



ANNUAL REPORT

2019-2020

SANTA
MONICA
COLLEGE

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SANTA MONICA COMMUNITY COLLEGE BOARD OF TRUSTEES

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Joshua Elizondo, Student Trustee; Dr. Kathryn E. Jeffery, Superintendent/President

**Board Goals and Priorities
2019-2020**

I. Educational Advancement, Quality, and Equity

1. Based on evidence, continue to implement models of support and instruction that increase student success and decrease equity gaps.
2. Continue implementation of initiatives the college has begun to meet the Visions for Success (VFS) goals that propose:
 - An increase in course completion, transfer rates, and employment in student's field of study.
 - A decrease in the number of units taken at SMC on the way to transfer.
3. Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of fulltime faculty over time.
4. Develop new programs and partnerships in the allied health sector.

II. Student Life

5. Assess and fix system/structure issues that impede positive user experience in the application, enrollment, and financial aid process.
6. Continue implementing initiatives that focus on solving barriers related to students' financial resources.
 - Improve financial literacy.
 - Support faculty adoption of Open Educational Resources (OER) and other efforts to address the high cost of course materials.
 - Support student efforts in addressing food and housing insecurity.
 - Increase financial aid.
 - Place more students in jobs on and off campus.
7. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

III. Fiscal and Facilities

8. Provide reports for the Board that align with Board Goals, funding formula metrics, and the Vision For Success.
9. Develop a strategic vision for the future of the college that is responsive to the opportunities and risks inherent in the new funding formula as it evolves.

10. Work with allies and legislators to align funding with mission and fiscal health.
11. Continue efforts in revenue generation, cost control, and enrollment management.
12. Build and maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.
13. Continue the plan to safeguard post-retirement employee benefits, and implement a plan to address increases in PERS, STRS, and other benefit obligations.
14. Update the Facilities Master Plan. Secure funding to maintain progress on all SMC security, technology infrastructure, and facilities construction projects.
15. Continue as a model of sustainability for all areas of the college.

IV. Community and Government Relationships

16. Ensure a supportive, inclusion, and collegial environment for students and staff.
17. Maintain good partnerships across systems (Cities/SMMUSD) in fulfillment of SMC's vision and mission.
18. Continue support for special programs that serve local students and increase college readiness and success. Examples:
 - Concurrent and dual enrollment
 - SMC Promise
 - Young Collegians
19. Continue strong support for Emeritus College.
20. Continue to serve the community with stellar facilities and programs, Examples:
 - Planetarium, Santa Monica Swim Center, Corsair Field,
 - Broad Stage, Barrett Art Gallery, Early Childhood Lab School, KCRW,
 - Celebrate America

Approved by the Board of Trustees: November 5, 2019



Annual Report | 2019-2020

INTRODUCTION

When the year 2019-20 began, none of us foresaw the global challenges that lay ahead. Fall 2019 marked Santa Monica College's 90th anniversary, and we celebrated the college's years of demonstrated excellence and growth. And then, a few weeks into the Spring 2020 semester, a global pandemic—COVID-19—necessitated a swift pivot to remote instruction and services. I am proud to note that the SMC community came together to ensure continuity and uphold our educational mission, even as we adjusted to a reality that was far from ideal. The creativity, innovation, and dedication to student success for which this college is known was demonstrated most notably, this year. It must also be noted that the pandemic was only one of several challenges we faced—the 2019-20 academic year also brought about a reckoning with the nation's ugly ghosts of racism, civil unrest, as well as budgetary challenges.

I am inspired by the ability of this college community to come together in a crisis, to confront difficult issues, to adapt and find ways to address students' basic needs and more. As you review the 2019-20 SMC annual report, you will see many instances of these commendable "SMC traits." Here are just a few highlights from the report:

- Santa Monica College upheld its record as the leading transfer institution to the University of California (UC) system for the 29th consecutive year! Transfer data for the 2018-19 academic year released by the UC Information Center showed that SMC sent 1,272 students to UC campuses in 2018-19. SMC also retained its number one status in transferring the most African American (71 transfers) and Hispanic (218 transfers) students to the UC system. SMC continues to be the largest feeder to UCLA and is the number one Southern California transfer college to UC Berkeley, the two flagship campuses of the UC system. SMC also retained its number one transfer status to USC (118 transfers), and to Loyola Marymount University (71 transfers). And finally, SMC also continues to transfer more students to the Ivy League Columbia University than any other college west of the Mississippi.
- Santa Monica College celebrated its 90th anniversary in Fall 2019, with a series of events including a special program featuring guest speaker Darroch "Rocky" Young. The college's nine decades of excellence and service to the community was made particularly special as the event also marked another historic milestone: the grand opening of the SMC Student Services Center, the largest such building to house student support services in California. This new signature gateway building has beautified the main campus and has enhanced Pico Boulevard. SMC opened its doors as "Santa Monica Junior College" in 1929, at the end of the Roaring Twenties and the beginning of the Great Depression. Today, Santa Monica College offers more than 110 degrees and certificates in six locations in and/or near Santa Monica, with a new satellite campus under construction in Malibu.
- In 2019-20 Santa Monica College graduated the second largest class in its history, with nearly 8,200 degrees and certificates awarded to 5,567 students. Given the pandemic, the traditional in-person commencement ceremony was replaced with a virtual event on June 26, 2020; the ceremony's content

was pre-recorded and watched on nearly 6,000 devices (Sandra Evers-Manly, Vice President, Global Corporate Responsibility at Northrop Grumman Corporation, was the commencement speaker). A few noteworthy highlights: 19 Bachelor of Science in Interaction Design degrees were awarded (third graduating class); the youngest graduate was 16 years old and the oldest was 85; the graduating class included 840 international students, 445 students with disabilities, 157 EOPS students, 86 undocumented students, and two foster youths.

- In Fall 2019, the college's Black Collegians program celebrated 30 years of championing the success of African American students, who make up about nine percent of the student body. The program currently serves 638 students, up significantly from recent years. The Black Collegians Program also received an historic \$325,000 donation from private donor Ann Wang, through the Wang Joint Living Trust. This gift will make possible an annual program fund to provide greater opportunities for SMC's African American students, and also establishes an endowment.
- The Adelante Program *also* celebrates its 30th anniversary this Fall. The academic support program for Hispanic/Latinx students was established in 1989—when only 12 percent of SMC's student body was Hispanic. Today the figure stands at 41 percent. The Adelante Program and Black Collegians collaborated with Associated Students to host the second annual SMC Afro-Latino Festival.
- In the wake of George Floyd's murder—which sparked protests against racial injustice on a scale that has not been seen for a generation—many difficult, honest, heartfelt discussions took place within the SMC community, and are continuing. The college seeks to maximize this energy to accelerate progress toward achieving SMC's equity goals through regular affinity group discussions for various communities; participation in The California Community College Equity Leadership Alliance founded by Dr. Shaun Harper of the USC Race and Equity Center; collegewide employee access to Supporting Men of Color online training; and more.
- The number of SMC distance education offerings increased from 1,448 sections to an all-time high of 1,676 sections this year (this does not include the 2,904 on-ground sections that were converted to online delivery in Spring 2020). In June 2019, SMC was awarded a \$500,000 one-year grant from the Chancellor's Office—through the California Virtual Campus Online Education Initiative—to improve the quality of online courses, expand the number of Career Technical Education (CTE) courses and programs available via online delivery, and make SMC Associate Degrees available online by putting math and lab science general education courses online.
- In 2019-20, the total amount of financial aid paid to SMC students was over \$35.7 million (there were a total of 37,704 applications); this included over \$28 million paid to 7,812 Pell Grant recipients and over \$1.6 million paid to 3,235 SMC Promise recipients.
- There were significant forward steps made in the Guided Pathways effort to redesign the student experience and make measurable progress in support of the college's equity goals, led by a 16-person "Redesign Implementation Team". A few noteworthy milestones achieved include the introduction of "Areas of Interest"—which groups together related academic and career pathways—to students on VIP Welcome Day; the implementation of Starfish, the "SMC GPS" early alert tool; and the approval of 100 program maps, to be published for students, by the Curriculum Committee.
- In 2019-20, the SMC Curriculum Committee—which held six of its 14 meetings via Zoom for the first time in its history due to COVID-19—approved 37 new courses, 47 courses for distance education

delivery, four courses for Global Citizenship, and eight new programs. The new curriculum platform, META, was also launched. The Committee approved SMC's first fully online math class, Math 54 (Elementary Statistics), and the first science lab course, Astronomy 3 (Stellar Astronomy with Lab) as well. This is a major milestone, making it possible to offer a fully online degree at SMC.

- The Young Collegians celebrated its 13th summer of offering first-generation underrepresented students an avenue of earning college credits while in high school! Due to COVID-19, over 50 students are participating remotely this summer. This past year, SMC's Dual Enrollment program has continued to work with six local high schools. In 2019-20, a total of 42 dual enrollment courses were offered, 18 of these at SMMUSD. This summer SMC also supported SMMUSD through the Concurrent Enrollment program by offering Biology, Chemistry, Economics, History, and Political Science to students who wanted to take these classes. Over 450 students enrolled for these opportunities, and they received dedicated support and a virtual orientation.
- SMC's Noncredit Initiatives Team—the primary member of the Santa Monica Regional Consortium for Adult Education—achieved significant milestones in 2019-20: the college awarded 87 Short-term Vocational and Workforce Preparation Certificates of Completion. At the June 2020 SMC Virtual Commencement, the college recognized the noncredit students who had completed these certificates, a first in SMC's history. Also, 100 percent of students enrolled in the noncredit ESL/Citizenship class (ESL 980) who took the USCIS Citizenship Interview Test in 2019-20 passed successfully.
- The SMC Emeritus Art Gallery held six art shows and opening receptions this past year. Of note was the most recent student art show, which was posted completely online, along with a live launch event that is available for viewing at www.smc.edu/EmeritusGallery. Emeritus continues to serve about 3,000 students per academic year, with 150 sections of about 60 unique courses in Fall and Spring, somewhat fewer in Summer and Winter. New students continue to enroll, even during the COVID-19 pandemic. To support older adults without the physical or financial means for ample nutritious food, Emeritus has been actively participating in the SMC Foundation Meal Project. At least 80 Emeritus students each week are receiving a meal delivery from the Meal Project and Everytable, thanks to the previous generosity of Emeritus students, and ongoing fundraising from the SMC Foundation.
- SMC's Office of Workforce & Economic Development—which also leads projects for a 19-college Los Angeles consortium in strategic fields such as Cloud Computing—has been assisting the City of Santa Monica in its economic development recovery efforts these past few months. In development is a new online certification and training, in partnership with Santa Monica organizations such as Sustainable Works and others, for the local business community in response to COVID-19.
- The SMC STEM Learning and Leadership Innovation Center (SLLIC)—a Title III-funded program, whose goal is to increase the number of Hispanic and other low-income students who successfully pursue and obtain STEM degrees and careers—completed construction on a new Makerspace lab in Drescher Hall 109 and which was recently completed in early Summer 2020. SMC has established partnerships with NASA's Jet Propulsion Laboratory, Los Angeles County Incubator, Station1, and Base 11. In addition to externships with industry partners, SLLIC has successfully connected with UC Irvine (California Alliance for Minority Participation), USC (Engineering Outreach), and Cal Poly Pomona Engineering to offer SMC transfers opportunities and mentorship to SMC alumni.
- The Santa Monica Early Childhood Lab School—an innovative public-private partnership between SMC, the City of Santa Monica, and RAND Corporation—is due to complete construction of its home this

August, a primarily bond-funded 20,000 sq. ft. complex which includes eight infant, toddler, and preschooler classrooms, outdoor play spaces and classrooms, two instructional classrooms and observation areas for SMC Education and Early Childhood students, a large multi-purpose room and more. Growing Place, an award-winning, National Association for the Education of Young Children (NAEYC)-accredited, and highly regarded nonprofit child development program was selected as the operator over three years ago and is working in concert with SMC's award-winning and NAEYC-accredited Early Childhood and Education Department's faculty, students and staff. Up to 110 children, including those from low-income families, will eventually be served at the lab school.

- SMC's Counseling department—whose functions are critical to student success—pivoted to prepare adequately for serving students remotely, in an online environment. Counselors received intensive training to learn how to video counsel, the department revamped its webpage so students could easily reach the right counselor for them, and these efforts received resounding affirmation. Student-counselor contact data demonstrated that student usage of counseling services rose significantly, particularly when comparing Spring 2019 to Spring 2020 (there was a 17.9 percent increase). Approximately 213 of the 486 respondents identified as Black or African American or Latinx/Hispanic, and over 90 percent were very satisfied or satisfied with the remote services received.
- The Career Services Center sponsored a very successful Job and Internship Fair in Fall 2020 featuring well over 70 employers with job and internship opportunities for SMC students. Cool Careers 2019 also featured 22 industry panels representing a variety of career fields. Well over 1,000 students attended these speakers' forums held on the main campus, the Center for Media & Design, and at Bundy Campus.
- The SMC Veterans Resource Center moved into a newly renovated home in Cayton Center, which will be enjoyed by student veterans for years to come. Thanks to a \$200,000 grant from the Chancellor's Office, a number of new initiatives including new veteran student orientations, a Veterans Advisory Board, a peer to peer mentor program, female veteran student programming efforts, virtual tutoring via Smart Thinking, and more were implemented.
- The Center for Students with Disabilities (CSD)—which is made up of Counseling, High Tech Training Center, Alt Media, Learning Disability (LD) Program, Acquired Brain Injury Program/Pathfinders, Deaf and Hard of Hearing Program, and ADA/504 Compliance—served nearly 2,000 students in 2019-20.
- SMC's Health Services Center had a busy, productive year: the 24/7 emotional support hotline continues to be highly utilized, with record usage during the pandemic; was instrumental in SMC's winning the prestigious [2020 Active Minds Healthy Campus award](#); hired a new grant-funded clinician in Black Collegians, during a time when student mental health for Black and African American students must be a top priority; achieved a major step forward for basic needs by developing a new centralized food pantry: "[Bodega](#)", a centralized one-stop-shop space that will hold produce, non-perishables, clothing, hygiene products, and some infant child items (it will open as soon as SMC returns to on-ground mode); expanded food closets on campus so there are now ten in areas such as Athletics, Photography, and Veterans Resource Center; and partnered with the SMC Foundation to pivot all food security resources to [the Meal Project](#) during the pandemic. This includes the Everytable meal delivery program and the weekly pop-up drive-through food pantry, where SMC partners with Westside Food Bank and other sponsors.
- In 2019-20, the College community continued its ongoing efforts in alignment with its Equity Vision and Mission statements, and to achieve improvements in the five Institutional Equity Metrics identified last

year in the SMC Student Equity Plan (access: application to enrollment; retention: Fall to Spring; transfer level English/Math completion; degree and certificate completion; and transfer to any four-year institution). Through the implementation of AB 705, the number of Black and Latinx students who completed transfer level English and math increased significantly.

- To foster an inclusive campus environment, Santa Monica College beginning in 2019-20 recognizes and provides a mechanism by which any current student may use a *preferred* or *affirmed* first name and a chosen pronoun on campus. SMC also deployed the Pearl Chatbot platform in February 2020 and soon after Pearl's content was quickly edited to account for the remote environment (Pearl was also one of the initial bots across the country to integrate content related to the coronavirus pandemic). Pearl currently contains content on 550 commonly asked questions and uses 270 complex skills to provide information to students. In just the past few months, Pearl has answered over 38,000 questions across channels where it may be accessed, including on select student services webpages, SMC GO, Facebook, Twitter, and SMS.
- During the 2019-20 year, Santa Monica College's Grants Office submitted 19 grant requests valued at nearly \$1.9 million to support the 2019-20 academic year. Of these awards, ten were funded, totaling nearly \$1.4 million in new monies for the college: these included a US Department of Education, Title V Developing Hispanic Serving Institutions Program grant (\$600,000 per year for five years); a Hollywood Foreign Press Association grant (\$20,000); a Teagle Foundation grant (\$35,714) for SMC to work with UCLA and six other community colleges to broaden and deepen exposure of liberal arts in engineering curricula; a National Science Foundation (NSF) grant (\$1,326,757) to bring together the equity-focused work of the Science and Research Initiative and the Center for Teaching Excellence; and more.
- SMC's IT/Network Services department created a "Student Drive Up WiFi" area in the Bundy parking lot to address the needs of students who do not have reliable Internet access as a result of COVID-19. This solution provides high-speed Internet access while allowing students to remain safely in their vehicles. In addition, a remote "Student Tech Help Desk" was established to provide technical support services to students.
- To support SMC employees who have to work from home due to COVID-19, SMC's Safety & Risk Management created and implemented a COVID-19 Safety Awareness training and home ergonomics training. The department also conducts safety evaluation of processes and activities that happen on campus, such as the weekly pop-up drive-thru pantry, and then sets up a safety plan with "safety controls" to keep volunteers and students safe and healthy.
- The 2018-19 audit performed by SMC's external independent auditors Eide Bailly yielded an unmodified opinion on the college's 2018-19 financial statements, and for the 13th consecutive year, the audit did not contain any financial findings. The District also received an unmodified opinion on its Federal Single Audit, a separate audit required to be performed on Federal grants. Additionally, both the financial and performance audits for the Proposition 39 construction bond program received unmodified opinions from the auditors.
- The college closed 2018-19 with an unrestricted general fund balance of \$30,676,107 or 16.83 percent of total expenditures and transfers. In 2018-19, the State adopted a new funding formula to determine the apportionment allocation for each district, named the Student Centered Funding Formula (SCFF), and under this new formula, community college districts will be funded at the greater of the amount calculated under the SCFF or at a "Hold Harmless" amount, which is equal to the 2017-18 funding level

adjusted for Cost-of-Living-Adjustment (COLA) until 2023-24. The 2019-20 State Adopted Budget made five significant revisions to the SCFF in the areas of funding allocation implementation, student success allocation counts, student success allocation calculation, definition of a transfer related to the SCFF and the hold-harmless period. For 2019-20 the projection is that SMC, under “Hold Harmless”, will be funded at an amount that is approximately \$11.6 million greater than the funding calculated under the SCFF. Like most community colleges throughout the state, SMC continues to experience a softening in nonresident enrollment, the District’s second largest source of unrestricted revenue, due to a set of daunting external challenges and factors.

- The Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law March 27, 2020. This over \$2 trillion economic relief package is intended to protect the American people from the public health and economic impacts of COVID-19: SMC received \$6.1 million to support the costs of shifting classes online, and another \$6.1 million for direct aid to students with demonstrable economic needs such as food, housing, technology, and more. As a minority serving institution, SMC has additionally received \$803,053 in restricted funding from the Act.
- SMC’s Human Resources department launched a comprehensive five-part series workshop for staff and faculty titled “Exploring Equity and Diversity”. These workshops addressed prejudice, discrimination, unconscious bias, appreciating cultural differences, and promoting inclusivity. Certificates were awarded for completing the series. The department also organized the 2nd Annual Faculty Job Fair and Open House with 700 attendees, and two workshops; the aim of this event was to create a welcoming environment that showcased SMC’s commitment to diversity, inclusion, and student success for prospective applicants (in 2019-20, SMC also hired 28 tenure-track full-time faculty and counselors across 17 departments). In late Spring 2020, the Black Lives Matter movement brought social justice and anti-racism to the forefront of public consciousness. Through a series of Zoom-based activities, HR facilitated a series of discussions focused on social justice, led by renowned facilitator Dr. Donald Grant. A total of 780 faculty and staff participated in the discussions.
- SMC earned a GoSaMo Gold Achievement Award from the City of Santa Monica for its successful efforts through its Transportation and Sustainability initiatives to encourage employees and students to use alternative modes to get to campus. Additionally, the department worked with Alt Car Expo to bring test drives of electric vehicles to Bundy Campus.
- SMC’s Community & Academic Relations department helped create 40 informational videos to help new students successfully apply, enroll and obtain services at the college (a video short for SMC Promise won a Bronze Paragon award from the National Council of Marketing & Public Relations). SMC garnered several awards for institutional communications and marketing: the Marketing department won first place for the 2019 commencement program and SMC Foundation holiday card from the Community College Public Relations Organization (CCPRO) and first place for the 90th Anniversary invitation.
 - The Web & Social Media department won a third place CCPRO for social media marketing (and is at work on the new college website, launching soon).
 - The Public Information Office won two national awards: a Gold Paragon for Communication Success Story “Woolsey Fire Photo Project” and a Bronze Paragon for *SMC in Focus* from the National Council of Marketing & Public Relations (NCMPR); and from CCPRO a Silver Pro Award for Communication Success Story: “Food Security at Santa Monica College” and a Bronze Pro Award for a news release on Hesham Jarmakani winning the Jack Kent Cooke Foundation Scholarship.

- In addition to the college's 90th anniversary in Fall 2019, this coming year will mark another milestone: it has been half a century since the Santa Monica Community College District was established in 1970, becoming a political entity distinct from the local school district. The formation took place after the Governor and the Legislature created the Board of Governors for the Community Colleges in 1968 to oversee the community colleges and formally established the community college district system.
- In 2019-20, SMC's Office of Government Relations promulgated an analysis of the new Student-Centered Funding Formula (SCFF), with a focus on the formula's adverse impact on "held harmless" districts, including our own. This analysis provided useful talking points that made their way into statewide discussions. SMC participated in active advocacy and lobbying efforts in Sacramento—to which individual trustees also contributed—and built alliances with faculty organizations, regional associations, and other leadership associations. The effort proved successful. The adopted state budget for California Community Colleges extends hold harmless for an additional two years, through 2023-24 (the third extension of hold harmless).

SMC's Government Relations was also instrumental in procuring the college's participation as one of the 50 test centers to assist the Los Angeles County Vote Center in unrolling a new voting system.

- In 2019-20, the SMC Foundation raised \$2,793,953, marking a 21 percent increase over the previous fiscal year. Additionally, the foundation recorded \$600,000 in planned estate gift pledges and increased its overall donor base 35 percent over last year's growth. \$712,403 was distributed to 509 individual students in 2019-20. The Foundation also partnered with the social enterprise Everytable to make healthy, affordable meals accessible to students on the Center for Media & Design campus, and in lieu of paying rent, structured the partnership as such that Everytable will donate 300-500 meals per week to SMC's new centralized food pantry, the Bodega, which students struggling with food security can access free of cost. The grand opening of the first-ever Everytable SmartFridge Lounge at CMD was celebrated in February, and during the first four weeks, over 2,000 meals were distributed. The program faced an unexpected freeze due to the campus closure from COVID-19.
- In response to COVID-19 forcing the closure of all SMC campuses, and moving to a remote learning modality, SMC Foundation launched Meal Project. The program responded to students, including Emeritus students, facing challenges with basic needs, specifically food insecurity. The program—which delivers healthy meals free of charge to students' homes—serves on average 600 students per week. To date, 13,000 students are the beneficiaries of Meal Project, with 95,000 meals served. The Foundation has also helped lead efforts to serve students with a critical replacement option, in the absence of SMC's traditional on-ground food pantry program. Each week, a team of 30 outstanding volunteers assembles and executes the drive-thru food pantry. Since its inception, over 5,000 students have queued up to receive shelf-stable groceries, fresh produce, and other staple items such as toilet paper, laundry detergent, baby food, and personal hygiene items. Building on existing relationships with Everytable and Westside Food Bank, the Foundation has brokered partnerships with Vicente Foods, Sunrise Produce, the Butter End Cakery, Food Cycle, Suja Juice, Sysco Foods, and additional vendors who provide items each week for SMC students.
- The Broad Stage at the SMC Performing Arts Center—under the helm of new Artistic & Executive Director Rob Bailis—saw a vibrant 2019-20 season, which consisted of 50 performances of 35 distinct productions featuring theatrical works, contemporary dance and cirque, classical music, world music, and jazz & blues. Popular arts & lectures, featuring The Moth and Red Hen Press, and the beloved Nat Geo Live! presentations, rounded out the offerings. Attendance at these events totaled 18,625 (eighteen performances of 14 distinct productions were suspended from March 2020 onwards due to

COVID-19). Some highlights of these critically acclaimed productions include the choreographed, theatrical work *Home* by Santa Monica native Geoff Sobelle; a performance in November 2019 by legendary performer Rita Moreno; jazz & blues features including Joey Alexander Trio, Catherine Russell, and audience favorite The Stanley Clarke Band; and world music performances including ukulele phenomenon Jake Shimabukuro.

- SMC's NPR radio station KCRW (89.9 FM) received 32 nominations from The LA Press Club including in the categories for Best News, Documentary and Host. Due to the COVID-19 pandemic, in March 2020, KCRW created a nearly fully remote broadcast operation, but did not skip a beat and responded to the needs of its audience. New programming includes daily coronavirus features on-air during *Morning Edition* and online (for example, a daily COVID-19 update from KCRW's Dr. Michael Wilkes); long-form shows like "Life Imagines"; a special call-in show created with KQED in San Francisco called "Living While Black"; virtual events such as "This Album Saved My Quarantine"; and more.

In 2019-20, SMC instructional programs, faculty and staff, and students earned *many* accolades. A few of these are represented below:

- Music instructor Lesa Terry was featured and performed in Tom Hanks' feature film "A Beautiful Day in the Neighborhood," a movie that celebrates Fred Rogers and his rejection of limitations. Lesa and three other women string players, comprising the Uptown String Quartet, recreated their 1997 appearance on "Mr. Roger's Neighborhood."
- SMC's Film Production program continued to garner regional, national, and international recognition. Student films were official selections at 24 film festivals including at Cannes Film Festival, the Vienna Independent Film Festival, and the Golden State Film Festivals; won six semi-finalist, finalist, or honorable mention awards; and were Winner of 15 awards including Best Short Film (*Hinge*) at the Prague Independent Film Festival, Best Cinematography (*Tongue Tied*) at the Terza Weekly Competition CinemadaMare in Italy, Best Student Short (*Shape Shifter*) at the Golden State Film Festival, and many more.
- SMC's journalism program collaborated with PEN America and the Committee to Protect Journalists to host a panel on U.S./Mexico border coverage during Fall 2019. *The Corsair*, Santa Monica College's student-run news outlet won several awards in 2019-20; these included an Associated Collegiate Press Online Pacemaker Award (known as the Pulitzer of college student media) for general excellence and outstanding achievement by a collegiate-media website; 2nd place for the Associated Collegiate Press 2019 Multimedia Story of the Year award; and an award for "online general excellence" from the Journalism Association of Community Colleges (JACC). Several student photo/journalists also won awards including two California Newspaper Publishers Association's California Journalism Awards, plus Honorable Mention for Nicole Haun for the Associated Collegiate Press 2019 Photo of the Year award; Yasamin Jafari Tehrani—who is on the staff of SMC's student-run news outlet *The Corsair*—won the 2019 Richard Turner Student Photojournalist of the Year from the Press Photographers' Association of Greater Los Angeles (PPAGLA).
- SMC's Theatre Arts production of "Flamenco Macbeth" was selected to perform at the Kennedy Center/American College Theatre Festival regionals, and several students won in design and performance categories. The department is also launching Introduction to Acting Shakespeare and Introduction to Stage Combat as new courses in the coming year, along with new department certificates in Scenic Design and Construction, Stage Lighting, Sound, and Projection.

- The Business department created a “Design for Delight for the Entrepreneur (Business 59)” course in conjunction with Intuit in support of their efforts to address the needs of start-ups and small businesses. SMC is the lead college in this initiative. Other colleges nationwide will adopt SMC's curriculum.
- Achievements from SMC Athletics include the following: Men’s Basketball Head Coach Joshua Thomas was named one of the 50 Most Impactful Men’s Basketball JUCO Coaches Nationally by Silver Waves Media, and several student athletes received scholarships to four-year schools: four in men’s soccer, thirteen in football, five in men’s basketball, two in women’s basketball, and five in women’s soccer.

~

Once again, my deepest congratulations and gratitude to the SMC departments, colleagues, and students who continue to demonstrate excellence in their fields, and uphold a commitment to building a better world, where justice and equity abounds.

A handwritten signature in cursive script that reads "Kathryn E. Jeffery". The signature is fluid and elegant, with a large initial 'K' and 'J'.

Kathryn E. Jeffery, Ph.D.
Superintendent/President

ACADEMIC AFFAIRS

Redesigning the Student Experience Using a Guided Pathways Framework

The Redesign efforts in 2019-20 were led by the Redesign Implementation Team:

- Beardsley, Jason
- Benson, Brenda
- Bocanegra, Melanie
- Bradford, Sherri
- Chavarry, Edna
- Davis Del Piccolo, Guido
- Donahue, Nathaniel
- Drescher, Marc
- Hernandez, Jose
- Lawler, Hannah
- Merlic, Jennifer
- Muñoz, Maria
- Rodriguez, Teresita
- Tovar, Esau
- Tuitasi, Michael
- Zugic, Irena

Redesign Inquiry/Work Teams in 2019-20 included:

- 1. Access to Services** *(Led by Sherri Bradford, Edna Chavarry, Nick Mata)*
Make data-informed recommendations regarding access (time, place, manner) to support services (learning resources, counseling, financial aid, mental health, among others) for our racially marginalized students.
- 2. Community Building** *(Led by Brenda Benson, Luke Johnson, Erica LeBlanc)*
Make recommendations regarding building a greater sense of belonging and community for racially marginalized students.
- 3. Course Scheduling and Enrollment** *(Led by Jason Beardsley, Lesley Kawaguchi, Hannah Lawler)*
Make data-informed recommendations regarding course scheduling and enrollment that are most conducive to completion and success for racially marginalized students.
- 4. Equitized Student Care Teams** *(Led by Melanie Bocanegra, Marisol Moreno, Belen Vaccaro, Vanan Yahnian)*
Design a model for Student Care Teams grounded in SMC's equity framework that is sustainable and transferable to additional areas involving student leadership and employment.
- 5. Equitizing Gateway Courses** *(Led by Edna Chavarry, Tyffany Dowd, Chante DeLoach, Irena Zugic)*
Develop training(s) for discipline faculty for equity-based action in program gateway courses and largest General Education (GE) courses.
- 6. Onboarding** *(Led by Cyndi Bendezu, Jose Hernandez, Delores Raveling)*
Make data-informed recommendations to restructure SMC's onboarding processes in the interest of our racially marginalized students.
- 7. Orientation** *(Led by Delores Raveling, Stuart Ortiz)*
Make Fall 2020 recommendations regarding orientation for racially marginalized students.
- 8. SMC GPS** *(Led by Brenda Benson, Stacey Jones, Dan Nannini, Irena Zugic)*
Implement Starfish (SMC GPS) "Early Alert" tool.
- 9. Student Instructional Support / Learning Resources** *(Led by Patricia Burson, Wendi DeMorst, Brian Rodas)*

Make recommendations regarding learning resources for Black and Latinx First Time in College Students (tutoring, Supplemental Instruction, Instructional Assistants, online support, satellite campus support).

10. Summer Programming for Black and Latinx FTIC (First Time in College) Students *(Led by Dione Carter, Jessica Krug, Kristin Ross)*

Make recommendations for summer programming for racially marginalized students.

The above teams' purpose and work correlate to Board Priorities: 1, 2, 5, 7, 11, 16

Two-day working Redesign Retreat was held with the Redesign Implementation Team and the leads of the newly developed Redesign Work Teams. Day 1 involved a discussion of our campus culture, a revisiting of the nine Redesign Goals, and building in evaluation models into new efforts. Day 2 was focused around the SEAP Budget and developing a priority rubric for SEAP funding.

Board Priorities: 1, 2, 5, 7, 16

Redesign Faculty Leads, Guido Davis Del Piccolo and Maria Muñoz (along with Josephine Hao, Chair of Design Technology) participated in the week long **“Teaching and Learning Studio”, at Stanford University d.School** to enhance our use of design thinking techniques and tools in the SMC Redesign efforts.

Board Priorities: 2, 7, 16

Fall 2019 Opening Day: Two presentations (led by Maria Muñoz and Irena Zugic) were given to provide the campus with an update on the progress related to Redesign and changes expected to occur for our students during this upcoming academic year.

Fall 2019 SMC delegation **visit to Arizona State University** to learn more about their student support tools, transfer and reverse transfer tools, adaptive teaching and learning, instructional design and distance education support services. Participants: Jason Beardsley, Teresa Garcia, Jennifer Merlic, Estela Narrie, Janet, Robinson, Teresita Rodriguez, Vicki Rothman, Steven Sedky, Esau Tovar, Michael Tuitasi, Tammara Whitaker, Irena Zugic.

Board Priorities: 1, 2

VIP Welcome Day: Students were introduced to **SMC's Areas of Interest:** broad categories that groups together related academic and career pathways (for degrees, certificates, transfer, and/or employment)

Board Priorities: 1, 2

AACC Pathways Institute #3: Ensuring Students are Learning and Progressing Along the Pathway, New Orleans. Participants: Jason Beardsley, Edna Chavarry, Guido Davis Del Piccolo, Nathaniel Donahue, Jose Hernandez, Kathryn Jeffery, Dana Nasser, Irena Zugic. This was the final institute of the three-year program offered by the American Association of Community Colleges (AACC).

Board Priorities: 1, 2, 5, 16

Submission of Five DPAC Goals (Redesign Priorities for 2020-21):

1. Academic and Career Paths

- Publish preliminary maps (course sequence) on the web for all Academic and Career Paths (programs).
- Critically examine all Academic and Career Paths in the interest of closing equity gaps and increasing completion.

Board Priorities: 1, 2

2. Equitizing Gateway and Critical Courses

- Reduce the racial equity gap in six to eight prominent “gateway” courses and two “critical” (AB 705) courses.

The following were modified after the COVID-19 pandemic:

- Delay Equitizing Gateway and Critical Courses implementation (until at least Spring 2021)
- Co-lead college-wide **Equity-Focused Distance Education Professional Development** (Summer 2020 and Fall 2020)

Board Priorities: 1, 2

3. Instructional Support / Learning Resources for Students

- Using data and assessment of identified best practices, align the structure and operation of instructional supports.

The following were modified after the COVID-19 pandemic:

Online Instructional Support / Learning Resources for Students

- Design equity- and evidence-based professional development for instructors and learning resources staff members for **Online** Instructional Support / Learning Resources that serves the needs of our racially marginalized students.

Board Priorities: 1, 2

4. Student Care Teams

- Implement a Student Care Team (SCT) model for students in the STEM Area of Interest.

Board Priorities: 1, 2, 5, 7, 11, 16

5. Starfish GPS Early Alert System

- Expand the Implementation of Starfish “GPS” Early Alert Solution campus-wide and launch student retention predictive analytics

Board Priorities: 1, 2, 5, 7, 11, 16

“Redesign Trajectory” Appreciation Luncheon for previous Redesign Steering Committee Members, Inquiry Team Leads, Implementation Team, current Redesign Work Team leads and their members, Student Advisory Squad, Senior Staff, and Board of Trustees which included a presentation of the journey thus far accomplished in the Redesign Efforts and how the multiple strands and teams link together.

Board Priority: 16

Presentation of the comprehensive **Scale of Adoption Self-Assessment** to the Academic Senate for approval and subsequent submission of the SOAA to the Chancellor’s Office.

Board Priorities: 1, 2

100 Program Maps have been vetted by counseling teams and approved by the Curriculum Committee and Academic Senate. We are working with CurriQunet/META to house and support the publication of these maps for students.

Board Priorities: 1, 2, 5

We applied and were accepted to join “Cohort One” of the **California Guided Pathways Demonstration Project** led by the National Center for Inquiry & Improvement

Board Priorities: 1, 2, 5, 16

Student Equity Plan and the Student Equity and Achievement Program

In 2019-20, the College community continued its ongoing efforts in alignment with its **Equity Vision and Mission statements**, and to achieve improvements in the five Institutional Equity Metrics identified last year in the SMC **Student Equity Plan (SEP)**:

Equity Vision statement: SMC is a dynamic and culturally responsive educational community that upholds the values of equity, inclusion, and social justice as a pathway to personal and academic excellence.

Equity Mission statement: SMC is an educational institution dedicated to providing an equitable learning and working environment. We intend to make clear, through our lived values and praxis, our commitment to inclusive excellence, which is reflected in our student outcomes and employee satisfaction.

Five institutional equity metrics identified in the SEP:

1. Access: application to enrollment
2. Retention: Fall to Spring
3. Transfer level English/Math completion
4. Degree and certificate completion
5. Transfer to any four-year institution

Efforts to implement the SEP and reach the goals set therein fall into two broad categories: programmatic initiatives focused on improving the effectiveness of instructional and student support services, especially for Black and Latinx students; and activities designed to increase the our community's understanding of and ability to recognize and address institutional racism and other racial injustices present at SMC. The work is challenging, but 2019-2020 brought several significant changes:

- Via the implementation of AB 705, the number of Black and Latinx students who completed transfer level English and math increased significantly.

English: For all ethnicity/race groups, the percentage of FTIC students who completed English 1 in their first term has increased since the implementation of AB 705. The Black and Latinx students experienced the biggest improvements. The first-term throughput for Black students in Fall 2019 was 34 percent an improvement of 19 percent over Fall 2017. Latinx students also experienced a 19 percent increase in first-term throughput, from 23 percent in Fall 2017 to 42 percent in Fall 2019. Prior to AB 705, Black and Latinx students experienced equity gaps (23 percent and 15 percent, respectively) in terms of first-term English 1 throughput; however, post-AB 705, the gaps decreased by 11 percent and 15 percent, respectively, when compared to the rate of the highest-performing group or Asian students (see Figure 8).

Math: Overall, the first-term throughput for transfer-level math for FTIC improved for all ethnic/racial groups with Asian students experiencing the biggest gains (+nine percent from Fall 2017 to Fall 2019), and Black and Latinx students experiencing gains of four percent each. Pre-AB 705, Black and Latinx students experienced the largest equity gaps for math throughput (14 percent and 11 percent, respectively); post-AB 705, the gaps experienced for these groups widened to 19 percent for Black students and 17 percent for Latinx students.

- The Student Equity Center was created and funded, as proposed by the Social Justice and Equity task force. However, the opening of the physical space has been delayed by the COVID-19 pandemic.
- The **Redesign Implementation Team** and **Equity Steering Committee** leaders continued efforts at integration with Steering Committee leads joining the Implementation Team, and the joint group taking responsibility for creating a truly integrated **Student Equity and Achievement Program (SEAP)** budget. The SEA Program was created by the Chancellor's Office by combining three distinct categorical funding sources that had different requirements for the use of the funds. Integration of these three to create the SEAP budget therefore requires migration of many ongoing costs, costs that aligned with prior fund restrictions, to other funding sources, thereby ensuring SEA funds be allocated to activities more directly aligned with SMC's equity goals.
- The **Center for Teaching Excellence** continued its focus on delivering a wealth of professional development opportunities for faculty and classified educators with training on both equity-centered practices and on increasing understanding of institutional and individual racism. See the summary of the Centers 2019-20 activities for more information.

In Spring 2020, the world witnessed the callous murder of George Floyd. His death, one in a series of so many others, sparked protests against racial injustice on a scale that has not been seen for a generation. The pain, grief, and anger in our community and across the world also led to many difficult, honest, heartfelt discussions within the SMC community—discussions that have only just begun. We seek to maximize this energy to accelerate our progress toward achieving SMC's equity goals. Ongoing efforts include:

- Regular affinity group discussions for our Black, Latinx, Asian & Pacific Islander, and White communities.
- Participation in **The California Community College Equity Leadership Alliance** founded by Dr. Shaun Harper of the USC Race and Equity Center.
- Collegewide employee access to **Supporting Men of Color** online training.
- Hiring of a Dean for Pathways, Equity and Inclusion.

See Human Resources, beginning on page 81, for more information on equity-driven activities in the wake of George Floyd's death and the Black Lives Matter movement.

Board Priorities 1, 2, 3, 16.

Curriculum

Over the course of the 2019-20 academic year, the SMC Curriculum Committee held 14 full committee meetings despite the campus closure due to COVID-19. Six of these meetings were held virtually via Zoom for the first time during this Curriculum Committee's history.

The Committee approved the following items:

- 37 new courses.
- 56 substantive changes to courses, including the following: changes in the essence of the course,

hours or units; major title changes particularly in relation to the new Architecture Program; addition or deletion of elective options in programs; removal or addition of prerequisites, co-requisites, or advisories; discipline changes; major changes to objectives and outcomes, content/presentation/evaluation.

- 47 courses for distance education delivery.
- Four courses adding Global Citizenship.
- Four courses deactivated.
- 84 updates/non-substantial changes to courses, including changes in objectives, outcomes, content, presentation, evaluation, title, texts, etc.
- 12 technical corrections primarily due to the transition to the new curriculum management system (META).
- Eight new programs (six Certificates of Achievement, one noncredit Certificate of Completion and one Department Certificate).
- 11 changes to programs, including additions or deletions of courses and changes in units in degrees and certificates, updating terminology, content, Program Learning Outcomes (PLOs), disciplines and titles.
- 17 courses deactivated primarily in the Interior Architecture and Entertainment Technology disciplines due to their renaming, one BUS 1 Worker AS deactivated, and Cultural Resources Department Certificate deactivated due to it being converted to a Certificate of Achievement.
- 16 courses approved for UC transfer, 16 courses approved for CSUGE, and five courses approved for IGETC (English 1D, English 62, Humanities 9A, Music 29, and Portuguese 2).

Noteworthy areas of focus and actions include the following:

We launched our new curriculum platform, META. The transition from CurricUNET to META represented a major step due to the ease in which one can now create or modify a course or program. The Committee was responsible for hosting a number of training sessions to help faculty navigate this new system.

We continued our support of the Guided Pathways Initiative, and this past Spring marked the approval of the first iteration of approximately 100 Phase 1 program maps. The Committee is also planning to align new program approval with the introduction of their respective maps as part of its continued commitment to the Guided Pathways framework.

The Committee approved SMC's first math class, Math 54 (Elementary Statistics), for fully online delivery and the first science lab, Astronomy 3 (Stellar Astronomy with Lab) as well. This was a major milestone as these approvals made it possible to offer a fully online degree at SMC.

This past Spring, we approved the reinstatement and redesign of SMC's Architecture Program as well as the restructuring of the existing Interior Design Program. This program will appeal to a broad array of students including those who desire to transfer, students who want to update their skills or for those who wish to acquire entry-level positions as an architectural designer or drafter after completing the program.

The Curriculum Committee, in partnership with the Distance Education Committee, played a pivotal role in providing training on best practices for teaching DE not only for our members but to the campus at large. On May 6, the Curriculum Committee, jointly with the DE Committee, hosted a meeting for a complete overview on the regulations, requirements, considerations and Best Practices for submitting a course for Distance Education.

The Committee will be reviewing approximately 700 courses for approval to be delivered either fully online or online in emergencies only, all as part of a commitment to meet the Chancellor's Office requirements for approval by December 30, 2020, per Memorandum ES 20-21. Without such approval, these courses will not be able to be offered remotely. To meet this challenge, the Committee has added four Summer meetings and is already making progress with this large undertaking.

The Curriculum Committee's initiatives and accomplishments support Board Goals and Priorities I.1, I.2, I.4, II.6.

Online Education

The number of SMC distance education offerings **increased from 1,448 sections to an all-time high of 1,676 sections** this year. This does not include the **2,904 on-ground sections** that were **converted to online delivery in Spring 2020**. The Distance Education program played a critical role in supporting the transition of converting on-ground courses to an online delivery format due to COVID-19. In efforts to support the campus in this transition, a distance education professional development plan was submitted to the Chancellor's Office and implemented to support high-quality, equity-minded and inclusive online teaching and learning. The Distance Education program continues to expand each year with new online faculty, course offerings, and online support services for students and faculty.

In June of last year, the College was awarded a **\$500,000 one-year grant from the Chancellor's Office** via the CVC-OEI (California Virtual Campus Online Education Initiative) to improve the quality of our online courses, expand the number of CTE courses and programs available via online delivery, and make SMC Associate Degrees available online by putting math and lab science general education courses online. The grant efforts also provided a framework to develop an infrastructure to better support faculty in maintaining consistent best practices for high quality online courses. Full-time and part-time faculty were able to gather at the **Online Teaching Winter 2020 Institute** to learn and share effective online teaching strategies facilitated by our own expert SMC faculty. The grant also established a system to allow faculty to self-select course(s) to be reviewed using the CVC-OEI Course Design Rubric and were paired with an experienced Peer Online Course Review (POCR) faculty member. To date, 43 CVC-OEI Course Rubric reviews, including 33 existing courses and ten new online courses, were completed with an accessibility review.

These efforts are closely aligned with the Board Goals & Priorities 1, 2, and 3 of implementing multiple measures, guided pathways, and models of support that increase student success.

Learning Resources

Learning Resources includes tutoring in the **Learning Resource Centers (LRC)** around campus as well as **Supplemental Instruction (SI)**. The administrators and staff are engaged in continuous improvement efforts prioritizing consistency in the student experience, evaluation, and innovative practices. The Dean, Learning Resources and Director, Supplemental Instruction/Tutoring both serve on the Academic Senate Joint Committee on Student Instructional Support Services and work collaboratively with the departments offering these services.

Guided Pathways and AB 705. We created a data framework which proposes a set of common data elements and a standardized process for data collection related to tutoring activities, participation, and services among all tutoring centers and labs at Santa Monica College. A standardized data collection system for the various tutoring centers will enable the College to conduct more comprehensive and systematic analyses of data related to the effectiveness and impact of tutoring on student course success.

Increased professional development. Coordinators and Instructional Assistants were required to attend a training on “Metacognitive Peer Tutoring Strategies”. Additionally, most people in this area attended several of the 3CSN wayfinding online zoom series sessions. The Director of SI & Tutoring also participated in the SMC College Management Academy.

Increase in consistency of practices in the various tutoring centers. Within the last few months and with the onset of the COVID-19 pandemic, we were tasked with moving all of Tutoring and Supplemental Instruction online. Zoom has been the dominant platform, but we also use WOnline in English to provide tutoring services for students. Employees who needed technology such as Chromebooks were loaned the equipment needed to provide tutoring remotely. Everyone was given training on how to use Zoom in a remote environment for tutoring. Since the first week of going remote we have been providing tutoring and SI for students in the online environment.

Board Priority: 1, 2, 20

Education Collaborative

The collaborative continues to support the Young Collegians program. This will be the 13th summer the program is being offered to SMMUSD students. The program is designed to help first-generation underrepresented students earn college credits while in high school. Once the student completes the three-year summer program, they would have earned 14 college credits. Due to COVID-19 over 50 students are participating remotely in the program this Summer. The team is also providing Zoom workshops and supporting the students virtually. Due to the pandemic, the team is sad to report that they were unable to recruit a new cohort of students.

This past year, the Dual Enrollment program has continued to work with six local high schools. In the Fall, the program offered 19 Dual Enrollment classes with eight of them being offered at SMMUSD. In the Spring, the program offered 21 classes with eight of them at SMMUSD. In March, all the DE classes moved to a remote modality due to COVID-19. The program supported faculty and students during the transition and to the end of the semester remotely. For the coming year, the program is developing remote orientation and enrollment workshops to serve all the new students. The program will also be expanding their pathways, adding additional pathways, which will lead to career technical education or preparation for transfer.

This Summer SMC also supported SMMUSD through the Concurrent Enrollment program by offering Biology, Chemistry, Economics, History, and Political Science to students who wanted to take these classes in the Summer. Over 450 students enrolled for these opportunities. These students were supported with a virtual orientation and a designated Concurrent Enrollment counselor.

Board Priority 3: The Young Collegians, Dual Enrollment and Concurrent Enrollment programs support the third board goal—Community and Government Relationships—by working with SMMUSD and local schools to provide access to college classes for their students.

Noncredit and External Programs

As the primary member of the Santa Monica Regional Consortium for Adult Education, the SMC Noncredit Initiatives Team continued to fulfill the objectives of the California Adult Education Program (CAEP). Significant accomplishments:

- For 2019-20, we were awarded a total allocation of \$428,049.
- Developed and implemented an online student referral and reporting system between the SMMUSD Adult Education Center (AEC) and SMC Noncredit Initiatives Team. This resulted in an initial referral of 18 AEC students with 13 students enrolling in noncredit career development and college preparation classes and programs.
- Solidified a partnership with JVS West Los Angeles WorkSource Center, a Los Angeles County America's Job Center of California. SMC noncredit career development and college preparation classes and programs are now promoted in WorkSource Center orientations and specialized career fairs are organized by WorkSource Center for SMC students awarded a noncredit career development Certificate of Completion.
- Collaborated with the SMC Marketing Department to create informational noncredit program materials distributed throughout the region which led to increased program awareness and enrollment. As a result, in 2019-20, SMC awarded 87 Certificates of Completion in the noncredit categories of Short-term Vocational and Workforce Preparation. The June 2020 SMC Virtual Commencement was the first commencement for noncredit students, in recognition of completing all required courses for a Certificate of Completion.
- Participated in professional development that focused on noncredit policy, career development and college preparation courses and programs, student services, pre-apprenticeship and apprenticeship, and distance education.

Board Priorities: 1, 2, 10, and 17. Developed curriculum, programs, and student services to increase student success and decrease equity gaps; Contributed to the Vision for Success goals by increasing completion in noncredit courses and programs, and ultimately an increase in transition rates from adult education to noncredit, noncredit ESL to noncredit career education, noncredit to credit, and noncredit to gainful employment; Partnered with noncredit advocates across California to contribute to the proposal and communication of noncredit policies; and, Established and maintained collaborative partnerships with the SMMUSD, City of Santa Monica, and the regional WorkSource Center.

As a Workforce Innovation Opportunity Act (WIOA II) Adult Education and Family Literacy Act (AEFLA) agency, the SMC Noncredit Initiatives Team achieved the following accomplishments under the leadership of the noncredit ESL faculty lead:

- For 2019-20, awarded a total allocation of \$111,625.
- Workforce Innovation and Opportunity Act Title II: Adult Education and Family Literacy Act Application for Program Years July 1, 2020- June 30, 2023; Intent to Award was received June 2020.
- Successfully transitioned 100 percent of noncredit ESL and Citizenship courses to remote learning in Spring 2020 in response to COVID-19.

- Noncredit ESL faculty collaborated with noncredit counselors and staff to develop a new online enrollment and placement system for noncredit ESL students. Despite the emergency transition to remote operations and distance education, Summer 2020 classes were filled with no cancellations.
- 100 percent of students enrolled in the noncredit ESL/Citizenship class (ESL 980) who took the USCIS Citizenship Interview Test in 2019-20 successfully passed. Despite the fact that Naturalization Interviews were suspended from March to June 2020, nine ESL 980 students attained U.S. Citizenship in 2019-20.
- Fall 2019-selected noncredit ESL classes successfully taught and assessed WIOA EL Civics COAAPs (instruction) focused on digital literacy, community involvement and volunteering, and transition to academic programs.
- Two new noncredit ESL courses *ESL For College and Career Pathways: Introduction* (ESL 994) and *ESL For College and Career Pathways: Effective Communication* (ESL 995) were approved by the SMC Curriculum Committee. Noncredit ESL collaborated with the Early Childhood Education (ECE) Department to develop Integrated Education and Training (IET) whereby these new courses will be contextualized for noncredit ESL students interested in ECE career pathways.
- 775 noncredit ESL students were served in 2019-20.

Board Priorities: 1, 2, 6, 16, and 17. Developed curriculum, programs, and student services to increase student success and decrease equity gaps; Contributed to the Vision for Success goals by increasing completion in noncredit courses and programs, and ultimately an increase in transition rates from adult education to noncredit, noncredit ESL to noncredit career education, noncredit to credit, and noncredit to gainful employment; Established a supportive, inclusive, and collegial environment for noncredit ESL students, faculty, and staff; and, Established and maintained collaborative partnerships with the SMMUSD and SMC academic departments.

As a recipient of the Strong Workforce Program for Noncredit (SWP-NC), the SMC Noncredit Initiatives Team achieved the following significant accomplishments:

- For 2019-20, awarded SWP-NC Round 2, Year 2 \$88,650; and, SWP-NC Round 3 \$21,000.
- Supported SMC Computer Science and Information Systems faculty in the development as well as SMC Curriculum Committee approval of the noncredit short-term vocational Receptionist courses and CCCC approval of the Receptionist program.
- Supported the professional development of noncredit faculty and administrators in noncredit career development curriculum and programs, career counseling services, noncredit ESL vocational pathways dialogue, and exploration of pre-apprenticeship and apprenticeship.
- Participated in initial discussions to explore noncredit Certified Nursing Assistant (CNA), noncredit Phlebotomy, and other potential noncredit career education pathways in collaboration with the SMC Health Sciences Department.

Board Priorities: 1, 2, 4, 6, 16, and 17. Developed curriculum, programs, and student services to increase student success and decrease equity gaps; Contributed to the Vision for Success goals by increasing completion in noncredit courses and programs, and ultimately an increase in transition rates from adult education to noncredit, noncredit ESL to noncredit career education, noncredit to credit, and noncredit to gainful employment; Explored new programs in the allied health sector; Established a supportive, inclusive, and collegial environment for noncredit ESL students,

faculty, and staff; and, Established and maintained collaborative partnerships with the SMMUSD and SMC academic departments.

The SMC Noncredit Initiatives Team participated in the City of Santa Monica Community and Economic Recovery Task Force in response to COVID-19.

- The City of Santa Monica established the Community and Economic Recovery Task Force in response to the current economic crisis and COVID-19 pandemic. The SMC Noncredit Initiatives Team joined the Task Force in May 2020.
- The goal of the Task Force is to connect local job seekers with local career training programs and employment opportunities.
- The Task Force will intentionally promote SMC noncredit career development and college preparation classes, programs, and student support services to the local community.
- Labor market information and input from local employers will inform faculty about the need for modified and/or new noncredit curriculum and program development, in addition to comprehensive planning in alignment with CAEP, SWP-NC, and WIOA II/AEFLA.

Board Priorities: 4, 6, and 17. Established and maintained a collaborative partnership with the City of Santa Monica Community and Economic Recovery Task Force with an interest in noncredit allied health curriculum/program development in addition to business and ESL to ultimately employ students and community members with the greatest financial need.

In response to COVID-19, SMC Noncredit registration and enrollment were successfully modified to continue to meet the needs of students enrolling in noncredit career development and college preparation courses and programs:

- Fully transitioned to remote and online student support services including registration, enrollment, orientation, and technical support for students accessing Corsair Connect and Canvas.
- Set up virtual visits to noncredit classes via Zoom for special announcements and "in person" enrollments.
- Immediately developed social media and application tools to enhance virtual communication with noncredit students, community members, and partners.
- Established Jabber to receive noncredit office telephone calls from students, community members, and partners while operating remotely.
- Engaged in ongoing intensive noncredit marketing and outreach efforts with a strong focus on the City of Santa Monica and the JVS West Los Angeles WorkSource Center to increase enrollment in career development and college preparation classes and programs.
- Created new webpages for the SMC Noncredit Initiatives Team as part of SMC's website redesign. <http://webdev.smc.edu/academics/noncredit/about.php>

Board Priorities: 6, 7, 16, 17, and 18. Informed students of food, housing, and technology-related resources; Continued support for campus resources that assist students with personal circumstances that may negatively impact student success; Ensured a supportive, inclusive, and collegial environment for student enrolling in noncredit remote and distance education classes, programs, and student support services; Maintained good virtual partnerships with the SMMUSD Adult Education Center (AEC), SMC academic departments, and local community partners in fulfillment of SMC's vision and mission during emergency COVID-19 remote operations; and, Continued support for noncredit

career development and college preparation classes, programs, and student support services that increase college readiness and success.

In response to COVID-19, SMC Noncredit Counselors achieved the following significant accomplishments:

- Participated in the SMC Redesign (Guided Pathways) and GPS discussions; a full-time noncredit counselor ensured noncredit career education and college preparation courses and programs are part of the Redesign Team's mapping process.
- Revamped academic and career development workshops to be accessible to students remotely.
- Supported noncredit students by telephone, email, and Zoom with transition to remote learning.
- Offered Stress and Time Management as well as Study Skills workshops via Zoom.
- Hosted a noncredit student gathering in Fall 2019 and the Noncredit Initiatives Team's very first virtual student forum via Zoom in Spring 2020.
- Spring 2020 remote noncredit student contacts for counseling services: 393
- Summer 2020 remote noncredit student contacts as of July 9 for counseling services: 108
- Total remote noncredit student contacts for counseling services: 501

Board Priorities: 6, 7, 16, 17, and 18. Informed students of food, housing, and technology-related resources; Continued support for campus resources that assist students with personal circumstances that may negatively impact student success; Ensured a supportive, inclusive, and collegial environment for student enrolling in noncredit remote and distance education classes, programs, and student support services; Maintained good virtual partnerships with the SMMUSD Adult Education Center (AEC), SMC academic departments, and local community partners in fulfillment of SMC's vision and mission during emergency COVID-19 remote operations; and, Continued support for noncredit career development and college preparation classes, programs, and student support services that increase college readiness and success.

Emeritus

Under the leadership of Associate Dean Dr. Scott Silverman, the Emeritus Program is doing very well. The **SMC Emeritus Art Gallery** held six art shows and opening receptions this past year. Of note was the most recent student art show, which was posted completely online, along with a live launch event that is all available for viewing at www.smc.edu/EmeritusGallery . The SMC Emeritus Concert Band had three scheduled performances at the Broad Stage, though some of the performances, including at the Fourth of July parade were clearly not possible due to COVID-19. The SMC Emeritus Acting Troupe held two performances at the Edge Second Space. Two SMC Emeritus literary journals were published: **The Emeritus Chronicles** and **The Ongoing Moment** (the latter being a journal of both student literature and art), and both of which have obtained ISSN numbers from the Library of Congress for proper serialization. Receptions are usually held for both journals where students read some of their work, though one of these was impacted by COVID-19.

The Emeritus Voice student newsletter was published in the Fall and Spring terms. Several open forums and one special meeting with the City of Santa Monica and SP+ (parking vendor) were held at Emeritus. The meeting about parking eventually resulted in the City of Santa Monica restoring the Emeritus validation from 2 hours to 3 hours, a big win for the Emeritus community. To date, the total amount of funds raised for SMC Emeritus during the fiscal year is \$75,000. This is markedly lower than this time last year (about \$60,000 lower) due to the Spring appeal being put on hold while we managed the COVID-19

pandemic induced switch to Emergency Distance Education. In addition, SMC Emeritus received several estate gifts, to support the Emeritus program as a whole with a partial focus on the Emeritus music program.

SMC Emeritus has been represented at the **Santa Monica Regional Consortium for Adult Education**. The Emeritus Student Advisory Council (ESAC) will evolve into a new and improved structure by Fall 2020 to better serve the needs of the Associate Dean and the students. Emeritus continues to work with faculty to minimize class cancellations, make optimal use of substitutes, and increase the positive attendance yield for the program. The faculty have indicated some interest in exploring some curricular revisions, which will be pursued into next year. Students have also shared a number of desires for the curriculum which have been and will continue to be shared with the Emeritus faculty.

Emeritus continues to serve about 3,000 students per academic year, with 150 sections of about 60+ unique courses in Fall and Spring, somewhat fewer in Summer and Winter. There are also a number of approved courses that have not been taught in some time that may come back in the future. New students continue to enroll, even during the COVID-19 pandemic.

SMC Emeritus continues to partner with many off-site locations to hold classes, and to explore new opportunities when they arrive. The Associate Dean has begun reviewing curricular opportunities and needs with Emeritus faculty, ranging from existing and new course descriptions to revising the Student Learning Outcomes. This work will continue into next year. There are several facility improvements that were initiated or completed in AY 1920, including a major A/V equipment upgrade to build simulcasting or streaming capacity into many of the classrooms at Emeritus. Projects slated to take place in AY 2021 include: 1) refurbishment of the Emeritus elevator, 2) Installing sliding doors on the 1st floor building foyer for safer and more efficient movement in and out of class, 3) Automatic openers on the 1st floor restroom doors, 4) HVAC makeover, and 5) redesigning several small spaces to make them more functional, including a small conference room, a space to use for consultations and a lactation room, as needed, etc.

Board Priorities: 1, 16, 17, 19, 20, 23, 27.

The SMC Emeritus Associate Dean participated in several community-based meetings of efforts tied directly to services for Emeritus students and is pursuing other avenues for future engagement.

- The Older Adult Task Force (OATF, which a previous Emeritus Associate Dean co-led for many years) brings together community groups and for-hire services to collaborate and share resources of mutual benefit in aiding the older adult population.
- The City of Santa Monica's Census Task Force invited the Associate Dean to the table late, but nonetheless to brainstorm how we might ensure a higher proportion of Santa Monica older adults complete the Census. This was largely waylaid by COVID-19.
- Future opportunities include making stronger connections to: WISE & Healthy Aging, AARP, RAND, Milken Institute, California Institute on Aging and MAPS, a group that is similar in function to OATF.
- Work with Emeritus colleagues from around the state to build an effective network of resources, and ideally an active older adult programs segment of ACCE.
- Continue to support the initiatives of the rest of the SMC Noncredit Initiatives Team, which includes work on new Allied Health programs within Noncredit Initiatives.

Board Priorities: 4, 19.

In response to COVID-19, Emeritus has successfully modified the program and services to operate in an emergency Distance Education setting:

- Emeritus students and faculty responded positively to the required move to emergency Distance Education. While a few classes did not make the transition to DE, most faculty fully transitioned to Zoom and Canvas.
- Staff fully transitioned to remote and online student support services including registration, enrollment, and technical support for students accessing Corsair Connect, Zoom, and Canvas.
- Multiple updates to website content and enrollment protocols have rolled out to streamline processes and communication when possible.
- While attendance has not been analyzed for all weeks of Spring 2020 versus expected attendance, early on in the pandemic, online attendance was nearly 60 percent of what in-person attendance had been just a few weeks prior. That number is most likely only going to increase.
- To support older adults without the physical or financial means to have enough food in their fridge to get by, Emeritus has been actively participating in the SMC Foundation Meal Project. Over 150 students have inquired about the program, and at least 80 Emeritus students each week are receiving a meal delivery from the Meal Project and Everytable. This is thanks to the previous generosity of Emeritus students, and ongoing fundraising from the SMC Foundation.
- Supported students in getting access to loaner Chromebooks, and faculty and staff as needed.
- Staff and faculty collaborated on several virtual events held within Zoom. Two notable ones included an “Emeritus Unbirthday Celebration” to celebrate the milestone birthdays that students would hit in 2020, and the Emeritus Student Art Exhibit Virtual Show. For the student Art Show, individual postcards were mailed to every student, and attendance was high, which might influence future activities even when in-person activities eventually resume.
- Other events included collaborations with the United States Securities and Exchange Commission, the Hummingbird Project, and other services for older adults.

Board Priorities: 6, 7, 16, 17, and 18.

In response to COVID-19, Emeritus Staff and Faculty achieved the following significant accomplishments:

- Supported each other in learning to use technology if previously unfamiliar.
- Converted enrollment protocols and communication.
- Supported Emeritus students remotely through telephone and email support, and several periods of Zoom support to fill the gap in registration support normally satisfied by having the computer mini-lab staffed during peak enrollment periods.
- Developed a communications plan regarding unexpected messaging students were reporting seeing in Corsair Connect while seeking help from campus colleagues to clarify the situation.
- Remotely helped students navigate Corsair Connect for the first time.

- Identified a need to get over one-third of Emeritus students to log in to Corsair Connect, activate their SMC credentials, to expedite their access to their Distance Education environment, while reducing the number of students registering only on paper.

Board Priorities: 6, 7, 16, 17, and 18.

Community Education

Since transitioning to the leadership of Associate Dean Dr. Scott Silverman, in Fall 2019, Community Education has successfully relocated to the Emeritus Campus. This program serves a consistent population within the community and fills an important niche. As the City of Santa Monica tightens its belt and reduces some program offerings for youth and adults alike, a large opportunity exists to fill that gap. It is unfortunate that this is occurring during COVID-19 and at a time in which Community Education is in a rebuilding phase as there is ample potential here.

The staff and Associate Dean have identified a number of opportunities to strategically improve operations and employ best practices in the field, in line with District policies and practices. The Associate Dean and Program Coordinator have begun a process that will result in strategic priorities, programs to revive or develop, and a functional plan of operations to help Community Education live out its vision.

There are many amazing classes at Community Education. Two of the top classes in terms of both revenue and total registrations are Basic Organic Gardening 101 and Beginning Digital Photography. Two other classes to watch are: Phlebotomy (which could possibly spawn an entire program in noncredit) and Drone Pilot Training (which was a growing field pre-COVID-19 and can be expected to boom soon).

COVID-19 has had a deleterious effect on Community Education. Some instructors could not convert the class to a remote learning environment (for example, Glass Blowing). In some instances, the class and registration fee could be deferred to a later date. In some instances, if a student did not have the technology, or did not want to take the class online, the registration fee was refunded. As such, the amount of money refunded in Spring 2020 was significantly higher than usual. For Summer 2020 registration moving forward, messaging is included in the schedule to show that classes are scheduled to be in remote learning mode. When in-person instruction resumes, messaging will continue to indicate what could happen if remote learning becomes necessary, which will minimize refunds in comparable situations.

Board Priorities: 6, 7, 11, 16, 17, and 20.

In response to COVID-19, Community Education staff have achieved the following significant accomplishments:

- Identified a means for remote learning for Community Education classes, as most instructors do not have access to ConferZoom or Canvas.
- Converted registration protocols and communication.
- Successfully managed a surge of refunds, requests and those processed without requests totally over 20x the normal amount in any month.
- Successfully managed a 25 percent increase in student inquiries.
- Supported both students and instructors when there were miscommunications between them through the conversion to remote learning.

Career Education, Workforce & Economic Development

Year in Review. The Office of Workforce & Economic Development continues to administer state and federal grants and contracts that develop revenue for the College to improve enrollments, Career Education (CE) programming, retention, persistence, completions, and improving post-college outcomes (transfer, job placement, employment in field of study, and increased wage gains). The Office works closely with the Academic Senate Joint Career Technical Education Committee to allocate Strong Workforce and Perkins funding. All CE programs at SMC are supported by providing capital and human resources to develop or improve programming. Through yearlong business and community engagement activities, faculty are also provided industry intelligence, labor market data, and industry contacts for advisory boards.

Strong Workforce Program. The Strong Workforce Program (SWP) provides two forms of funding. Local level funding is available annually to improve the quantity and quality of local college programming. These funds are being used for continued investments in business engagement and job placement, innovation and technology, program development and maintenance, CE data tracking, marketing, professional development, work-based/experiential learning, and regional alignment of the workforce development ecosystem. As civil demonstrations in Spring 2020 have highlighted, higher education outcomes are not equal for Black and Latinx students. Future CE funding will focus on specific investments that eliminate barriers that remove achievement gaps and improve post-college outcomes (transfer, job placement, wage gains).

The 2019-20 grants and contracts supported the purchase of state-of-the-art equipment for all CE disciplines at the Center for Media & Design (CMD). SMC receives funding to participate in regional projects that are led by other community colleges in the Los Angeles regional consortium (LA-19). These include Advanced Transportation, Career Pathway Specialist, Energy, Construction and Utilities, Entrepreneurial Mindset, Global Trade and Logistics, Business Engagement/Job Placement, Noncredit College and Career Readiness, and Teacher Preparation–STEM/ECE, and Nursing & Respiratory Therapy. SMC also leads projects in which all 19 community colleges participate. These include Strategy, Innovation and Marketing (LA-19 SIM), Cloud Computing, and the Center for a Competitive Workforce. In 2019-20 the Office of Workforce was proud to help lead important roundtable discussions in potential program development areas that included Healthcare, Homelessness, and the Ocean/Blue Economy. Unfortunately, the coronavirus outbreak stalled these critical conversations that provided input from community members and they will continue into the 2020-21 program year.

Other important activities that will continue into 2020-21 include: Faculty professional development, upskilling, training and externships; enhanced industry engagement and regional alignment of curriculum; curriculum enhancement to align with industry standards; and upgrading course content and delivery, technology applications, equipment, materials and supplies to enhance learning.

The Office of Workforce has also been assisting the City of Santa Monica in its economic development recovery efforts these past few months. In development is a new online certification and training, in partnership with Santa Monica organizations such as Sustainable Works and others, specifically for the business community in response to COVID-19.

Board Goals: 1,2,4,5,17

STEM Learning and Leadership Innovation Center

SMC is currently implementing the **STEM Learning and Leadership Innovation Center (SLLIC)**, a Title III-funded program. The overarching goal of the program is to improve the academic attainment of Hispanic students and low-income students at SMC. In partnership with the **University of California, Los Angeles (UCLA)** and other university and industry partners, SMC will work cooperatively to increase the number of Hispanic and other low-income students who successfully pursue and obtain STEM degrees and careers. The three major goals of the program are to: (1) Increase the enrollment of Hispanic and low-income students in STEM programming; (2) Improve student success by strengthening instructional and student support services in STEM (e.g. peer mentoring), targeting psychosocial development and the teaching and learning environment; and (3) Strengthen student transfer and program articulation through the development of university and industry partnerships.

- **Improve enrollment.** As part of SLLIC, SMC has continued to grow the Engineering program by now offering an Engineering degree and certificate, which include three new course offerings through the Physical Sciences department. Currently, ten engineering prerequisite classes include embedded tutoring. The SLLIC program also received DSA approval in Spring 2019 to begin construction on a **new Makerspace lab** in Drescher Hall 109 and which was recently completed in early Summer 2020.
- **Improve student success.** In Fall 2019 a third cohort began a social belonging intervention, based on the randomized control trial of Walton and Cohen (2011). A second intervention, targeting identity as a scientist, was administered Spring 2020. Over 200 students who participated in the STEM Skills Academy were randomly assigned to either the treatment or control condition for the research study. Preliminary data continues to suggest that from pre-test to post-test, treatment students reported increases in their identification as a scientist, research skills, and research self-efficacy. In the Summer of 2020, STEM/SLLIC will examine treatment vs. control GPAs, course success, retention, graduation, and transfer rates. SLLIC is also providing STEM faculty members with on-campus training on effective teaching and learning strategies as well as promoting and providing reimbursement funds for faculty to attend off-campus workshops. In addition, the peer-coaching program (established in 2018-19) began its second year with the hiring and training of 20 new peer mentors. Over 175 STEM students participated in one-on-one sessions and group workshops.
- **Strengthen student transfer through partnerships.** SLLIC has continued to offer workshops to help prepare students for Summer research experiences and transfer including “**Transfer Coachella**” and “**Cool Careers**” in Fall 2019. The program also held two transfer workshops, two financial aid workshops, and three Undergraduate Research Center (URC) UCLA application workshops, along with 4 drop-in assistance/counseling sessions to help with internship and transfer applications. In addition to these workshops, the STEM specific Counseling 15 class focuses directly on preparing students for research and transfer opportunities. SMC has established partnerships with NASA’s Jet Propulsion Laboratory (JPL), Los Angeles County Incubator (LACI), Station1, and Base 11. In addition to externships with industry partners, SLLIC has successfully connected with UC Irvine (California Alliance for Minority Participation), USC (Engineering Outreach), and Cal Poly Pomona Engineering to offer SMC transfers opportunities and mentorship to SMC alumni.

COVID-19. In response to the current pandemic and COVID-19 related concerns, the SLLIC Program and counseling staff moved swiftly to ensure the continuity and accessibility for students to all program

support services and activities through the shift to online/remote delivery of STEM-specific counseling (via phone and zoom appointments), online access to tutoring and peer mentoring support sessions, and drop in hours for student questions. The STEM Program also sustained and supported the yearly online application cycle without delays or timeline changes, pivoting to a completely remote orientation model and welcoming the 2020-21 STEM Cohort of 250+ new students to the program. Significant efforts have also been made to expand the STEM/SLIC online presence and communication network for students, incorporating website updates, social media, CANVAS, personalized phone calls, and other platforms/modalities to ensure students are made aware of the vast resources and support services available to them during this pandemic.

Aligned with Board Priorities I (subsections 1, 2, 3), II (subsection 5, 6, 7), IV (subsections 16, 18, and 20).

The Center for Teaching Excellence

The Center for Teaching Excellence (“The Center”) has institutionalized faculty professional development practices at SMC. Originally funded via a five-year Title V Building Foundation for Academic and Career Success grant, the center has now completed its fourth year without direct grant funding. Instead, the work of the Center is supported via collaboration with Student Equity & Achievement Program, Redesign, Institutional Research, Workforce & Economic Development, and Human Resources. The Center provided and organized SMC **for professional development** over the course of the last academic year. Trainings for faculty included Data Coaching, Online Educational Resources (OER), Tableau, UndocuAlly Trainings, and utilizing technology in the classroom. This year, due to the need to transition as a result of COVID-19, online trainings were curated for faculty members, classified professionals and managers. The curated recordings fit under the umbrellas of: Self-Care, Distance Ed Fundamentals, Equity in Remote Environments, Teaching & Learning, Educators & Students, Student Webinars, Classified, Administrators, Online Training Courses, & Recordings of Past Webinars. This year, the Center also expanded its reach to include classified educators & Human Resources in many of its offerings. Highlights of this year included:

- The Center’s annual Summer Institute (FSI) was expanded to include classified professionals, and therefore renamed to be the **Classified – Faculty Summer Institute (CFSI)**. Faculty and Classified Educators came together for a two-week intensive training on pedagogy, student services, and creating a culture of equity minded practices to serve historically marginalized students.
- A month-long, concentrated equity training was made available to all SMC Classified Educators and focused specifically around the needs of Supporting Men of Color.
- Dr. Frank Harris led an all-day Equity Summit that was attended by Classified Educators, Faculty and Administrators. This was SMC’s 6th annual Equity Summit.
- The Center for Urban Education and the Race & Equity Center led a four-part discussion on how to create an environment that leads to hiring a diverse faculty.
- In partnership with Student Equity and STEM Program, the College received a \$2,493,400 NSF five-year grant focused on providing in-depth, equity-focused training to probationary full-time faculty in STEM departments. Kick off of first year activities was delayed due to the COVID-19 pandemic but is underway for an online rollout in Fall of 2020.
- In partnership with the SMC Redesign, the **Equitizing Gateway Courses** work team developed in depth, equity focused training for faculty teaching eight “gateway” courses—courses with high

enrollment by Black and Latinx students in their first year and with significant equity gaps. This in-person training was not rolled out. Instead, this project is on hold pending a return to campus, and the team leads instead joined forces with Distance Ed faculty, administrators and staff to infuse equity-minded principles into the Distance Education training being provided to all faculty and staff in the Spring, Summer and Fall of 2020.

Board Goals directly addressed: 1,2, 3, 6, 16.

Santa Monica Early Childhood Lab School

The Santa Monica Early Childhood Lab School is an innovative public-private partnership to meet the needs of a community seeking and prioritizing quality early care and education, and a place to train and provide experience to those choosing to be early childhood educators. Santa Monica College and the City of Santa Monica, with support from the RAND Corporation, teamed up two decades ago to identify Santa Monica's Civic Center as a location to build the new, specially designed, 20,000 square foot complex which comprises three buildings encompassing:

- Four infant and toddler classrooms.
- Four preschooler classrooms.
- Extensive outdoor play spaces/outdoor classrooms.
- An art studio and kiln.
- Two instructional classrooms and observation areas for college students.
- Large multi-purpose room suitable for convenings, special events, and community meetings.

With predominantly bond-funded construction due to be completed in August 2020, operations tentatively will begin in January 2021, subject to state licensing and COVID-19 guidelines. Growing Place, an award-winning, National Association for the Education of Young Children (NAEYC)-accredited, and highly regarded nonprofit child development program with two other locations in Santa Monica, was selected as the operator over three years ago, and will work in concert with SMC's award-winning and NAEYC-accredited Early Childhood/Education Department's faculty, students and staff. Up to 110 children will eventually be served in the Santa Monica Early Childhood Lab School, and at least one-third of families will be from Santa Monica, with at least half of those families being households of low-income status. Designed to serve working families, the Santa Monica Early Childhood Lab School will be full-day, full-year when fully operational.

Academic Program Accolades

Music. In July, **Yulia Kozlova** presented a lecture-recital, "**Gideon Klein: 100th Anniversary, A Musical Picture,**" at the **College Music Society International Conference** in Ghent, Belgium.

In November, **Megumi Smith** hosted **Neel Agrawal** for a tabla masterclass for percussion students, and the **SMC Percussion Ensemble** performed at the **Loyola Marymount University Children's Center**. In collaboration with SMC Choirs, SMC hosted a masterclass for students with **Naoko Takada** in December.

David Kopplin received the Music and Entertainment Industry Education Association Scholarly Research Grant, which included \$3,000 plus travel expenses to MEIEA conference. The working title of his paper is "Thriving or Surviving?: The Financial History of Blue Note Records, 1939-1965." He was commissioned by the Department of Defense Europe Education Division to create percussion audition materials for the All-

Europe Honor Band and by Cristine Boles and the Somers Lakeside School District, Somers, Montana, for an original work for symphonic band. The works have been completed, and premiere performances are pending.

In January, Brian Driscoll's choral setting of the Langston Hughes poem in tribute to Helen Keller was selected from an international call-for-scores to be featured in an SMC concert in collaboration with the professional choral ensemble Chorosynthesis, in a multi-year residence at SMC. A virtual performance of the piece was premiered in June.

For the third year in a row, Greg Schreiner performed his show, *Hollywood Revisited*, at the Annenberg Theatre as part of their Modernism Week in Palm Springs in February. The show is a singing, dancing extravaganza featuring authentic costumes from popular Hollywood films.

Lesa Terry was featured and performed in Tom Hanks' feature film "A Beautiful Day in the Neighborhood," a movie that celebrates Fred Rogers and his rejection of limitations. Lesa and three other women string players, comprising the Uptown String Quartet, recreated their 1997 appearance on television in "Mr. Roger's Neighborhood."

Communication Studies. Heather Smith completed all required courses for a Ph.D. in health communication at a leading R-1 research institution, with honors grades. She completed research in cancer communication, disparities in cancer communication and women/minorities, as well as in why women choose to "go flat" after mastectomy. Smith successfully completed and passed the writing portion of comprehensive exams in the Ph.D. in cancer communication and women's health specialties; she is currently working on sabbatical outcomes for Spring 2020.

Delphine Broccard completed her Ph.D. coursework.

Luis Andrade received the 2019 Equity Champion Award from SMC; published the two top papers in the LGBTQ Caucus Division for the National Communications Association; and had ten publications in highly-ranked Communication Studies and Education Journals.

Nate Brown coached the Debate Team to first place awards in all six tournaments of 2019-20 (12 first place awards total, ten second place awards, 14 third place awards, and six finalist awards).

Film Production. Films produced by SMC students continue to be selected for film festivals, and to win awards. Here is an updated list:

2020

- Official Selection – Cannes Film Festival, Emerging Filmmaker Showcase (*The Attempt*)
- Semi-Finalist - Louisiana LGBT+ Film Festival (*Ritornare*)
- Official Selection - 33rd All Genders, Lifestyles, and Identities Film Festival (aGLIFF); Austin, Tx (*Ritornare*)
- Award – "Next Generation Indie Film Awards Foundation" (*Leaving the Factory*)
- Official Selection - Barcelona Fiction Film Festival (*Once Upon A Woman*)
- Official Selection – Vienna Independent Film Festival (*The Attempt*)
- Official Selection - 14th Vox Feminae Film Festival; Zagreb, Croatia (*Ritornare*)
- Winner Best Student Short Film - Sunny Side Up Film Festival; Oklahoma (*Once Upon A Woman*)
- Winner Best Cinematography - Sunny Side Up Film Festival; Oklahoma (*Once Upon A Woman*)
- Official Selection - Sunny Side Up Film Festival (SSUFF); Miami, OK (*Once Upon A Woman*)

- Official Selection - Cinema at the Edge (CATE) Film Festival; Santa Monica, California (*Out of Touch*)
- Official Selection - California Women's Film Festival (*Shape Shifter*)
- Official Selection - Roma Cinema DOC Film Festival; Rome, Italy (*Ritornare*)
- Semifinalist - CineFest Los Angeles (Taste) Official Selection - DAM Film Festival (*Taste*)

2019

- Official Selection - LesFlicks Queer Cinema; London, United Kingdom (*Ritornare*)
- Finalist - Blow-Up International Arthouse Filmfest in Chicago (*Hinge*)
- Official Selection - Blow-Up International Arthouse Filmfest in Chicago (*Shape Shifter*)
- Winner Best Short – “The Wild Bunch Film Festival” in Arizona (*Once Upon a Woman*)
- Semifinalist - Dumbo Film Festival in New York (*Hinge*)
- Honorable Mention - Highland Park Independent Film Festival; Los Angeles, CA (*Muñecas*)
- Official Selection: Six Award Nominations – “The Wild Bunch Film Festival” in Arizona (*Once Upon a Woman*)
- Winner: Best Short Film, Prague Independent Film Festival; Czech Republic (*Hinge*)
- Official Selection: Highland Park International Film Festival (*Muñecas*)
- Winner: Best Film Score, Vienna Independent Film Festival; Vienna, Austria (*Hinge*)
- Winner Best Western: Silver State Film Festival; Las Vegas, Nevada (*Once Upon A Woman*)
- Official Selection: Silver State Film Festival; Las Vegas, Nevada (*Hinge*)
- Official Selection: Silver State Film Festival; Las Vegas, Nevada (*Ritornare*)
- Official Selection: Silver State Film Festival; Las Vegas, Nevada (*Shape Shifter*)
- Winner: Best Film at the Terza Weekly Competition CinemadaMare 2019 in Cerveteri, Italy (*Tongue Tied*)
- Winner: Best Cinematography at the Terza Weekly Competition CinemadaMare 2019 in Cerveteri, Italy (*Tongue Tied*)
- Winner: Best Sound at the Terza Weekly Competition CinemadaMare 2019 in Cerveteri, Italy (*Tongue Tied*)
- Winner: Best Production Design at the Terza Weekly Competition CinemadaMare 2019 in Cerveteri, Italy (*Tongue Tied*)
- Winner: Best Student Short - Silicon Beach Film Festival (*Ritornare*)
- Winner: Best Western - Silicon Beach Film Festival (*Once Upon A Woman*)
- Official Selection - REEL Recovery Film Festival & Symposium - Los Angeles (*Valerie*)
- Official Selection - REEL Recovery Film Festival & Symposium - Los Angeles (*Hurt*)
- Official Selection - REEL Recovery Film Festival & Symposium - Los Angeles (*Hinge*)
- Winner Best International Short Film - IV Festival Internacional de Cine sin Cines; Michoacán, Mexico (*Once Upon A Woman*)
- Official Selection - Queerbee LGBT Film Festival; United Kingdom (*Hinge*)
- Finalist - Women Deliver Film Festival (*Hinge*)
- Winner Gold Remi Award - 52nd Annual WorldFest-Houston (*Once Upon A Woman*)
- Winner Best Student Short - Golden State Film Festival (*Shape Shifter*)
- Official Selections - Golden State Film Festival (*Shape Shifter, Hinge, Once Upon A Woman*)
- Official Selection - Feedback International Short Film Festival (*Undocumented*)
- Official Selection - California Women's Film Festival (*Hinge*)
- Official Selection - QueerBee Film Festival in London and nine other cities in the UK (*Spaghetti Romance*)

Journalism. The journalism discipline took the lead with Communication and Media speaker series, which we expanded to include our Center for Media & Design colleagues from the Design Technology

Department. The new Communication, Media and Design series hosted multiple events for students and the community in the Fall and the beginning of Spring semester before SMC moved classes and services to an online environment.

The journalism discipline also collaborated with PEN America and the Committee to Protect Journalists to host a panel on U.S./Mexico border coverage during Fall 2019.

Fall semester: *The Corsair*, Santa Monica College's student-run news outlet won an Associated Collegiate Press Online Pacemaker Award (known as the Pulitzer of college student media) for general excellence and outstanding achievement by a collegiate-media website. The Corsair staff also won 2nd place for the Associated Collegiate Press 2019 Multimedia Story of the Year award. Corsair student photojournalist, Nicole Haun won Honorable Mention for the Associated Collegiate Press 2019 Photo of the Year award.

Spring semester: *The Corsair*, Santa Monica College's student-run news outlet, won an award for "online general excellence" from the Journalism Association of Community Colleges (JACC) and four student photojournalists won individual awards. Two student photojournalists also won awards from the California Newspaper Publishers Association's California Journalism Awards.

Santa Monica College (SMC) student photojournalist Yasamin Jafari Tehrani—who is on the staff of SMC's student-run news outlet *The Corsair*—won the 2019 Richard Turner Student Photojournalist of the Year from the Press Photographers' Association of Greater Los Angeles (PPAGLA).

Journalism professor Sharyn Obsatz is also the faculty lead for the Faculty-Industry Ambassador Program, launched in Summer 2020.

Journalism professor Ashanti Blaize-Hopkins is the lead for the Career Education marketing sub-committee and has been working with an external marketing firm to kick off SMC's first digital marketing campaign in Fall 2019 ending in Spring 2020 with very promising results. The marketing firm will continue to work with Professor Blaize-Hopkins in Fall 2020 to launch additional digital marketing campaigns to help increase enrollment in CE programs in addition to the institution at-large. Professor Blaize-Hopkins is also currently serving as board Vice President for the Society for Professional Journalists Los Angeles Chapter.

Lauren Movius was awarded a sabbatical for Spring 2021. During the sabbatical, she will engage in professional development by improving online teaching skills and distance education knowledge. Over the semester, she will take a series of online courses and then apply this knowledge to her SMC online classes by revising courses to improve student learning. Sara Brewer was awarded a sabbatical for Fall 2020 (postponed until Fall 2021 because of COVID-19). Her creative project will focus on Media and Climate Change and include time in the Pacific Northwest to see, photograph, and develop an understanding of climate change effects in the region.

Media Studies (Production). During Fall 2019 the Media Production Program successfully shot and live-streamed an eSports tournament on Twitch for Indiecade (an international and independent gaming conference for developers).

During this semester students also shot five volleyball games. When we produce our games, we also utilize the talents of students from our sportscasting classes for play-by-play and color commentary during the games.

We had three successful podcast shows produced that aired on SMC Radio Online: *The No Name Radio Show*, *Foster Me Different* (about the foster care industry), and the *Health, Education, Media and Public Policy Podcast* (HEMPP).

During the Winter 2020 semester the Media Production Program successfully shot and live-streamed five home basketball games.

Theatre Arts. Kennedy Center/ American College Theatre Festival- Our production *Flamenco Macbeth* was selected to perform at the regional festival in February 2020.

Several students won in design and performance categories.

Theatre Arts is introducing Introduction to Acting Shakespeare and Introduction to Stage Combat as new courses in the coming year, along with new department certificates in Scenic Design and Construction, Stage Lighting, Sound, and Projection.

We partnered during 2019 with the Broad Stage to host Master classes with the Invertigo Dance Theatre, Story Pirates, and Reduced Shakespeare.

Our faculty were speakers for Broad Stage's Spotlight talks for *17 Border Crossing*, in January 2020, and *All is Calm*, in December 2018.

Our students received internships with arts organizations through the Los Angeles County internship program.

We continue to produce the docudrama *Voices of Hope*, based on true stories, that addresses the casualties of domestic violence and Title IX violations.

Business. In 2020, the [Accounting Diversity Conference](#) responded to the remote environment. We are particularly proud that we were able to quickly create videos featuring our many corporate and community partners to offer a virtual version of the conference. 19 videos were produced including a keynote address, workshops, and student testimonials.

Design for Delight for the Entrepreneur (Business 59) was created [in conjunction with Intuit](#) in support of their efforts to address the needs of start-ups and small businesses. SMC is the lead college in this initiative. Other colleges nationwide will adopt SMC's curriculum.

CSIS Department. The Cloud Computing Certificate developed in partnership with Amazon Web Services (AWS) continues to grow in popularity with students, and these students are showing great success rates on their AWS certification exams. This Spring, 22 certificates were issued and, of those, 16 passed the exam, five are pending their results.

Library

- Said farewell as Librarian Anne Powers retired after 44 years of service.
- Created an SMC Library YouTube channel and created/published all the Spring Library workshops, as well as several database- and website-specific videos for instructors to embed in their Canvas shells.

- Maintained class orientations with no interruption as we went remote; within a week, we were scheduling and teaching orientations at the same level as we had on-ground.
- Switched to web reference via chat and trained all librarians on it in less than a week.
- Made immediate, frequent, and urgent website updates and reconfiguration to our Library Management System to stop fines, emphasize e-resources, add databases, and continually update database listings as short-term resources became available.
- Kudos to the teaching librarians for learning on-the-fly as they taught online for the first time, with three days to prepare.

Physical Science

- In collaboration with the Life Sciences department, we set up a food pantry for students in the Science building.
- The department now uses an online-based reporting form for issues related to the Science building. Each submission of the form is automatically emailed to the department chair and administrative assistant. This system allows for better follow up of relevant issues with the appropriate departments on campus, whether they be the Maintenance, Custodial, or Grounds department. We have seen an improvement in the speed at which these issues are addressed following the use of this form.

Athletics

The Santa Monica College Athletic (SMC) Department provides the opportunity for student-athletes to achieve personal excellence in both academics and athletics. The Department is committed to a competitive program that serves the interest of the student body and encompasses the ethical values and educational philosophy of the institution. Additionally, the actions of the Athletic Department will support the expressed mission, values, and overall objectives of Santa Monica College.

During the 2019-20 academic year SMC student athletes achieved success in academic and athletic achievements. The program had a total of 312 student athletes participating in 18 intercollegiate sports (ten women and eight men).

Elias King was named to the 2019-20 CCCAA All-State Team Honorable Mention. King was one of four freshmen to be named to the prestigious Men's Basketball All-State Team.

Santa Monica College Men's Basketball Head Coach Joshua Thomas was named one of the 50 Most Impactful Men's Basketball JUCO Coaches Nationally by Silver Waves Media.

Teddy Parham was named to the CCCMBCA All-State Academic Team, which honors the men's basketball players in the state who maintained a 3.5 GPA or higher as a full-time student while competing as a student-athlete.

The following information identifies the number of student athletes that were enrolled in 12 or more units for the Fall and Spring semesters. All Spring intercollegiate activities were cancelled as a result of the COVID-19 pandemic. Despite Covid-19, the athletic program retained all of our Spring sport athletes, none of the athletes dropped below the CCCAA 12-unit eligibility requirement.

Fall Total: 193 Athletes remaining in 12 units. This includes 69 in football, 23 in women's soccer, 28 in men's soccer, 14 in women's volleyball, seven in men's cross-country, six in women's cross-country, 17 in men's water polo, 11 in women's water polo, 11 in men's basketball, and seven in women's basketball.

Spring Total: 119 Athletes remaining in 12 units. This includes 12 in women's track and field, 18 in men's track and field, 15 in women's softball, 18 in men's volleyball, 16 in women's swim and dive, 24 in men's swim and dive, six in women's beach volleyball, and ten in women's tennis.

Athletic Scholarships. These student athletes received scholarships to four-year institutions to continue their inter-collegiate journey.

Men's Soccer: Eto Atiabets – Marymount University; Juan Vargas – Life Pacific University; Jesus Farias – Life Pacific University; Devine Sumbu – Life Pacific University.

Football: Brandon Collins – Southeastern University; Anthony Nesmith – Gannon University; JP Rybus – Waldorf University; AK Warren Jr. – Cal Lutheran University; Tyler Cater – Ottawa University; Dajone Averett – Northern Arizona University; Tucker LaRue – University of Hawaii; Jack Faringer – Arizona Christian University; Josue Castro – Azusa Pacific University; Chimechi Oparanozie – Arizona Christian University; Devin Cox – Arizona Christian University; Chris Nickerson – Southern Virginia University; TK Veal – New Mexico State.

Men's Basketball: Mekhi Kimble – Lincoln University; Elias King – Quinnipac University; Cesar Meza – University of St. Katherine; Teddy Parham – Chadron State; Isaiah Simpson – Chicago State University

Women's Basketball: Ariana Quintana – La Sierra University; Nina Gazzo – La Sierra University.

Women's Soccer: Kenia Mejia-Godoy – Antelope Valley University; Antoinette Saldana – Cal State Dominguez Hills; Ruth Pelaez – Life Pacific University; Giselle Lopez – University of LaVerne; Ceirra Little – Life Pacific University.

General Advisory Board (GAB). The GAB recognized the following student-athletes who excelled academically and athletically and rendered community service:

Female Athlete of the Year: Lavender Billingsly

Male Athlete of the Year: Elias King

Women's Cross Country: Cynthia Tuxpan, 2.58 GPA

Men's Cross Country: Balmore Montes, 3.16 GPA

Softball: Chloe Jones, 3.7 GPA

Football: Luca Cipriani, 2.69 GPA

Men's Basketball: Elias King, 3.44 GPA

Women's Tennis: Savaughna Mayo, 3.57 GPA

Men's Soccer: Luis Hernandez, 3.04 GPA

Women's Soccer: Ruth Pelaez, 3.7 GPA

Women's Basketball: Chassen Gutierrez, 2.96 GPA

Men's Swimming and Diving: Alonso Escobedo, 3.3 GPA

Women's Swimming and Diving: Melissa De La Cruz, 3.1 GPA

Men's Water Polo: Reaph Whitebloom, 3.1 GPA

Women's Water Polo: Karla Ramirez, 3.1 GPA

Men's Volleyball: Archer Defterios, 3.5 GPA

Women's Volleyball: Lavender Billingsly, 3.8 GPA

Men's Track and Field: Christopher Davis, 2.84 GPA

Women's Track & Field: Lilyan Garside, 2.39 GPA

Women's Beach Volleyball: Camila Wilson, 3.48 GPA

STUDENT SERVICES

The Student Services Center

A lot of effort went into opening the new Student Services Center and by all accounts, it was a huge success. In preparation for the move, in June 2019 counseling services were successfully relocated to the library so that counseling support to students could go uninterrupted—a minor miracle! When we re-opened in the new Center on June 17th, it was a sight to behold with almost 100 percent of the faculty, staff and administrators wearing “Proud to be SMC” t-shirts and beaming with pride. It had been a long 20 years of planning with three different architects, three different facility directors, and countless meetings and conversations. But at the end of the long journey to create a one-stop shop for Student Services, it was well worth the wait. The new Student Services Center is magnificent in almost every possible way—and students seem to agree!

Counseling

Spring 2020 was unlike any other semester in our institutional history. Who could have ever anticipated that we would have to move all Counseling services from a mostly “in person” modality to “exclusively online” environment in a matter of weeks? As with all other areas of the campus, this brought many unanticipated challenges and huge obstacles, which had to overcome in a very short window of time.

The Counseling Department, however, rallied in a way never seen before! As of March 2, discussion started within the department to determine how we could operate entirely online in the near future. The most critical need was complete access to student records and transcripts off-campus, and the Counseling Subsystem, in order to provide any counseling services remotely. On March 10, we repurposed the Institutional Flex Day to provide intensive training for counselors, to enable them to video counsel. We also trained the counselors on utilizing SMC student information system via Citrix. Simultaneously, we worked with the IT division to create “Phone Appointments” in web-ISIS so that students could book telephone and video appointments with counselors as needed.

In addition, we created the [How to Connect with a Counselor](#) webpage so that all students could find their Counseling program and how to access a counselor on a unique page. We encouraged all counseling programs to start utilizing our existing online booking interface, which allows students to book appointments online via their Corsair Connect accounts.

We also quickly recognized that for the “general student” population (who are not part of a special program and are the majority of our student body, approximately 70 percent) we would have to create a “first-serve, first-come” virtual drop-in counseling service. Fortunately, we had already been using the Q-Less virtual queueing program on campus and discovered that we could easily establish access to this queue for students off-campus. A “Q-Less CallBack button” was created that students could easily locate and sign in via our webpages in order to wait for a counselor to call the student back.

Merging counseling teams was quickly adopted, since all teams realized there was no efficient way for students to sort into separate queues, based solely on whether or not the student had completed 30 units or less. We provided training sessions for counselor usage of Q-Less, for all general counseling, Welcome Center, and outreach area counselors, as well as counselors in other programs, such as the Latino Center, Black Collegians, EOP&S, the International Center, Scholars, etc. We launched off-campus Q-Less access in the General Counseling area as of April 3 and piloted the service for two consecutive Fridays; counselors and students very quickly acclimated to this new process.

With the help of our classified staff and administrators in the Outreach/Welcome Center areas, we launched a chat service, which involves having student workers respond to questions via live chat on the Welcome Center, Outreach, and General Counseling webpages when students visit these pages. This service has been very helpful for directing students to the correct services and for answering non-counseling questions.

We also launched “Video Express” counseling around the beginning of April, so that students could utilize the video counseling option on a “drop-in” basis as well. We have found all new modes of service to be well-utilized and effective. For our International Education Center counseling service, after a few weeks of utilizing Q-Less, it was quickly determined that Video Express would be needed, since the Q-Less process works by the student submitting a phone number which the counselor can call back. Many of our F-1 visa students were trying to reach a counselor while out of the country and could not be called back due to inputting an international phone number. This Summer, they have switched to “Video Express” mode instead and have experienced great success with this service.

Counseling Satisfaction Survey. We also worked with the Dean of Institutional Research Dr. Hannah Lawler to deploy a Virtual Counseling Satisfaction survey, from April 20 through June 5. The goal of the survey was to gauge student perception and receptivity to virtual counseling services, as well as student level of satisfaction with these services in comparison to in-person counseling services. We also requested demographic information, so that we could determine that we were effectively serving our most racially minoritized students to the best of our ability.

In addition, the IT team established new student-counselor contact metrics so that we could comparatively view the number of contacts made pre-pandemic versus once we moved off campus. Results consistently show that we are seeing far more students overall utilizing remote counseling services and we are primarily observing student levels of satisfaction with virtual counseling to be the same or higher than in person counseling services.

- Student-Counselor contact data demonstrated that student usage of Counseling Services in all counseling programs and locations is up significantly since last year, **particularly comparing Spring 2019 to Spring 2020:**
 - 2018-19 Overall Counseling Contacts: 121,719
 - 2019-20 Overall Counseling Contacts: 128,591
 - **Represents a 5.6 percent increase**
 - Spring 2019 Overall Counseling Contacts:40,025
 - Spring 2020 Overall Counseling Contacts:47,214
 - **Represents a 17.9 percent increase**
- **Approximately 213 of the 486 respondents** identified as **Black or African-American or Latinx/Hispanic**. Of this group, the following results were noteworthy:

- Over 90 percent were very satisfied or satisfied with the process of making an appointment, whether doing it online or by calling a program.
- Approximately 90 percent or more of the students that utilized the chat service, staffed by student workers, were very satisfied or satisfied with their experience
- 81.8 percent of respondents rated the express video counseling services that they received as “Excellent”, “Very good” or “Good”, while 100 percent rated the video counseling appointment service in one of those three categories.
- 95.5 percent of respondents rated the telephone counseling services they received as “Excellent”, “Very good” or “Good”
- 76.5 percent of the respondents stated that they had previously experienced in-person counseling services at SMC.
- 73.3 percent of those who had previously experience in-person counseling at SMC rated virtual counseling services as having the same level of quality, while another 14.3 percent actually found the virtual services to be of higher quality. Another 12.4 percent found the quality of virtual services to be lacking when compared to in person services.
- When these students were asked whether they preferred telephone or video counseling services, or felt equally about both, 38.7 percent prefer telephone services, while 20.8 percent prefer video counseling services. Another 35.8 percent rated both services as equal in preference.
- Some comments that our Black/African American and Latinx students provided included the following:
 - *The counselor I spoke with was very helpful. He helped me by answering several questions I had. The counselor put me on the right path to graduate.*
 - *You guys are amazing counselors.*
 - *Both the chat and counselor were very helpful and resourceful.*
 - *SMC is doing a great job providing students with counseling services, even through a global pandemic!*
 - *SMC has done an outstanding job caring for the students, etc. during this crisis.*
 - *I wish phone counseling was available all the time—even when the campus is open!!! It was extremely beneficial. I normally work M-F from 9am-5pm and with my commute, can never make it to see a counselor. I desperately needed to speak with a counselor; phone counseling made this possible. Please keep it going!*
 - *I’m glad that the counseling services are still available virtually during these times, I feel like I always get the help I need and the right guidance.*
- It is reassuring and informative to note that the Black/African American and Latinx/Hispanic students rate telephone counseling services at a slightly higher level of satisfaction than the overall group of respondents. Overall, 94.4 percent of the 486 survey respondents rated phone counseling services as “Excellent”, “Very Good” or “Good” while 95.5 percent of the Black/African-American and Latinx/Hispanic respondents rated phone counseling services in one of these three categories. Less reassuring is the response to video express counseling; 87.8 percent of the overall respondents rated the video express counseling services as “Excellent”, “Very good” or “Good”,

in comparison to 81.8 percent of the Black/African-American and Latinx/Hispanic students, which may speak to differing levels of availability/access to workable technology and/or wi-fi

- In regards to video counseling appointments (different than video express counseling with longer time frames) less of the overall respondent group rated the quality of Virtual counseling appointment services as “the same” as “in-person” counseling in comparison to the Black/African-American & Latinx/Hispanic group (68.6 percent versus 73.3 percent) Slightly less of the Black/African-American and Latinx/Hispanic respondents preferred virtual counseling services to in-person counseling services than the overall group of survey respondents (14.3 percent vs. 15.7 percent) but a higher percentage of the overall respondents rated “virtual counseling services” as worse than the Black/African-American and Latinx/Hispanic respondents (15.7 percent vs. 12.4 percent)
- In summary, we have learned many valuable lessons in Counseling as a result of this pandemic. First and foremost, moving counseling services to a completely remote environment appears to **increase** student demand as opposed to decreasing it. At times during the first two weeks of Summer and Fall enrollment, we had three-four hour waits on the Q-Less service. Perhaps this increase was due to the convenience factor of not having to commute in and be on campus to receive most counseling services. Secondly, **the quality of our services**, in the eyes of our students, is seemingly not suffering- though there is a small minority that has a stated preference for “in-person counseling” services. It is interesting to note that our Black/African-American & Latinx/Hispanic students actually prefer virtual counseling (telephone and video combined) services at a higher rate than the overall population. Finally, it appears that **being remote enhances our efficiency**, given that we are actually seeing more students via the telephone and video counseling services than we did when we were primarily operating via in-person counseling services.

Black Collegians/Latino Center

- In Fall 2019, the college’s **Black Collegians** program celebrated 30 years of championing the success of African American students, who make up about nine percent of the student body. The program currently serves 638 students, up significantly from recent years.
- **The Black Collegians Program received an historic \$325,000 donation from private donor Ann Wang.** Wang’s gift will make possible an annual program fund to provide greater opportunities for SMC’s African American students, and also establishes an endowment.
- **The Black Collegians program continues to enjoy being a part of the Statewide Umoja Community and received a total of \$36,000 in funding in 2019-20** to increase the postsecondary success rate for Umoja program students with an emphasis on African American students.
- The Adelante Program *also* turns 30 in 2020! The program has helped thousands of Hispanic and Latinx students towards their goals.
- Both Black Collegians and the Latino Center continue to offer **Math Therapy** designed by Tyffany Dowd for students to break down psychological barriers related to math while simultaneously giving them direct time to work on math problems. They also continue to employ the use of a very talented **Math Instructional Assistant, Edwin Cruz.**
- Both programs collaborated with the Associated Students to host the second annual **Afro-Latino Festival** on the quad.

- And, finally, **both programs pivoted exceptionally well** with the move in March 2020 to a remote services environment. The Latino Center now puts out a **weekly newsletter called “Adelante’s Chisme,”** and provides a very active student discussion board via Discord. Counselors in both programs are proactively reaching out to students to provide support and offering students various opportunities to engage via a variety of social media platforms (Instagram, Facebook live, etc.).

Career Services Center

- The CSC sponsored a **very successful Job and Internship Fair** in Fall. The fair had well over 70 employers offering SMC students job and internship opportunities.
- **Cool Careers 2019** occurred the first two weeks of November and featured 22 industry panels representing a variety of career fields. Well over 1,000 students attended these speakers’ forums that were held on the main campus, CMD and at Bundy.
- Vicki Rothman, Faculty Leader of the CSC, co-led the **Education Committee meetings for the Santa Monica Chamber of Commerce**, and spearheaded the **Samohi Career Day**.
- The Career Services Center also continued to **expand their offerings of Counseling 12**, both online and on ground. Over 50 sections are now being offered annually.
- **Guided Pathways efforts continued to be a focus for the CSC Team.** A four-prong approach was implemented to bring Guided Career Exploration to all First Time to College Students:
 - **Counseling 20** – A 60-minute Career Presentation was made to all on ground Counseling 20 classes (approximately 55 sections for Fall 2019), followed by individual career counseling appointments for all these students. Additionally, all 12 online Counseling 20 sections received a PowerPoint Presentation followed by in-person or Zoom career counseling appointments. A similar effort was conducted in spring 2020.
 - The CSC created and implemented a **75 minute workshop called “College to Career - Uncover Your Strategy for Choosing a Major and Career Pathway.”** This workshop was offered once per week at various times of days for a total of 13 workshops in Fall 2019.
 - **The CSC received a list from MIS of all FTIC students who were undecided as of Sept 2019.** The list included students who were *not* enrolled in Counseling 12. Career Services Center staff directly contacted these students via a phone call to schedule an individual career counseling appointment, encourage them to enroll in Counseling 12, or attend one of the new 75 minute workshops.
 - Enrollment in Counseling 12 was the fourth and final option.
- The Career Services Center **developed a Career Writing Assignment in collaboration with English faculty.** It was piloted in English 1 & 28 in Fall 2019 and Spring 2020 and will likely become a requirement of ALL English 1&28 courses starting Fall 2020.
- A career counselor attended and presented at each **Area of Interest Workshops** during VIP Welcome Day which included all seven Areas of Interest.
- Additionally, the CSC continued to have **career counselors dedicated to the Black Collegians and Latino Center.**

Counseling / Transfer

- For the **29th straight year, SMC sent more students to the University of California than any other California Community College** in 2018-19. The total number of SMC transfers to the UC was 1,272. SMC also retained its **number one status in transferring the most African American (71) and Hispanic (218) students to the UC system**. SMC continues to be the largest feeder to UCLA, and the number one Southern California transfer college to UC Berkeley, the two flagship campuses of the UC system. In 2018-19, SMC was once again the eighth largest feeder to the CSU system, sending 1,122 students. SMC also retained its number one transfer status to USC sending 118 students, and to LMU sending 71.
- SMC continues to **transfer more students to Columbia University** than any other college west of the Mississippi.
- We continue to promote **RaiseMe**, a micro-scholarship program for transfer students that incentivizes students to engage in positive college going behavior while earning merit scholarship money.
- The Counseling Department pivoted extremely well with the move to a remote environment given that in 2018-19 we launched video counseling and educational planning appointments, worked with the IT Dept to **enable students to schedule appointments online, and had significant experience with Qless, a virtual line monitoring system**. Of note, since the move to remote counseling sessions in March 2020, significantly more students are being served and are reporting that they are just as satisfied if not more satisfied than when they met with counselors on ground! This is based on a research study that IR has conducted.
- Our **SMC/Samohi counselor** continues to be held in high regard and she actively counsels a caseload of approximately 250 Samohi seniors who have been identified as likely to transition to SMC. She provides support with the entire matriculation process including the creation of an educational plan and connecting students to special programs at SMC. She also assists the SMC Dual Enrollment program and concurrent enrollment students and works summers in the SMC Welcome Center to further student transition to SMC.
- **Counseling 20**, including both the on-ground and online versions, continues to be in the top three offerings of the Fall term and enrolls approximately 3,500 students per year. In response to the Pathways Redesign, we are now incorporating a **mandatory career counseling session** as part of the Counseling 20 curriculum.

CalWORKs

- CalWORKs served 119 participants in 2019-20.
- The program provided \$26,100 in emergency grant aid after the COVID-19 pandemic hit and many students lost jobs or childcare.
- The program provided on-campus work-study placements for six participants, providing \$20,000 in subsidized employment.
- 12 participants graduated with a certificate or degree in Spring 2020.

Care and Prevention Team (CPT)

- The CPT hired a new Case Management Coordinator, Juliana Carranza, who is doing exceptional work and supervised two Master of Social Work interns. Juliana and the CPT have also provided tremendous support to students impacted by COVID-19.

New Student Orientation

- **VIP Welcome Day** – VIP Welcome Day 2019 was another successful event with an estimated 4,000 new students and their families in attendance. VIP Welcome Day 2020 is currently in the planning stages and will be a virtual event that will be re-branded “Welcome Week.” It will likely be a three-day event where each day will have a different theme—Day 1) Student Support and Services, Day 2) Areas of Interest and Career Choices, and Day 3) Ways to Get Involved.

Veterans Resource Center

- The Veterans Resource Center staff spent much of the Fall 2019 semester preparing to move into its **newly renovated location** in the Cayton Center basement. The new Center is beautiful and will be enjoyed by SMC veterans for years to come!
- The VRC also participated in a **staff team building retreat** in Fall called “**Stand and Balance.**”
- The Veterans Resource Center received **another \$57,000 from the Chancellor’s Office** in an effort to support the expansion of community college Veterans Resource Centers across the state.
- The VRC is in full swing **implementing its new \$200,000 grant from the Chancellor’s Office**. The staff have conducted a **veterans’ student survey**, facilitated **fall and spring veterans’ student orientation program**, launched a **peer mentor program**, formed a **female veteran support group**, hosted a **2020 Virtual Graduation Celebration**, and created a **Veterans Advisory Board**.
- In response to COVID-19, the VRC offered **telephone and Zoom academic counseling appointments, digital paperwork processing** and instituted a **new online community** via Canvas with 24/7 online tutoring. With results from the student survey, the VRC has plans to assist students with basic need requests.

Center for Students with Disabilities (CSD)

- The Center for Students with Disabilities (CSD) **served nearly 2,000 students in 2019-20**. It is divided into seven different program areas: Counseling, High Tech Training Center, Alt Media, Learning Disability (LD) Program, Acquired Brain Injury Program/Pathfinders, Deaf and Hard of Hearing Program, and ADA/504 Compliance.
- CSD proctors over 2,000 tests per semester and utilizes overflow space during mid-terms and finals to accommodate students. The High Tech Training Center (HTTC) and the Learning Disability (LD) Program also proctor and assist students taking their exams. The HTTC proctored almost 200 exams each semester for students who use assistive technology. Additional services that the CSD provides include, but not limited to, note takers, adaptive furniture, priority registration, real-time captioning, sign language interpreters, and alternative media.
- The CSD academic counselors provide educational plans, accommodations, academic, career, and personal counseling. Every year, counselors participate in various high school college fairs. In

addition, they actively contributed in the discussions of Guided Pathways, AB 705, and Equity by joining various committees and attending workshops.

- In the **High Tech Training Center**, over 400 students requested alternate media during 2019-20. Students utilized all 30 of the Echo Pens available, 25 digital recorders, and six chromebooks on a loan basis throughout the year. The HTTC loans iPads and Surface Pro Tablets, which helps DSPS students learn assistive technology and facilitates greater independence. The HTTC also offers computer classes (Counseling 21H, 22H, 25H, 26) to help students prepare for their academic classes and learn more about assistive technology.
- The **Learning Disability Program serves 672 active students**. In 2019-20, approximately 60 psychoeducational evaluations were completed providing access to students with support services. Unfortunately, the program was unable to assess students due to COVID-19. The LD Program offers individual tutoring and seven sections of Education Assistance Classes which provides students with organization, reading, math, writing, memory, and note taking strategies.
- The **Acquired Brain Injury (ABI)** program provides individual support and specialized classes to those students who have identified a history of traumatic injury, stroke or brain tumor. During 2019-20, it serves 148 students. The ABI program provides noncredit courses, designed to assess students with their academic readiness. These courses assist students with planning their academic pathway and improve success in returning to the college setting following a brain injury. Pathfinders, housed in Emeritus, is another arm of the ABI program and it is designed as a post-stroke exercise maintenance program. Every year, the full-time ABI Faculty Specialist provides several community outreaches, in order to increase enrollment for the program. This community outreach includes outpatient rehabilitation centers and hospitals with an extensive trauma department such as Rancho Los Amigos.
- The **Deaf and Hard of Hearing Program (DHH)** provides accommodations such as sign language interpreting, real time captioning, and assistive listening devices to DHH students to ensure access to communication in academic activities and campus events. DHH served 19 students during the 2019-20 academic year. The DHH department also loans out iPads to students who utilize remote captioning services. As related to Board Priority 12, effective communication is critical to student success and by providing services such as sign language interpreters, real-time captioning and assistive listening devices, we provide our DHH students with full access to their learning environment and campus activities. Unique and challenging interpreting services and classroom accommodations were provided for two students enrolled in a Korean foreign language course in Spring 2020. The DHH Supervisor, DSPS counselor, Korean I Instructor and students all met to discuss specific challenges that would be encountered in this course and discussed solutions and best practices for providing access to the class that would allow the deaf students full participation.
- DSPS continues to provide training and consultation regarding accommodations, Universal Design, 504/508 compliance, and disability awareness to academic departments such as the Life Science and Modern language departments. During the Fall 2019 Flex Day, HTTC provided workshops on Section 508 standards (Web Content Accessibility Guidelines 2.0 AA Standards) including accessible documents, accessible PDF, and Canvas accessibility. DSPS also conducted trainings on Voice Over and PC Screen reading programs for blind and visually impaired students.

Health Services Center

The Director of Health and Wellbeing continues to find ways to merge the areas of student health, mental health, and basic needs to make the connection that Whole Person Care is essential for student success. We launched our [new website](#) this year, helping to make those connections visible for students, faculty, and staff.

Student Mental Health continues to be a concern nationally as surveys show up to 50 percent of students attending college experience some form of distress. In the area of mental health, SMC has been successful in the following:

- Securing a new Chancellors office Proposition 63 mental health grant.
- Providing [increased mental health services](#) to the three satellite campus sites (CMD, Performing Arts Campus, Bundy), DREAM and STEM.
- Expanding anonymous [mental health screening](#) to now be available online.
- Expanding our social work intern program to other departments which now include the Care and Prevention Team, Center for Wellness and Wellbeing, Basic Needs, Student Equity Center, and the Veterans Resource Center. Additionally, new graduate social work schools have been added to include Columbia University, USC, UCLA, and Cal State Dominguez Hills.
- SMC's 24/7 hotline continues to be highly utilized, with record usage during the pandemic.
- Expanded [mindfulness workshops](#) to students, faculty and staff.
- Hiring a new grant funded clinician in Black Collegians, during a time when student mental health for Black and African American students must be a top priority.
- Successfully ended our second year of Active Minds student club and have expanded membership substantially. New areas of development spinning off from Active Minds include a knitting club, a "Stall Talk" newsletter updated monthly on the back of bathroom stalls, and many more.
- Winning the [2020 Active Minds Healthy Campus award](#) and have been invited to speak at two national conferences associated with the award, a Chancellor's Office presentation on student mental health and basic needs, as well as a presentation for the Milken Institute on community college student mental health needs.
- Representing mental health at the state level with the Director of Health and Wellbeing sitting as current President for 2020-21 of the Mental Health and Wellness Association for California Community Colleges.
- Getting involved in statewide initiatives including chairing several committees for UCLA's Behavioral Research Team for the Screening and Treatment for Anxiety and Depression (STAND), whose goal is to provide evidence based short term mental health treatment to California's Community Colleges.

In the area of **Student Health Services**, we continue to make the connection between physical and mental health to promote *Whole Person Care*. In the area of Student Health, SMC has been successful in the following:

- Started mental health and basic needs screening of all students coming into Student Health for Services which has expanded our outreach efforts on campus and helped to reduce stigma.

- Presented on [relevant health topics](#) including reproductive health in Counseling 20 courses, and in various departments.
- Worked closely with Relation International Student Insurance to streamline services for their students through use of a new app that reduces mistakes of student getting wrongfully billed by their doctor and giving them access to their insurance card and referral immediately.
- Expanded community partners co-locating including [Safe Place for Youth](#), a full-service homeless youth agency, assisting students to identify housing options and connecting them to other resources.

In the area of **Student Basic Needs** including food security and housing security, we have expanded services substantially. SMC has successfully enhanced Basic Needs services in the following ways:

- Hired a grant funded resource specialist to provide Cal Fresh enrollment and connect students to other food and housing resources.
- Hired several student workers through grant funding and worked as a team in collaboration with the Basic Needs Workgroup to plan and develop a new centralized food pantry: “[Bodega](#)”, a centralized one-stop-shop space that will hold produce, non-perishables, clothing, hygiene products, and some infant child items. The location is the ground floor of Cayton in the old KCRW mailroom and will open as soon as we can hold on-ground activities.
- Renewed and repurposed our USC Nutrition program partnership where we supervise graduate nutrition interns. This past year our intern created [a cookbook](#) for our new centralized food pantry “Bodega”.
- Expanded food closets on campus so there are now 10 in areas such as Athletics, Photography, Veterans Resource Center, and STEM to name a few.
- Partnered with SMC Foundation to pivot all food security resources to [the Meal Project](#) during the pandemic. This includes the Everytable meal delivery program and the weekly pop-up drive-through food pantry, where we partner with Westside Food Bank, and many other food partners.
- Presentation highlights include two separate talks (one of which was provided by our student worker) at the first ever intersegmental California Higher Education Basic Needs Alliance (CHEBNA) conference. Additional presentations include the Chancellors office weekly webinar for COVID-19 updates highlighting our college’s response to meet student basic needs. We have also been asked to speak at the upcoming Community College League 2020 with the Chancellors office.
- In the Fall semester, the Basic Needs Workgroup explored the possibility of offering an overnight parking program for students living in their vehicles. The project was put on hold as all services moved to the remote environment.

EOPS/CARE

- EOPS/CARE served 880 students.
- Approximately 100 AB540 students were served by the program.
- 92 percent of participants were in good academic standing, with 100 percent of participants having a comprehensive educational plan completed by an EOPS/CARE counselor.

- EOPS/CARE disbursed approximately \$260,000 in financial assistance in the form of textbook vouchers and meal vouchers.
- 100 EOPS/CARE participants graduated or transferred in Spring 2020.
- CARE served 21 participants, providing approximately \$20,000 in student aid to participants for transportation, meals, childcare and other educational expenses.
- EOPS/CARE offered mental health counseling through support from Student Equity.
- After going remote, EOPS/CARE readily adapted its key services (counseling, workshops, and tutoring) to an online platform.

Guardian Scholars

- Provided counseling, advising and community referrals to 93 participants.
- Provided mental health counseling through funding from Student Equity.
- Hosted co-curricular activities, such as workshops, college field trips, Thanksgiving and holiday events, and coaching program.
- Hosted Foster Youth Awareness Month virtual activities in May 2020.
- Nine Guardian Scholars graduated and transferred in Spring 2020.

DREAM Program

- Provided counseling and referrals to 193 participants, not including prospective students planning to attend SMC.
- Implemented the UndocuOrientation in August 2019.
- Organized Undocumented Student Week of Action in Fall 2019.
- Offered workshops throughout the year, including topics on Financial Aid, career exploration, college readiness and mental health.
- Provide visits to four-year universities and their respective DREAM Centers.
- Facilitated UndocuAlly trainings which increased the Ally network to over 200 faculty and staff.
- Developed a DREAM Graduation/Transfer Celebration virtual video, recognizing 23 students.
- Facilitated a virtual town hall after the Supreme Court released its positive decision on DACA (Deferred Action for Childhood Arrivals).

Men of Color Programs

• JAMS Mentoring Programs: Brother to Brother and Sister to Sister Mentoring

Brother to Brother (B2B) and Sister to Sister (S2S) are SMC mentoring programs with John Adams Middle School (JAMS) students that started in Fall 2016. The programs take place over a ten-week period during Fall and Spring semesters and pair up male and female student volunteers from the Black Collegians and

Adelante Programs with male and female 7th and 8th graders from JAMS. An overarching goal is to expose middle school students to positive male and female role models and demystify the “college world” for them from the perspective of a student of similar ethnic, racial, educational, or economic backgrounds. The programs are coordinated by SMC and JAMS staff.

Both mentors and mentees benefit from these programs. Adelante and Black Collegians faculty and staff interact with SMC student mentors on a weekly basis. The facilitation of the program is a collaborative process among mentors and staff and, as a result, SMC students are exposed to opportunities for additional professional development through their participation. On a weekly basis, the SMC students are involved in discussions with their mentees that address topics such as leadership, respect, friendship, and of course, college life. Mentees are selected by the middle school, and mentors are selected by Adelante and Black Collegians staff. Typically, mentor selection has been on a first-come, first-served basis, but this fall, initial interest was so high that mentors were selected based on response to an interest survey. Before the SMC students meet with their mentees to address the topics, they participate in a discussion regarding the theme of the day. Mentees also visit the SMC campus and learn about the various resources and opportunities available to them.

SMC student mentors benefit from these programs by:

- Serving as positive role models to middle school students.
- Providing mentees a space to discuss topics that impact their daily lives which included social media, friendships, and trust.
- Coordinating ice-breakers that allowed mentors and mentees to develop social skills.
- Developing and facilitating discussions based on weekly topics.
- Attending an orientation and weekly check-ins on the role of a mentor.
- In Fall 2019 and Spring 2020, 32 SMC students served as mentors for 35 mentees. 20 Adelante students and 12 Black Collegians students served as mentors. The program has become a consistent support system for students at SMC and JAMS. The two collaborating institutions have also benefited by building positive relationships, discovering shared facility use, and inter-campus faculty/staff interaction. Unfortunately, due to COVID-19 the program was cut short only after a few weeks of the Spring 2020 semester.

• ***Men of Color Mentoring***

Men of Color Mentoring is a program that pairs men of color who are employees of the college with male students from the Black Collegians and Adelante programs. The program began in Fall 2017 and its objective is to support the development of positive relationships between male college students and role models who are men of color. The program takes place during the fall and spring semesters, with a one-semester commitment from both mentors and mentees. However, the Fall 2017 mentors and mentees decided to continue their mentoring relationship into the Spring 2018 semester.

- Fall 2019: 18 Mentors and 18 Mentees (ten Adelante; eight BC).
- Spring 2020: 18 Mentors and 18 Mentees (ten Adelante; eight BC).
- Mentors represent various disciplines and services throughout the college, such as: Athletics, Business, Student Affairs, Counseling, Math, Facilities, and Modern Languages.

Through the program, Adelante and Black Collegians students have the opportunity to have consistent interaction with a male of color who can relate to some of the experiences they have encountered or will encounter throughout their trajectory in higher education and beyond. The minimum requirements during each semester are for mentors and mentees to attend a group or individual orientation, participate in two face-to-face individual meetings (coffee/lunch etc.), and to attend an end of the semester luncheon or dinner. As a result of the relationships, the mentees have gained access to social capital that has provided meaningful benefits which include opportunities for internships, scholarships, and long-term friendships.

At the conclusion of the Fall 2019 semester a survey was provided to the mentors and mentees. Feedback provided within the survey included the following:

- Mentors and mentees interacted through various forms of communication through the semester which included face to face, text, and email (phone calls were rare).
- Both mentors and mentees shared that they would like opportunities to attend activities as a group (baseball game, on-campus breakfast, etc.) where the rest of the group can connect.
- When asked “What did you enjoy the most about the program?” responses from mentors and mentees included:
 - *My mentor, having a male role model. The network of professors and faculty.*
 - *I was able to get my resumé in order. And I was encouraged to do well in school.*
 - *I got to meet an amazing mentor who was willing to help me in times of need.*
 - *The camaraderie among the group. The support for all of our mentees. The networking and connections.*
 - *Working with the mentee is a pleasure. I also enjoyed getting to know other faculty, and faculty of color, on campus.*
 - *I really appreciate the opportunity to meet other men of color and to be surrounded by role models of my community.*
 - *Being able to connect with other MOC on campus and help-out the future generation of MOC leaders.*

• **Men of Color Action Network**

We have created the Men of Color Action Network (MOCAN) which consists of faculty and staff from the Men of Color Mentoring Program in addition to other faculty and staff that have decided to get more involved in supporting our students, faculty, and staff who identify as Men of Color. We have collected information via surveys, from Men of Color SMC students which we shared with the senior staff and SMC Leadership. In addition, we are currently working on a mission statement and objectives for the group.

• **Men of Color Annual Conference**

On October 11, 2019, we held the Men of Color Conference at El Camino College. The Men of Color Leadership Conference was first held at SMC in 2018. The organizers are a group of men (faculty/staff/administrators) from Santa Monica College, El Camino College, Long Beach City College, Pasadena City College, and Compton College. The goal of the event is to ignite a collaborative spirit between students who are men of color from various college campuses and leaders (faculty/administrators) who have access to social capital that has the ability to support them. Through the conference that is free of

charge, students are exposed to various types of resources to support their academic, personal, and professional success.

• ***Hombre a Hombre and Brotha to Brotha Workshops***

Hombre a Hombre & Brotha to Brotha are monthly workshops hosted by male counseling faculty from the Adelante Program and Black Collegians Programs. An overarching goal is to create community among men of color by meeting on a consistent basis throughout the year. During the meetings, men discuss topics which include financial aid, relationships, and time management.

Pico Partnership

- Pico Partnership served 56 students.
- Met or exceeded all ten grant outcomes for the year.
- Successful program audit conducted by the City of Santa Monica.
- Employed three student workers, including one who served as a tutor and mentor for Santa Monica youth through an agreement with Virginia Avenue Park's Teen Center.
- Eight program participants graduated and/or transferred.
- Program participant was the recipient of the annual Student Affairs Scholarship.
- Provided mental health counseling to students through a renewed MOU with Family Services of Santa Monica.
- Moved all services and procedures to a virtual environment in response to COVID-19, including the creation of an electronic program application, virtual Information Sessions and Student Interviews, and a virtual Self Care workshop.

Scholars Program

Fall 2019

- Hosted a very successful UCLA Transfer Alliance Program (TAP) meeting in the Student Services Center. This was the first time in the history of TAP that the meeting was not held at UCLA. Approximately 50 California community college partners attended the event SMC co-hosted with UCLA.

Spring 2020

- Completed annual comprehensive AA Degree and Certificate Audit for all Scholars students resulting in doubling the amount of degrees and certificates awarded to students (since 2013).
- Had the largest number of Scholars/TAP students admitted into UCLA compared to other California community colleges.
- Implemented and piloted Qless for the Counseling Department.
- Was part of the GPS (Starfish) pilot team.

Student Life

- Implemented electronic submission and processing of proposals (Smartsheets), which resulted in proposals not being lost or misplaced, and all Directors having access to proposals at the same

time. The following features are now available: attachments any time to anyone with access to the database; electronic copies can be sent; the proposals are available 24/7.

- Nine Associated Students (AS) Directors graduated with an Associate degree. *Board priority #2.*
- 11 AS Directors transferring to a four-year institution. *Board priority #2.*
- Moved AS campaigning and elections completely online in light of COVID-19. *Board priority #16.*
- Maintained student life activities on online platforms through our remote environment. *Board priority #16.*
- Secured continuous funding for food security programs. *Board priority #7.*
- AS Directors (Advocacy and Sustainability) passed a resolution at the Student Senate for California Community Colleges encouraging sustainable practices across all California Community Colleges. *Board priority #17.*
- Organized the first successful annual First Gen Day at the Office of Student Life. *Board priority #7.*
- Supported Items that were approved during pandemic to increase student support while going remote: Meal Project, Care packages, Graduation packages, VIP Welcome Day. *Board priority #7.*
- The following meetings took place in a remote environment: 13 A.S. Board of Directors meetings, 11 Finance Committee meetings, four Inter-Club Council meetings, one Elections Committee meeting. *Board priority #16.*

Student Equity Center

Following the completion of the work of the President's Taskforce for Social Justice and Gender Equity and presentation of findings to Dr. Jeffrey, an advisory committee has continued to oversee the implementation of the recommendations provided in the taskforce report. This has resulted in progress towards meeting the outlined objectives and opening a Student Equity Center at Santa Monica College, including formation of an advisory committee, a location for the program, initial staffing, initial funding, and outreach, as described below.

Advisory Committee. An advisory committee has been formed following the completion of the Taskforce report to oversee the implementation of the recommendations. The committee meets every two weeks and consists of students, classified educators, faculty and administrators.

- A call for subcommittee membership was sent in February 2020 and four subcommittees have been created to continue the planning of the four centers (PRIDE, Racial Justice, Gender Equity, Undocumented & DREAM). The subcommittees meet every two weeks.
- Planned professional development activities, workshops and trainings for faculty, staff, and students with author, socio-cultural analyst and facilitator Dr. Donald Grant.

Location. The Garden Level (lower level) of the Cayton Center will be the new home of the Student Equity Center. The space will be renovated during Fall 2020 and Winter 2021.

Initial staffing: Recruitment for a 50 percent Project Manager position was completed prior to campus closure; dedicated MSW (social work) interns will be working with the center starting in Fall 2020; student

workers have been recruited; and part-time dedicated mental health staff for the center will be identified with grant funding.

Budget: Due to current budget reductions, some funding for the Student Equity Center will be redistributed to external funding sources.

Student Equity Center Website: The website URL is established (smc.edu/sec) and subcommittees continue to work to create content for each center. We will be partnering with IxD students to create a student-friendly website.

Marketing: We are working with the Marketing Department to develop first draft of logos, with Institutional Research to execute a focus group and student survey in order to identify a name for the Center, and we will be partnering with IxD students to create marketing materials for the center.

ENROLLMENT DEVELOPMENT

Welcome Center

After nearly two years of exploration, discussion, and reimagining, the functions of the Welcome Center were reorganized this year, transforming the center from a counseling focused program to an onboarding program designed to assist first-time SMC students as they transition to college. The change reassigned all counselors to general/transfer counseling and integrated outreach and onboarding into the focus of the center. This move supports the redesign efforts and all counselors will become part of the planned student care teams. During the onboarding process, counseling is now plugged into the process at appropriate times, which requires more collaboration and coordination with general counseling and special counseling programs.

The Center supports students in a nurturing and welcoming environment. Beginning with outreach, students are directed through the enrollment process, during which time the new student information packet is thoroughly reviewed. Topics include enrollment, navigating and understanding Corsair Connect, time management, and information connecting students to counseling programs and tutoring services. As the **first point** of contact for the institution, students are informed of special programs, student services, and campus resources. The Welcome Center assists with:

- Applying to SMC
- Choosing and enrolling in classes
- Educational and career planning
- Navigating Corsair Connect
- Completing orientation
- Understanding financial aid
- Referrals to campus resources
- Embedded Counselor support in math courses

Welcome Center and Outreach counselors officially merged with general counseling and transfer services beginning on April 20, 2020 and began logging contacts within the general counseling area as of that date. Going forward, all new and prospective students will be referred to general counseling for their education planning and academic counseling needs. Student contacts totaled 14,299 in 2019-20 at the Welcome Center prior to reorganization and as follows: Summer 2019 = 3,726; Fall 2019 = 6,368; Winter 2020 = 1,932; Spring 2020 = 2,273.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Outreach and Recruitment

Our Outreach and Recruitment strategy blends a hub-and-spoke approach to interface with local high schools, community and out-of-state students. The Welcome Center serves as a bridge between SMC and local high schools, middle schools, community agencies, and out-of-state students to ensure a smooth onboarding and transition process to Santa Monica College. The office plays a significant role in contributing to the strategic enrollment management plan in conjunction with other campus constituents, such as Admissions, Counseling and Financial Aid. The following outreach and onboarding events and programs include effective core matriculation services delivered through several modalities such as phone, internet, social media, email, and in-person interactions.

SMC Connect Webinars. This webinar series is designed to disseminate information to prospective and committed out-of-state students. Live online and targeted presentations allow for expansive outreach and provide greater and quicker follow-up for this population of students. Participating viewers can address the relocation needs of out-of-state students, submit questions and comments, and will be able to revisit select sessions on YouTube. Topics included housing, application and enrollment, transfer counseling, residency, and financial aid. Financial aid and residency webinars were recorded and sent out via YouTube.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Out-of-State Reception. The out-of-state reception is combined with and begins at the conclusion of the VIP Day. Light snacks and drinks are served, and welcome gifts given. Participating students have the opportunity to engage with other out-of-state students and intermingle with Outreach and Recruitment counselors to gain information specific to their transition and relocation needs. More than 50 students participated in the Fall 2019 Out-of-State reception.

High School Scholarships. Each year SMC awards scholarships to high school students who have committed to attend the college. The high school scholarship process was automated in academic year 2016-17 to parallel that of the overall SMC scholarship process. Using technology to expedite the scholarship application and awarding process has proven quite effective. In Spring 2020, a total of 62 scholarships, totaling \$70,850 were awarded to incoming students.

High School Counselor Appreciation Day. High School Counselor Day (HSCD) program was designed to bridge relationships between High school counselors and SMC. This program is offered each year and the program structure allows for the showcasing of SMC academic departments, student services programs and provides a forum to address issues or concerns that may impede student equity, access or success to their higher education pursuits. In Fall 2019 the High School Counselor Appreciation Day was hosted at the Student Services Center and combined with its Ribbon Cutting Ceremony. Approximately 45 counselors representing Los Angeles proper feeder schools participated.

Parent Engagement. “Parent presence” is a visible part of the prospective student’s profile and is paramount to the decision process related to their achieving a post-secondary education. Establishing an ongoing system of communication with parents remains important as we interface with prospective and

new students. The Outreach and Recruitment team is fully aware of the parents’ role in the decision process for selecting where their child will attend. Below is an example of the types of parent engagement for 2019-20.

Date	Event
11/14/2019	Bravo Parent College Presentation
12/05/2019	Birmingham HS Career Night
01/08/2020	Malibu High School Coffee and College
02/22/2020	Fuerza Unida Meeting – Palisades High School
04/16/2020	Granada Hills HS College Night (Zoom Presentation)
05/07/2020	Santa Monica HS Webcast Parent Info Session

Community Outreach. During 2019-20, a concentrated effort was made to partner with the Boys and Girls Club of Santa Monica. The partnership resulted in a pilot that consists of SMC offering a class at the Boys and Girls Club in Santa Monica, Counseling 16: Job Success Skills, a one unit, eight-week course that began February 2020.

This entry-level employment course provides the skills that new employees need to retain their jobs. These skills include communicating skills; getting along with employers, supervisors, and customers; exhibiting positive attitudes and behaviors; adapting to the company culture; and surviving the initial months on the job.

The class serves to assess the structure necessary to execute an enrollment and recruitment strategy that is successful for both organizations. The hope is for this program to be viewed an avenue to higher education. Likewise, if more departments would offer classes (i.e. Business, Computer Science, Health, etc.) at this site, it creates a win-win situation for all.

Date	Event
09/03/2019	Pico Neighborhood Partnership Meeting
09/17/2019	Boys & Girls Club Partnership Meeting
09/24/2019	Boys & Girls Club Follow-up
10/15/2019	Boys & Girls Club Meeting with Ian Keller
11/19/2019	Boys & Girls Club Meeting with College Bound Program
01/28/2020	Boys & Girls Club Info Session
02/01/2020	Boys & Girls Club Enrollment Event
02/04/2020	Boys & Girls Club Info Session
02/11/2020	Boys & Girls Club Info Session

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

PeopleGrove. This online platform allows the Welcome Center team and student ambassadors to connect and engage prospective students. When prospective students join the SMC Future Alumni network, they can engage with peers and staff in real time conversations, receive referrals, or make appointments. This new online source was piloted during Spring break 2020 and proved both successful and beneficial to the outreach and onboarding mission. HubSpot chat feature was also added to the Welcome Center’s online resources, allowing Student Ambassadors to interface with students live. This feature has proven so popular that it has been added to General Counseling and International Education Center counseling.

On-Boarding

SMC Promise. Students who participate in the SMC Promise receive onboarding and follow-up support from the Welcome Center. The SMC Promise provides financial assistance to students who are eligible and meet program requirements, during their first and second year of college at SMC. In addition, participants receive priority enrollment, educational planning, career services, and the opportunity to connect with special counseling programs. They receive email notifications of enrollment periods, availability of counseling, Financial Aid, dates and deadlines, and campus events. They are also invited to College Hacks--a one-day orientation that aligns career industries and academic pathways.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

College Hacks. College Hacks is a one-day orientation for first time college students to meet other new students, build community, learn about campus resources, and explore educational and career options. Students identified as SMC Promise recipients are invited to attend this Summer transition event. This program aligns with the Guided Pathways Initiative in that it introduces students to the areas of interests and possible careers that are directly linked to respective educational outcomes. Students who take part in College Hacks engage with faculty from the various disciplines, participate in educational games to learn about SMC, and have lunch together to make connections with members of their cohort. Finally, they receive knowledge about the SMC Promise, how to remain in positive status and how to obtain support if their award is in jeopardy.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

SMC Senior Experience (SSE). This program is designed to host high school students at SMC. SSE aligns with the Guided Pathways Initiative, to fully engage students providing transformative and relational experiences. Students have a full tour of the college, participate in a career exploration exercise that ties to the Areas of Interest, followed by an education planning session. In this “field trip” type setting each student receives a food voucher to purchase a cafeteria lunch, eat alongside current SMC students and hear from an SMC student panel about their transition and journey. The goal is to provide a program that is engaging and promotes a relational versus transactional experience. Two hundred and fifty-seven students participated in the SMC Senior Experience in Spring 2020. Three scheduled dates with 15 high schools were canceled due to COVID-19.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Senior Experience 2020 Participation Data

<i>Date</i>	<i>Schools</i>	<i>Number of Participants</i>
2/07/2020	Culver, Culver Adult, Animo Venice	100
2/21/2020	LA High, Stem Academy	62
2/28/2020	Animo Inglewood, Inglewood High, Bright Star	95
TOTAL		257

Super Saturday. This one day “catch-all” event allows high school seniors who intend to enroll at SMC for the Summer or Fall 2020 terms but have not yet completed their matriculation steps such as creating an

educational plan, to do so outside of traditional campus service hours. While the program day activities vary depending on when it is offered—during the enrollment cycle, the goal remains constant—to increase the number of students who enroll for Summer or Fall terms and provide students access to support programs in hopes of improving retention and persistence. By connecting seniors to these support programs earlier (prior to high school graduation), it is likely to reduce Summer melt and attrition due to lack of connectedness to the SMC campus community. In Spring 2020, the Super Saturday event was canceled due to COVID-19. Santa Monica College moved to a remote and online environment and replaced the Super Saturday event by providing Saturday Counseling for 59 students.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Online Orientation. As defined in Title 5, Section 55521, orientation is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information.

Onboarding orientation provides students with the essential information to make a smooth transition to their college experience at SMC. The orientation informs students about the wide range of services, including academic counseling to help sort out educational and career goals, health and psychological services, financial aid and scholarships, tutoring services, as well as support programs for students with special needs. