteria were counted as having received financial:

- Received one of the following financial aid awards:
 - Board of Governors (BOG) enrollment fee waivers,
 - Grants,
 - Loans,
 - Scholarships, and/or
 - Work study; and,
- Received award in one of the primary terms (fall or spring).

Data and Analyses:

Table 2.3: Percentage of Students Receiving Financial Aid

	2008-2009	2009-2010	2010-2011	2011-2012
Credit students	42,433	42,037	40,078	38,410
Received aid	13,065	15,035	16,196	17,723
% Received aid	30.8%	35.8%	40.4%	46.1%

On average, 38.3% of credit students in the last four years received financial aid. The percentage of students receiving aid has increased by 15.3% over the last four years. In the performance year, more than four in ten credit students received some type of financial aid.

The data for this indicator should be interpreted with knowledge of the percentage of credit students who apply for financial aid. The following table describes the percentage of credit students in academic year 2008-2009, 2009-2010, 2010-2011, and 2011-2012 (fall and spring terms only) who completed a financial aid application at SMC during the years observed.

Table 2.3a: Percentage of Students Completing Financial Aid Application

	2008-2009	2009-2010	2010-2011	2011-2012
Credit Students	42,433	42,037	40,078	38,410
Completed App	13,074	15,049	16,198	18,498
% Completed App	30.8%	35.8%	40.4%	48.2%

There is little difference in percentage of credit students who complete a financial aid application and percentage of credit students who receive aid; the data indicate that nearly all students who completed an application received some sort of aid. Students who completed the financial aid application and did not receive aid may have been determined ineligible with no need or disqualified for aid due to lack of satisfactory academic progress.

This key indicator is influenced by a variety of factors such as the economic state of the state and country, and the economic status of students enrolled at the college. However, the indicator is useful in documenting the percentage of students awarded aid given the numbers of applicants and the current resources of the college and has implications for the financial challenges students may or may not face in terms of success.

In May 2012, the college went live for the 2012-2013 processing year with Banner, an integrated software system designed to facilitate the applicant processing, need analysis, and packaging and distribution of student financial aid. The “state-of-the-art” financial aid processing system improves the processing of federal aid applicants, helps SMC with federal and state regulatory compliance standards, and increases the capacity for the financial aid office to respond to student needs.

2.4 Counseling Contact Rate

Data Source:

The data were obtained from the college's Management Information Systems (MIS) and Integrated School Information Systems (ISIS) databases.

Methodology:

Key Indicator 2.4 (Counseling Count Rate) describes the percentage of students who made contact with a counselor during the year.

Denominator (Cohort):

SMC students who met the following criteria were included in the cohort:

- Enrolled in a credit course in academic years 2008-2009, 2009-2010, 2010-2011, or 2011-2012 (fall and spring terms only); and,
- Declared a credential goal (certificate, degree, or transfer goal).

Numerator (Outcome):

The students in the cohort who met the following criteria were counted as having made contact with a counselor.

- Visited one or more of the counseling centers during the year:
 - Black Collegians
 - CalWorks
 - Career Services
 - Counseling and Transfer
 - Counseling center at AET (Academy of Entertainment & Technology) campus
 - Counseling center at Bundy campus
 - Counseling center at Performing Arts Center (PAC) campus
 - Disabled Student Program & Services (DSPS)
 - Equal Opportunity Program & Services (EOPS)
 - International Education
 - Latino – Adelante
 - Pico Partnership on the Move
 - Scholars
 - TRIO
 - Veteran's Resource Center
 - Welcome Center; or,
- Enrolled in COUNS 20 (Student Success Seminar) during the year.

Centers that did not collect student contact information using ISIS for all of the years examined were not included in the analyses. In addition, cyber and online counseling data were not included in the analyses because the data were not available at the time of the report.

Data and Analyses:

Table 2.4: Counseling Contact Rate

	2008-2009	2009-2010	2010-2011	2011-2012
Cohort	26,744	28,392	28,832	28,689
Contact	15,460	16,922	17,709	17,573
% Contact	57.8%	59.6%	61.4%	61.3%

On average, approximately 60% of credit students with a credential goal (certificate, degree, transfer) made contact with a counselor each year. The contact rate increased by 3.5% in the performance year (2011-2012) when compared to the 2008-2009 year. The increase in the counseling contact rate in recent years may be attributed to a handful of factors. For example, the college opened a Veteran's Resource Center in fall of 2009 to serve the growing veteran population which grew from 125 active veterans in 2004 to 580 in 2011. Veterans who receive G.I. benefits are required to attend counseling.

