



SANTA MONICA COLLEGE

Institutional Effectiveness Dashboards



Goals Dashboard IE metrics with five-year target goals for improvement (2020-2021)

IE METRIC	FIVE-YEAR TREND	MOST CURRENT YEAR'S PERFORMANCE	2020-2021 TARGET GOAL	DISTANCE FROM TARGET GOAL
1.1 Fall-to-Fall Persistence		65.0% (N = 4,945) Fall 2015 Cohort	66%	-1.0%
1.4 Completion Rate		50.5% (N = 4,334) 2010-2011 Cohort	52%	-1.5%
1.6 Semesters to Associate Degree Completion		10.59 Semesters (N = 1,052) 2015-2016 Completers	Less than 9	-1.59
1.7 Course Success Rate		67.7% (N = 86,538) Fall 2015	69%	-1.3%
1.13 English Basic Skills Success in Freshman Composition		46.3% (N = 3,528) 2010-2011 Cohort	48%	-1.7%
1.14 Math Basic Skills Success in Intermediate Algebra or Higher		29.0% (N = 3,215) 2010-2011 Cohort	30%	-1.0%
1.16 CTE Completion Rate		52.7% (N = 2,223) 2010-2011 Cohort	54%	-1.3%
1.20 Employment Rate		48% (N = 6,190) 2013-2014 Cohort	49%	-1.0%
3.3 Fund Balance		14.4% 2015-2016 Fiscal Year	7.5%	+6.9%

Academics Dashboard

College goal: continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

IE Indicator	Pg. #	Link to Other Reports	IE REPORT YEAR					Institution-set Standard
			2013	2014	2015	2016	2017	
PROGRESS AND ACHIEVEMENT								
1.1 Fall-to-Fall Persistence Rate	9		63.5%	64.8%	63.9%	63.9%	65.0%	61%
1.2 Degrees Awarded	10	IEPI 18	1,225	1,207	1,434	2,222	3,362	1,796
1.3 Certificates Awarded	11	IEPI 19	1,505	1,373	1,528	1,515	1,499	1,410
1.4 Completion Rate	12	IEPI 12 SSC 10	51.1%	48.4%	48.2%	49.7%	50.5%	47%
1.5 Transfers to Four-Year Institutions (Public)	13		2,176	1,193	2,059	2,269	2,264	2,029
1.6 Semesters to Associate Degree Completion	14		8.83	9.37	9.46	10.45	10.59	<10.23
COURSE AND LEARNING OUTCOMES COMPLETION								
1.7 Course Success Rate	15	IEPI 7 Equity B	68.8%	68.3%	68.1%	68.0%	67.7%	65%
1.8 Personal Attributes ILO #1 Mastery Rate	16		86.5%	85.4%	85.2%	85.8%	87.7%	82%
1.9 Analytic & Communication Skills ILO #2 Mastery Rate	17		84.8%	83.3%	83.1%	85.1%	85.4%	80%
1.10 Applied Social Know & Val ILO #3 Mastery Rate	18		85.9%	86.2%	86.7%	86.4%	87.4%	82%
1.11 Applied Know & Val of Phys World ILO #4 Mastery Rate	19		86.0%	86.0%	85.3%	88.3%	86.6%	82%
1.12 Authentic Engagement ILO #5 Mastery Rate	20		NA	88.7%	87.2%	90.6%	89.3%	85%
BASIC SKILLS								
1.13 English Basic Skills Success in Freshman Composition	21	IEPI 14 SSC 2 Equity C	43.5%	42.8%	41.8%	46.7%	46.3%	42%
1.14 Math Basic Skills Success in Intermediate Algebra or Higher	22	IEPI 13 SSC 1 Equity C	29.3%	28.5%	26.6%	27.4%	29.0%	27%
1.15 ESL Basic Skills Success in Freshman Composition	23	IEPI 15 SSC 3 Equity C	62.5%	59.3%	66.0%	50.4%	53.1%	55%
CAREER TECHNICAL EDUCATION (CTE)								
1.16 CTE Completion Rate	24	IEPI 16 SSC 11 Equity D	50.5%	48.3%	46.5%	48.8%	52.7%	47%
1.17 Cosmetology License Exam Pass Rate	25	ACCJC	85.8%	86.7%	84.2%	89.1%	88.8%	83%
1.18 Registered Nursing License Exam Pass Rate	26	ACCJC	96.4%	98.2%	87.0%	100%	85.1%	89%
1.19 Respiratory Therapy License Exam Pass Rate	27	ACCJC	96.0%	100%	100%	97.2%	100%	94%
1.20 Employment Rate	28		NA	48%	47%	47%	48%	45%
1.21 Median Gain Wage	29		NA	20%	26%	30%	35%	26%
1.22 Living Wage Attainment Rate	30		NA	40%	36%	36%	34%	35%

Academics Dashboard (continued)

IE Indicator	Pg. #	Link to Other Reports	IE REPORT YEAR					Institution-set Standard
			2013	2014	2015	2016	2017	
DISTANCE LEARNING								
1.23 Distance Learning Course Success Rate Gap	31		4.1%	3.0%	0.2%	2.1%	1.7%	<2%
1.24 Distance Learning Course Retention Rate Gap	32		5.1%	4.4%	3.0%	3.0%	3.3%	<4%
DISTRICT HIGH SCHOOL								
1.25 SMMUSD Graduates to SMC Rate	33		30.2%	33.1%	31.9%	30.1%	37.1%	NA
FULL-TIME FACULTY RATIO								
1.26 Percentage of WTH Taught by Full-time Instructional Faculty	34		NA	NA	NA	NA	49.3%	NA
1.27 Percentage of Counseling Hours Fulfilled by Full-time Counselors (Non-Teaching)	34		NA	NA	NA	NA	42.9%	NA

Definitions and Defined Cohort Years

- 1.1: Enrolled in credit course at SMC during the subsequent fall term / First-time freshmen reported credential educational goal. IE Report Year 2017: Fall 2015 cohort.
- 1.2: # Associate Degrees awarded. IE Report Year 2017: 2015-2016.
- 1.3: # Certificates of Achievements awarded (does not include departmental certificates). IE Report Year 2017: 2015-2016.
- 1.4: # transferred to UC or CSU institution. IE Report Year 2017: 2015-2016.
- 1.5: Transferred to a four-year institution, earned a certificate or AA/AS, or achieved transfer prepared status (completed 60 UC/CSU transferable units with 2.0 GPA or higher) within 6 years / First-time freshmen completed 6 units during first three years of enrollment with C/P or better & attempted any math or English course in first three years. IE Report Year 2017: 2010-2011 cohort.
- 1.6: Average # fall and spring semesters from first fall/spring semester to last spring semester (including first and last) to degree completion. Auto-award and international students excluded from analyses. First award earned counted only. IE Report Year 2017: 2015-2016.
- 1.7: A, B, C, CR, P grades / A, B, C, CR, D, DR, F, I, NC, NP, P, W grades. IE Report Year 2017: Fall 2015.
- 1.8: Assessed as "mastered" SLO mapped to ILO #1 / Total SLO assessments in ILO #1. IE Report Year 2017: Fall 2016.
- 1.9: Assessed as "mastered" SLO mapped to ILO #2 / Total SLO assessments in ILO #2. IE Report Year 2017: Fall 2016.
- 1.10: Assessed as "mastered" SLO mapped to ILO #3 / Total SLO assessments in ILO #3. IE Report Year 2017: Fall 2016.
- 1.11: Assessed as "mastered" SLO mapped to ILO #4 / Total SLO assessments in ILO #4. IE Report Year 2017: Fall 2016.
- 1.12: Assessed as "mastered" SLO mapped to ILO #5 / Total SLO assessments in ILO #5. IE Report Year 2017: Fall 2016.
- 1.13: Successfully completed degree-applicable English writing course within 6 years / Began English sequence in basic skills. IE Report Year 2017: 2010-2011 cohort.
- 1.14: Successfully completed degree-applicable math course within 6 years / Began math sequence at least 2 courses below transfer. IE Report Year 2017: 2010-2011 cohort.
- 1.15: Successfully completed degree-applicable ESL or English course within 6 years / Began ESL sequence in basic skills. IE Report Year 2017: 2010-2011 cohort.
- 1.16: Earned certificate or AA/AS, transferred, or achieved transfer prepared status within 6 years / First-time freshmen completed 8 units in a single 2-digit TOP code where at least one course is SAM coded A-C during first three years of enrollment. IE Report Year 2017: 2010-2011 cohort.
- 1.17: Pass events / Test (written and practical) event by student who completed cosmetology coursework at SMC. IE Report Year 2017: 2016.
- 1.18: Passed NCLEX exam on first attempt / Earned an RN associate degree at SMC. IE Report Year 2017: 2015-2016.
- 1.19: Passed CRT exam on first attempt / Earned a respiratory therapy associate degree at SMC/ELAC. IE Report Year 2017: 2016.
- 1.20: Employed two fiscal quarters after exit / Enrolled in 0.5+ non-introductory CTE units and exited college following year: IE Report Year: 2013-2014.
- 1.21: Median value of [(wage earned 1 yr after exit – wage earned 1 year before enrollment)/(wage earned 1 year before enrollment) x 100]. Cohort: Enrolled 0.5+ non-introductory CTE units and exited college following year: IE Report Year: 2013-2014.
- 1.22: Employed and earning living wage 1 yr after exit / Enrolled in 0.5+ non-introductory CTE units and exited college following year: IE Report Year: 2013-2014.
- 1.23: Difference between course success rates in distance learning and on-ground classes for same courses. IE Report Year: 2015-2016.
- 1.24: Difference between course retention rates in distance learning and on-ground classes for same courses. IE Report Year: 2015-2016.
- 1.25: Enrolled in credit course at SMC within 1 year of HS graduation / Graduated from public HS in SMMUSD. IE Report Year: Class of 2015.
- 1.26: Sum weekly teacher hours taught by full-instructional faculty (includes overload, courses taught by counselors and librarians, reassigned time, leaves and sabbaticals) / Sum weekly teacher hours total.
- 1.27: Sum counseling hours fulfilled by full-time counselors (excludes non-teaching) / Sum counseling hours total for semester.

Student Support Dashboard

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

IE Indicator	Pg. #	Link to Other Reports	IE REPORT YEAR					Trend (Prior to Current Year)
			2013	2014	2015	2016	2017	
2.1 First-time Freshmen Orientation	36	SSSP	100%	100%	100%	96.1%	96.9%	↑
2.2 First-time Freshmen Assessment Rate	37	SSSP	100%	100%	100%	98.3%	96.8%	↓
2.3 First-time Freshmen Education Plan Rate	38	SSSP	NA	NA	NA	62.4%	59.4%	↓
2.4 Percentage of Students Receiving Financial Aid	39	NA	46.1%	51.2%	53.8%	53.7%	51.7%	↓
2.5 Student-Counseling Ratio	40	SSC	NA	373:1	361:1	330:1	306:1	↓
2.6 Percentage of Students on Probation/Disqualification	41	NA	13.5%	13.7%	13.6%	14.1%	12.5%	↓

LEGEND:

- ↑ = indicates that the value in 2017 reported year is higher than the value in the prior year
- ↓ = indicates that the value in the 2017 reported year is lower than the value in the prior year
- NA = indicates that there was no data collected for the reported year

Definitions and Defined Cohort Years

- 2.1: Completed online orientation within 1 year of enrollment / Credit first-time freshmen not exempted from initial orientation services. IE Report Year 2017: Fall 2015 cohort.
- 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 / Credit first-time freshmen not exempted from initial assessment testing services. IE Report Year 2017: Fall 2015 cohort.
- 2.3: Completed an abbreviated and/or comprehensive education plan within 1 year of enrollment / Credit first-time freshmen not exempted from developing an education plan. IE Report Year 2017: Fall 2015 cohort.
- 2.4: Received BOG enrollment fee waivers, grants, loans, scholarships, and/or work-study / Enrolled in credit course. IE Report Year 2017: 2015-2016.
- 2.5: Student headcount / Counseling faculty FTE (excluding EOPS & DSPS student and counseling FTE). IE Report Year 2017: Fall 2015 cohort.
- 2.6: On probation/disqualification / Credit students. IE Report Year 2017: Fall 2016.

Fiscal Dashboard

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

IE Indicator	Page #	Link to Other Reports	FISCAL YEAR					Trend (Prior to Current Year)
			2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
3.1 Annual Operating Excess/(Deficiency) (\$)	43	IEPI 3	(8,840,473)	(4,616,562)	3,450,969	(190,202)	10,144,014	↑
3.2 Cash Balance (\$)	44	IEPI 4	15,248,105	35,967,135	24,252,853	37,648,157	54,283,037	↑
3.3 Fund Balance Ratio	45	IEPI 1	10.9%	7.6%	9.9%	9.1%	14.4%	↑
3.4 Salary & Benefits	46	IEPI 2	88.0%	89.5%	89.0%	89.4%	88.7%	↓
3.5 Non-Resident Tuition Revenue/Intensive Engl (\$)	47	NA	24,544,282	24,731,024	27,182,917	31,065,989	33,038,107	↑
3.6 WSCH/FTEF	48	NA	629.23	619.53	603.94	599.59	600.60	↑
3.7 FTES	49	IEPI 30	21,359	21,265	21,415	21,694	22,028	↑

LEGEND:

↑ = indicates that the value in 2017 reported year is higher than the value in the prior year

↓ = indicates that the value in the 2017 reported year is lower than the value in the prior year

Definitions

3.1: Actual revenues and transfers (-) Actual expenditures with one-time items (general fund balance)

3.2: Unrestricted and restricted general fund cash balance, excluding investments

3.3: Fund balance (including designated reserves) / total expenditures and transfers

3.4: Salaries and benefits as a percentage of unrestricted general fund expenditures, excluding other outgoing expenditures

3.5: Fees paid by international and out-of-state residents and Intensive English Program students

3.6: Sum of class contact hours per week per student in each class section / Sum of weekly teaching load or FTEF (Note: Fall data only)

3.7: Total hours of all credit and non-credit enrollments divided by 525. Only includes courses eligible for state apportionment funding.

College Infrastructure Dashboard

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

IE Indicator	Page #	Link to Other Reports	FISCAL YEAR					Trend (Prior to Current Year)
			2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	
4.1 Electricity Usage (kWh) by Sq. Foot	51	NA	13.76	12.59	12.38	11.81	11.92	↑
4.2 Gas Usage (BTU) by Sq. Foot	52	NA	21,855	15,567	13,899	11,409	13,570	↑
4.3 Average Vehicle Ridership (AVR) - Employees	53	NA	1.53	1.51	1.52	1.51	1.58	↑
4.4 Average Vehicle Ridership (AVR) - Students	54	NA	NA	2.59	2.47	2.64	2.49	↓

Collegiality Dashboard

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

IE Indicator	Page #	Link to Other Reports	IE REPORT YEAR					Trend (Prior to Current Year)
			2013	2014	2015	2016	2017	
5.1 Average Length of Service	56	NA	NA	NA	NA	NA	12.21	NA
5.2 Faculty Diversity Gap (% Faculty URM - % Students URM)	57	NA	-26.3%	-27.1%	-27.2%	-26.4%	-26.2%	↓

LEGEND:

↑ = indicates that the value in 2017 reported year is higher than the value in the prior year

↓ = indicates that the value in the 2017 reported year is lower than the value in the prior year

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: Employees worked per week day in survey week / Vehicles used to commute to work per week day in survey week (fall semester only)

4.4: Students traveling to campus in survey week during peak hours / Vehicles used to commute to campus during peak hours per week day in survey week (fall semester only)

5.1: Full-time employees only: round up (2017 – year started as full-time employee). Data as of March 2017.







5.2: (% of full and part-time faculty from an underrepresented minority group or URM) – (% of credit students from an URM group). URM includes Black, Hispanic, and Native American/Alaskan Native. Data reflect fall terms (IE Report Year 2017: fall 2016).

Equity Dashboard

Based on data reported in the SMC Equity Plan: <http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/Student-Equity.aspx>

EQUITY METRIC	TARGET POPULATION	TARGET POPULATION EQUITY GAP TREND*	MOST CURRENT YEAR'S PERFORMANCE	COMPARISON GROUP PERFORMANCE	EQUITY GAP
A. ACCESS	MALE		45.8% of credit population in Fall 2015 is male	49.5% of service area population is male	3.7%
	BLACK		10.8% of credit population in Fall 2015 is Black	12.3% of service area population is Black	1.5%
	HISPANIC		43.0% of credit population in Fall 2015 is Hispanic	43.5% of service area population is Hispanic	0.5%
B. COURSE SUCCESS	FOSTER YOUTH		42.6% Course success rate of Foster Youth (2014-2015)	69.3% Overall course success – all students	26.7%
	BLACK		55.7% Course success rate of Black students (2014-2015)	69.3% Overall course success – all students	13.6%
	HISPANIC		62.4% Course success rate of Hispanic students (2014-2015)	69.3% Overall course success – all students	6.9%
	VETERAN		65.7% Course success rate of Veteran students (2014-2015)	69.3% Overall course success – all students	3.6%
	LOW-INCOME		64.6% Course success rate of low-income students (2014-2015)	69.3% Overall course success – all students	4.7%
C. BASIC SKILLS ENGLISH COMPLETION	BLACK		32.1% Completion rate of Black Students (2009-2010)	60.3% Completion rate of highest performing group (Asian)	28.2%
	HISPANIC		46.5% Completion rate of Hispanic Students (2009-2010)	60.3% Completion rate of highest performing group (Asian)	13.8%
	LOW-INCOME		41.2% Completion rate of low-income students (2009-2010)	48.0% Completion rate of not low income students	2.1%

Equity Dashboard (continued)

EQUITY METRIC	TARGET POPULATION	TARGET POPULATION EQUITY GAP TREND*	MOST CURRENT YEAR'S PERFORMANCE	COMPARISON GROUP PERFORMANCE	EQUITY GAP
C. ESL COMPLETION	BLACK		41.2% Completion rate of Black Students (2009-2010)	59.0% Completion rate of highest performing group (Asian)	17.8%
	HISPANIC		44.6% Completion rate of Hispanic Students (2009-2010)	59.0% Completion rate of highest performing group (Asian)	14.4%
C. BASIC SKILLS MATH COMPLETION	BLACK		15.5% Completion rate of Black Students (2009-2010)	36.8% Completion rate of highest performing group (Asian/White)	21.3%
	HISPANIC		27.5% Completion rate of Hispanic Students (2009-2010)	36.8% Completion rate of highest performing group (Asian/White)	9.3%
D. CTE COMPLETION	No groups were identified as target groups for in the Student Equity Plan				
E. TRANSFER	BLACK		67.9% Completion rate of Black Students (2009-2010)	83.5% Completion rate of highest performing group (White)	15.7%
	HISPANIC		70.2% Completion rate of Hispanic Students (2009-2010)	83.5% Completion rate of highest performing group (White)	14.0%

*Absolute value of gap; decreasing trends in gap values suggest improvement on the metric.