Another factor that may have contributed to the increase in counseling contacts may be the increase in the number of basic skills classes that were visited by a counselor as a part of the Counselor Visitation Program. The program, funded by the Basic Skills Initiative, focuses on the outreach of counselors in basic skills English and ESL classes and presenting students on topics such as the role of counselors at SMC and the various student support services and resources. The program started in spring of 2008 and involved counselors visiting 35 classes. By fall of 2010, the number of classes visited by counselors increased to 98. Previous research has documented that students exposed to the presentation were more likely to visit a counseling center than students enrolled in similar courses without counselor visitation.

In addition, the enrollment priority dates were moved from November to December in 2010. This change was significant because November is the busiest month for counseling as the UC/CSU application filing period is in November. When the enrollment priority dates occurred in the peak month of November, the student demand for services was too high to meet because counselors met both with students with transfer needs and those with enrollment needs. With the shift of the enrollment dates, counselors are better able to serve more students.

Other factors that may have impacted the increase in the counseling contact rate include the increased competitiveness in transferring over the last three years (students are more apt to seek counseling services to confirm transfer admissions criteria), the increased effectiveness of the department in promoting their services, and the implementation of the Early Alert system which allows faculty to recommend counseling services to students.

The data reveal that a staff of approximately 110 full-time and part-time counselors served over 60% of credit students with a credential goal. Given the diverse backgrounds and needs of our students, it is not expected for all students to meet with a counselor each year.

In the context of the statewide and college-wide budget climate, the counseling department has experienced some budget cuts to their programs, including a 50% cut in winter 2010, and a 9% cut for the fall and spring terms and 50% cut for winter in the current 2012-2013 year. The budget cuts in counseling services impact this key indicator.

2.5 to 2.9 CCSSE - Active & Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners

Data Source:

The data were obtained from the spring 2012 administration of the Community College Survey of Student Engagement (CCSSE).

Background:

Key Indicators 2.5 to 2.9 (CCSSE – Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners) describe the extent to which SMC students are engaged in effective educational practices related to the five benchmarks (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners).

There is mounting evidence suggesting that student engagement positively impacts multiple educational outcomes such as learning, persistence, and achievement (Pascarella & Terenzini, 2005)⁶. The research findings indicate that the more students are engaged with the academic and social environments of college, the more likely they are to persist and achieve academic outcomes (Pascarella & Terenzini, 2005; Tinto, 1993⁷). A national survey instrument developed by the Center for Community College Student Engagement, the Community College Survey of Student Engagement (CCSSE), has been “specifically designed to assess the extent to which students are engaged in empirically derived good educational practices and what they gain from their college experience” (Kuh, 2001⁸, p. 2). Therefore, the survey asks students to report their level of involvement in the programs and educational practices that have been found to positively impact student success in the research literature.

The CCSSE has been administered in hundreds of different community colleges across the nation since its development in 2001. The purpose of the survey is to provide community practitioners a valuable yardstick for current levels of student engagement at their institution to inform institutional planning and decision making processes related to improvements in students’ educational experiences. Studies measuring the psychometric properties of the CCSSE reveal that the instrument is a valid and reliable measure for student engagement, and the “survey instrument is a valuable proxy for student success” (McClenney & Marti, 2006⁹, p. 2).

Along with 265 other community colleges across the nation, the CCSSE was administered at Santa Monica College (SMC) in the spring of 2012. It was the first administration of CCSSE in the college’s history. A total of 1,075 unique students enrolled in 46 randomly selected on-ground classes participated in the study. Twenty students reported taking the survey in another class and their non-primary survey

⁶ Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.

⁷ Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.

⁸ Kuh, G. D. (2001). *The National Survey of Student Engagement conceptual framework and overview of psychometric properties*. Bloomington, IN: Indiana University Center for Postsecondary Research and Planning.

⁹ McClenney, K. M., & Marti, C. N. (2006). *Exploring relationships between student engagement and student outcomes in community colleges: Report on validation research*. Austin, TX: University of Texas at Austin.

responses were excluded from survey analyses. The study used a probability sampling procedure; therefore, the findings of the survey of the 1,075 students can be generalized to the overall college population.

The CCSSE is designed to measure five benchmarks, groups of conceptually related survey items, of student engagement in community colleges, including active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The five benchmarks of student engagement have been supported by the research literature as educational practices that positively impact student learning and persistence.

Active and Collaborative Learning

Seven items on the CCSSE make up the *Active and Collaborative Learning* benchmark which measure the extent to which students are actively involved in their educational processes and collaborate with other learners. The following items are included in the *Active and Collaborative Learning* benchmark. In your experience at this college during the current school year, about how often have you done each of the following:

1. Asked questions in class or contributed to class discussions (item 4a);
2. Made a class presentation (item 4b);
3. Worked with other students on projects during class (item 4f);
4. Worked with classmates outside of class to prepare class assignments (item 4g);
5. Tutored or taught other students (paid or voluntary) (item 4h);
6. Participated in a community-based project as a part of a regular course (item 4i); and,
7. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (item 4r).

Student Effort

Eight items on the CCSSE make up the *Student Effort* benchmark which measure the extent to which students apply themselves to the learning processes. The following items are included in the *Student Effort* benchmark.

In your experience at this college during the current school year, about how often have you done each of the following/used the following services:

1. Prepared two or more drafts of a paper or assignment before turning it in (item 4c);
2. Worked on a paper or project that required integrating ideas or information from various sources (item 4d);
3. Come to class without completing readings or assignments (item 4e);
4. Used peer or other tutoring services (item 13d1);
5. Used skills labs (item 13e1);
6. Used a computer lab (item 13h1);
7. During the current school year, about how much reading and writing have you done at this college? Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (item 6b); and,
8. About how many hours do you spend in a typical 7-day week doing each of the following?
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (item 10a).

Academic Challenge

Ten survey items on the CCSSE make up the *Academic Challenge* benchmark which measure the nature and amount of assigned academic work that is challenging. The following items are included in the *Academic Challenge* benchmark.

In your experience at this college during the current school year, about how often have you done each of the following:

1. Worked harder than you thought you could to meet an instructor's standards or expectations (item 4p);

During the current school year, how much has your coursework at this college emphasized the following mental activities?

2. Analyzing the basic elements of an idea, experience, or theory (item 5b);
3. Synthesizing and/organizing ideas, information, or experiences in new ways (item 5c);
4. Making judgments about the value or soundness of information, arguments, or methods (item 5d);
5. Applying theories or concepts to practical problems or in new situations (item 5e);
6. Using information you have read or heard to perform a new skill (item 5f);

During the current school year, about how much reading and writing have you done at this college?

7. Number of assigned textbooks, manuals, books, or book-length packs of course readings (item 6a);
8. Number of written papers or reports of any length (item 6c);
9. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (item 7); and,
10. How much does this college emphasize: encouraging you to spend significant amounts of time studying (item 9a).

Student-Faculty Interaction

Six items on the CCSSE measure the extent to which students have personal contacts with their instructors, making up the *Student-Faculty Interaction* benchmark. The following items are included in the *Student-Faculty Interaction* benchmark.

In your experience at this college during the current school year, about how often have you done each of the following:

1. Used email to communicate with an instructor (item 4k);
2. Discussed grades or assignments with an instructor (item 4l);
3. Talked about career plans with an instructor or advisor (item 4m);
4. Discussed ideas from your readings or classes with instructors outside of class (item 4n);
5. Received prompt feedback (written or oral) from instructors on your performance (item 4o); and,
6. Worked with instructors on activities other than coursework (item 4q).

Support for Learners

Seven items on the CCSSE form the *Support for Learners* benchmark. These items measure the extent to which students perceive the college provide services and support for their learning and academic success. The following items are included in the *Support for Learners* benchmark.

How much does this college emphasize each of the following?

1. Providing the support you need to help you succeed at their college (item 9b);
2. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (item 9c);
3. Helping you cope with your nonacademic responsibilities (work, family, etc.) (item 9d);
4. Providing the support you need to thrive socially (item 9e);
5. Providing the financial support you need to afford your education (item 9f);

In your experience at this college during the current school year, about how often have you used the following services?

6. Academic advising/planning services (item 13a1); and,
7. Career counseling services (item13b1).

Methodology:

Benchmark scores for Key Indicators 2.5 to 2.9 were computed by averaging the scores of the related survey items. High scores on survey items indicate positive engagement behavior. One item, item 4e “Frequency: Come to class without completing readings or assignments” in the *Student Effort* benchmark, was reverse coded so that lower scores indicated higher frequency of the behavior, and higher scores indicated lower frequency of the behavior.

The scales for the survey items are not equal. For example, some scales are scored on a four-point scale such as 1 = *Never* to 4 = *Very often*, while other scales are scored on a six-point scale such as 1 = *None* to 6 = *More than 30*. Therefore, all items were converted to a common scale with a range of 0 to 1. The following formula was used to convert items to a common scale:

$$\text{Converted Score} = (\text{Original Score} - 1) / (\text{Maximum Response Value} - 1)$$

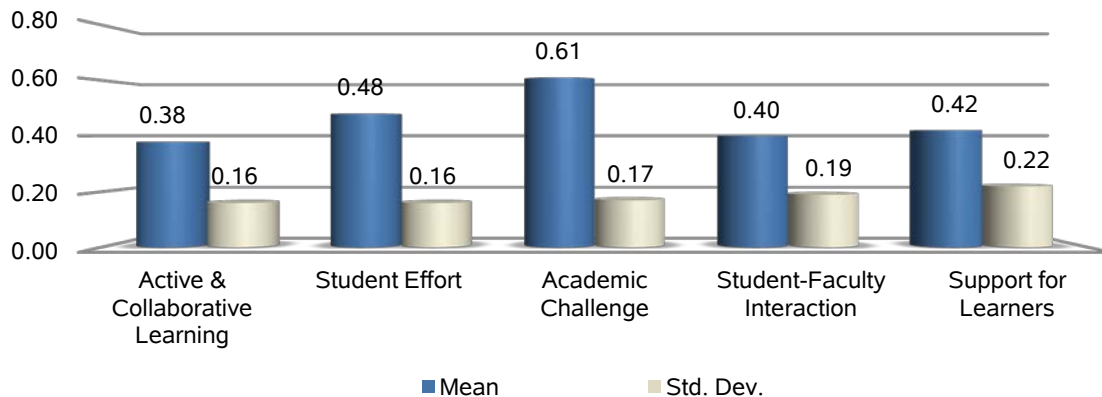
For example, the question item, “In your experience at this college during the current school year, about how often have you asked questions in class or contributed to class discussion?” uses the scale 1 = *Never*, 2 = *Sometimes*, 3 = *Often*, 4 = *Very often*. The maximum response value for the scale is 4. A student who responded to the question with a 2 will have the converted score on the question item:

$$0.33 = (2 - 1) / (4 - 1)$$

Raw individual student benchmark scores were calculated by averaging the converted scores for all items in the benchmark group. Raw college benchmark scores were calculated by averaging the raw individual student benchmark scores. For a more detailed description of how benchmarks were calculated, please refer to: http://www.ccsse.org/survey/docs/how_benchmarkrs_are_calculated.pdf.

Data and Analyses:

Figure 2.5 – 2.9: CCSSE – Comparison of Benchmark Scores



Benchmark scores range from 0 to 1, with higher scores indicating higher levels of engagement related to the effective educational practices that make up a benchmark. These measures are useful in monitoring the college's progress on the benchmarks year after year. The highest score was for the *Academic Challenge* benchmark ($M = 0.61$); the lowest raw score was for the *Active and Collaborative Learning* benchmark ($M = 0.38$). The data reveal that SMC students, on average, reported being the least involved with active and collaborative learning processes at the college when compared to other effective educational practices.

A descriptive analysis of the sample demographics revealed that the percentage of students who participated in the CCSSE who were international students (25%) was higher than the percentage of international students in the entire credit student population (11%). As a result, international students were overrepresented in the CCSSE population. The oversampling of this student subgroup may be due to the sampling procedure. The survey was sampled at the classroom level; therefore, full-time students were more likely, by definition, to be selected for participation in the study than part-time students. In order to fulfill their student visa status, international students are required to enroll full-time at the college (12 or more units enrolled). As a result, international students were more likely to be selected for participation in CCSSE, a function of their full-time status. The overrepresentation of international students in the CCSSE sample likely impacts the college's performance on the CCSSE benchmarks.

The findings of the CCSSE were initially discussed at a meeting of the Research Advisory Committee in late October of 2012. Based on the recommendations from the committee, follow-up analyses are currently being conducted using the CCSSE data, including the disaggregation of data by international student status. The college will continue to analyze the CCSSE data to assess the impact of educational practices on long-term student outcomes, such as graduation rates and persistence. The CCSSE findings alone **do not** provide enough information to support decision-making processes and the development of intervention strategies. The CCSSE is designed to provide only a starting point for campus dialogue centered around student engagement and to further practitioner inquiry.

Chapter 3: Stable Fiscal

Santa Monica College (SMC) strives to manage the 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. There are four (4) key indicators measuring the stable fiscal goal:

3.1 Operating Surplus-Deficit

3.2 WSCH/FTEF

3.3 Fund Balance Ratio

3.4 Non-Resident Tuition Revenue

In addition to the performance indicators, the amount of unfunded FTES (total number of credit Full-Time Equivalent Student generated but unfunded by the state) is a measure that is included in the report for monitoring. The measure is not included as a dashboard indicator as the goal for the measure depends on the performance of Key Indicator 3.3 (Fund Balance Ratio).

3.1 Operating Surplus-Deficit

Data Source:

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

Methodology:

Key Indicator 3.1 (Operating Surplus-Deficit) measures the extent to which the college has a balanced budget or better for fiscal years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The budget represents the general unrestricted funds. The actual operating surplus-deficit is calculated by subtracting the actual expenditures with one-time items from the actual revenue and transfers. Positive dollar values represent an operating surplus and negative dollar values represent an operating deficit.

Data and Analyses:

Table 3.1: Operating Surplus-Deficit

	2008-2009	2009-2010	2010-2011	2011-2012
Operating Surplus/(Deficit)	\$610,782	\$1,061,345	\$2,618,738	(\$8,840,474)

The college ended the first three fiscal years reported with an operating surplus. The operating surplus increased from \$610,782 in 2008-2009 to \$2,618,738 in 2010-2011. However, the college ended the most recently completed fiscal year (2011-2012) with an operating deficit of more than \$8.84 million as the college expended more (\$139,096,992) than generated revenue (\$130,256,518) (see Table 3.1a). The 2011-2012 expenditures exceeded revenues primarily because Santa Monica College intentionally served approximately 1,000 full-time equivalent resident students more than was funded by the State.

Table 3.1a: Revenues and Expenditures: General Unrestricted Funds

	2008-2009	2009-2010	2010-2011	2011-2012
Revenue & Transfers	\$134,722,061	\$133,350,058	\$136,530,922	\$130,256,518
Expenditures & Transfers	\$134,161,279	\$132,288,713	\$133,912,184	\$139,096,992

The college has been severely impacted by the state funding reductions. According to the Chancellor's Office, funding for California Community Colleges has been cut by \$809 million, or 12 percent, since 2008-2009. The state implemented a reduction in funding to the college of approximately 9.4% or \$10,087,522 in the 2011-2012 year, the largest reduction of state funding experienced in the college's history. These reductions in state funding, the college's primary source of revenue, were the main factor resulting in the college ending the 2011-2012 fiscal year with a \$8,840,474 operating deficit, based on a comparison of all revenues and expenditures.

Based on the 2012-2013 state budget adopted in June, the college expects to receive approximately the same amount of state funding as last year. Based on the expected state funding, the college predicts that the operating deficit for 2012-2013 to be approximately \$4,027,625. Given these statewide budget cuts, it is expected that the college will continue to experience financial challenges which will impact performance in this key indicator.

3.2 WSCH/FTEF

Data Source:

The data were obtained from a TIMS (The Instructional Management System) report.

Methodology:

Key Indicator 3.2 (WSCH/FTEF) describes the relationship between Full-Time Equivalent Faculty (FTEF) and Weekly Student Contact Hours (WSCH) for 2009, 2010, 2011, and 2012 fall terms. The indicator measures the productivity of instructional programs in terms of average class size. Considering SMC's compressed calendar, a WSCH/FTEF of 560 represents an average class size of 35. California community colleges are largely funded by the state on the basis of the number of FTES; one FTES is equivalent to one student enrolled in 15 hours per week for two 17.5-week semesters and represents 525 class contact hours in a full academic year. The calculation of FTES depends on WSCH which is the sum of class contact hours per week per student in each class section. WSCH is calculated differently depending on the attendance accounting method (weekly census, positive attendance, daily census, or alternative attendance accounting) required for each individual course section.

One FTEF equals a full-time teaching load. The total FTEF includes both full-time and part-time instructors. WSCH/FTEF is the total WSCH divided by the weekly teaching load for a full-time faculty member.

Data and Analyses:

Table 3.2: WSCH/FTEF

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
WSCH	412,478	410,223	401,287	394,297
FTEF	643.42	622.21	631.95	626.63
WSCH/FTEF	641.07	659.30	635.00	629.23

In the performance year (fall 2012), the WSCH/FTEF was 629.23, a decrease of approximately 6 WSCH/FTEF when compared to the previous term (fall 2011). However, data indicate that the college is efficient or productive in terms of managing the cost of instruction and revenue from FTES as the WSCH/FTEF each year has been higher than 560.

The decrease in WSCH and FTEF in recent terms was the result of the state-imposed workload reductions.

3.3 Fund Balance Ratio

Data Source:

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

Methodology:

Key Indicator 3.3 (Fund Balance Ratio) describes the ratio of the general fund balance to the total expenditures, dollars spent for operating costs, for fiscal years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The ratio is calculated by dividing the fund balance (excluding designated revenue) by the total expenditures and transfers. A general fund balance is created when the college's revenues exceeds the expenditures in the fund account within a fiscal year. A positive fund balance represents available financial resources for spending in the subsequent fiscal year. Having a large fund balance ratio is indicative of financial flexibility and stability because a large fund balance can help cover potential unforeseen costs or additional resources without borrowing (thus avoiding the cost of interest related to borrowing). The fund balance values do not include designated reserve funds.

Data and Analyses:

Table 3.3: Fund Balance and Ratio

	2008-2009	2009-2010	2010-2011	2011-2012
Total Expenditure	\$134,161,279	\$132,288,713	\$133,912,184	\$139,096,992
General Fund Balance	\$17,408,758	\$18,470,103	\$20,675,673	\$11,662,215
Fund Balance Ratio	12.98%	13.96%	15.44%	8.38%

The size of the fund balance has decreased by \$5.75 million over the last four fiscal years. In the performance year (2011-2012), the fund balance ratio was 8.38%, a reduction of over 7% over the prior year. The reduction in fund balance for 2011-2012 occurred, in part, because the fund balance was used to fund almost 1,000 FTES not funded by the State. The fund balance ratio is above the 5% minimum recommended by the Chancellor's Office.

3.4 Non-Resident Tuition Revenue

Data Source:

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

Methodology:

Key Indicator 3.4 (Non-Resident Tuition Revenue) describes the revenue dollars generated from non-resident and Intensive English tuition in fiscal years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The non-resident tuition includes fee paid by international (F-1 visa) and out-of-state residents. The Intensive English Program (IEP) offers courses intended for F-1 visa international students who do not meet the minimum TOEFL requirements and/or do not have alternative proof of English proficiency to be admitted as fully matriculated students.

Data and Analyses:

Table 3.4: Non-Resident Tuition Revenue

	2008-2009	2009-2010	2010-2011	2011-2012
Non-Resident Revenue	\$17,961,185	\$20,199,343	\$21,387,129	\$24,544,282

The total dollars in revenue from non-resident and Intensive English tuition experienced an upward trend over the last four fiscal years which may be partly attributed to the increase in fees charged per unit for non-resident students. In 2008-2009, the non-resident tuition was \$195 per unit (including enrollment fees); the cost increased to \$221 and \$222 per unit for the 2009-2010 and 2010-2011 years, respectively. In the performance year (2011-2012), the non-resident cost per tuition rose again to \$239 per unit (including enrollment fees).

Table 3.4a: Percentage Total Revenue from Non-Resident Tuition Revenue

	2008-2009	2009-2010	2010-2011	2011-2012
Non-Resident Revenue	\$17,961,185	\$20,199,343	\$21,387,129	\$24,544,282
Revenue and Transfers	\$134,722,061	\$133,350,058	\$136,530,922	\$130,256,518
% Non-Resident Revenue/Total Revenue	13.3%	15.1%	15.7%	18.8%

Table 3.4a shows the proportion of the total revenue and transfers (unrestricted general funds) that is from non-resident tuition fees. The data reveal that the proportion of total revenues from non-resident tuition has increased from 13.3% in 2008-2009 to 18.8% in 2011-2012.

Chapter 4: Sustainable Physical

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 and general efficiency in terms of the infrastructure. There are four (4) key indicators measuring the sustainable physical goal:

4.1 Electricity Usage by Sq. Foot

4.2 Gas Usage by Sq. Foot

4.3 Annual Employee per Capita Waste Disposal

4.4 Annual Student per Capita Waste Disposal

4.5 Average Vehicle Ridership

Key Indicator 4.5 (Average Vehicle Ridership) is a new addition to the 2013 update of the 2011-2016 Institutional Effectiveness process and cycle. The indicator was identified as a future indicator in past reports.

Future Key Indicators

Other measures were identified as potential key indicators for future editions of the report by campus groups affected by the "Sustainable Physical Environment" goal. They were not included in the current document primarily because the data had not yet been collected or were unreliable. The future key indicators include:

- **Water Usage by FTES:** This indicator measures the total HCF used in a fiscal year divided by the total FTES.
- **Energy Generated from Solar Panels:** This indicator measures the total kWh generated from the solar panels. The solar panels started generating energy in 2011.
- **Technology-related indicators:** A set of technology-related indicators will be developed to measure the technological infrastructure of the college.

4.1 Electricity Usage by Sq. Foot

Data Source:

The data were obtained from the Office of Facilities, Maintenance, and Operations.

Methodology:

Key Indicator 4.1 (Electricity Usage by Sq. Foot) is calculated by dividing the annual electricity usage in kilowatt-hour (kWh) by the gross square footage from the space inventory (excluding space that does not use or meter electricity) for fiscal years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The data reflect 45 weeks of academic operation (classes in session) and 49 weeks of overall operation.

Data and Analyses:

Table 4.1: Electricity Usage by Sq. Foot

	2008-2009	2009-2010	2010-2011	2011-2012
Energy kWh Usage	14,778,084	14,655,136	13,510,336	14,520,011
Sq Ft	1,044,547	1,052,381	1,052,381	1,055,381
Usage by Sq Ft	14.15	13.93	12.84	13.76

The electricity consumption by square foot steadily decreased between the 2008-2009 and 2010-2011 years. The electricity consumption by square foot increased slightly in 2011-2012 to 13.76 kWh/sq. foot when compared to the 2010-2011 year. The total space of the college requiring electricity increased in 2011-2012 relative to the space in previous years.

4.2 Gas Usage by Sq. Foot

Data Source:

The data were obtained from the Office of Facilities, Maintenance, and Operations.

Methodology:

Key Indicator 4.2 (Gas Usage by Sq. Foot) is calculated by dividing the annual natural gas usage in British Thermal Unit (BTU) by the gross square footage from the space inventory (does not include space that does not use or meter gas) for fiscal years 2008-2009, 2009-2010, 2010-2011, and 2011-2012. The data reflect 45 weeks of academic operation (classes in session) and 49 weeks of overall operation.

Data and Analyses:

Table 4.2: Gas Usage by Sq. Foot

	2008-2009	2009-2010	2010-2011	2011-2012
Gas (BTU)	28,577,500,000	27,306,100,000	27,213,600,000	23,065,200,000
Sq Ft	1,044,547	1,052,381	1,052,381	1,055,381
Usage by Sq Ft	27,359	25,947	25,859	21,855

The gas consumption by square foot in the performance year (2011-2012) was 21,855 BTU/ ft², a decrease of 4,044 BTU/ft² when compared to 2010-2011. Although the gas-utilizing square footage of the college increased in the performance year, the total gas consumption decreased.

4.3 Annual Employee per Capita Waste Disposal

Data Source:

The data were obtained from the State Agency Waste Management Annual Report.

Methodology:

Key Indicator 4.3 (Annual Employee per Capita Waste Disposal) describes the amount of waste disposed per employee per day for calendar years 2008, 2009, 2010, and 2011. It is calculated by dividing the total pounds of waste disposed by the number of employees working at SMC by the number of days in a year. Pounds of waste are converted from tonnage.

Data and Analyses:

Table 4.3: Annual Employee per Capita Waste Disposal

	2008	2009	2010	2011
Total Disposed Pounds	1,402,800	894,400	628,000	607,400
Employees	2,015	1,919	1,881	1,859
Annual per Capita Disposal (lbs/person/day)	1.9	1.3	0.9	0.9

In general, the amount of waste disposed has decreased over the last four years from 1,402,800 pounds (701.4 tons) in 2008 to 607,400 pounds (303.7 tons) in 2011. The data indicate that in the performance year (2011), the college disposed of approximately 0.9 pounds of waste per employee per day.

4.4 Annual Student per Capita Waste Disposal

Data Source:

The data were obtained from the State Agency Waste Management Annual Report.

Methodology:

Key Indicator 4.4 (Annual Student per Capita Waste Disposal) describes the amount of waste disposed per student per day for calendar years 2008, 2009, 2010, and 2011. It is calculated by dividing the total pounds of waste disposed by the number of students attending SMC by the number of days in a year. Pounds of waste are converted from tonnage. The number of students was calculated by multiplying the number of students in a term by the number of months in the term, then dividing by 12 months and adding the final count for all terms.

Data and Analyses:

Table 4.4: Annual Student per Capita Waste Disposal

	2008	2009	2010	2011
Total Disposed Pounds	1,402,800	894,400	628,000	607,400
Students	25,139	29,199	27,486	26,162
Annual per Capita Disposal (lbs/person/day)	0.2	0.1	0.1	0.0

In general, the amount of waste disposed has decreased over the last four years from 1,402,800 pounds (701.4 tons) in 2008 to 607,400 pounds (303.7 tons) in 2011. The data indicate that in the performance year (2011), the college disposed of approximately 0.0 pounds of waste per student per day.

4.5 Average Vehicle Ridership

Data Source:

The data were obtained from the college's annual campus-wide Air Quality Management District (AQMD) survey administered by the Center for Urban and Environmental Studies (CUES). The mandatory survey is administered to all Santa Monica College (SMC) employees annually. SMC is required to provide the South Coast AQMD with the college's average vehicle ridership (AVR)

Methodology:

Key Indicator 4.5 (Average Vehicle Ridership) describes the average number of employees per vehicles used to commute to the work site.

Numerator:

The numerator includes the total number of employees reporting to commuting to and from the work site between 6AM and 10AM and between 3PM and 6PM during the survey week. For example, if 100 employees commuted to and from work each weekday (Monday through Friday) between 6AM and 10AM and between 3PM and 6PM, the numerator would be 500 (100 employees on Monday plus 100 employees on Tuesday plus 100 employees on Wednesday, and so on).

Denominator:

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

The college's mandated target AVR is 1.5 persons per vehicle.

Data and Analyses:

Table 4.5: Average Vehicle Ridership

	2009	2010	2011	2012
AVR	1.47	1.44	1.47	1.53

In the performance year (2012), the college's AVR (1.53) exceeded the mandated target AVR of 1.5. In 2012, the employee commute survey was administered online for the first time in the college's history.

Chapter 5: Supportive Collegial

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. There is one (1) key indicator measuring the supportive collegial goal:

5.1 Institutional Objectives Completion Rate

Future Key Indicator

Campus groups affected by the goal identified one measures as a potential performance indicator for the “Supportive Collegial Environment” goal. It was not included in the current document primarily because the data had not yet been collected.

- **Professional Development Participation Rate:** This indicator measures the percentage of employees who participate in at least one professional development activity, including flex activities and workshops organized by the Professional Development Council.

5.1 Institutional Objectives Completion Rate

Data Source:

The data were obtained from the Office of the Executive Vice President.

Methodology:

Key Indicator 5.1 (Institutional Objectives Completion Rate) describes the percentage of the institutional objectives in the college's Master Plan for Education which were at least substantially completed in the 2008-2009, 2009-2010, 2010-2011, and 2011-2012 academic years. Institutional objectives are action statements designed to meet the mission, goals, and strategic initiative of the college. Each year, the college develops new institutional objectives; any objectives that have not been completed carry over to the objectives for the following year. Completion of institutional objectives are reviewed annually and identified as being "completed", "substantially completed", "addressed", or "not addressed" by the District Planning and Advisory Council (DPAC). The completion rate is calculated by dividing the number of institutional objectives that were completed or substantially completed by the total number of institutional objectives for the year.

Data and Analyses:

Table 5.1: Institutional Objectives Completion Rate

Institutional Objectives	52	14	14	11
Completed/Substantially Completed	34	11	11	9
%				
Completed/Substantially Completed	65.4%	78.6%	78.6%	81.8%

In 2008-2009, the college had 52 different institutional objectives but completed or substantially completed 34 of them for a completion rate of 65.4%. The college had fewer institutional objectives in academic years 2009-2010 and 2010-2011; the completion rates for these years increased to 78.6%. The college had even fewer institutional objectives in the performance year (2011-2012). The numbers of institutional objectives may impact the completion rate. The data indicate that in the performance year (2011-2012), the college at least substantially completed more than 80% of institutional objectives.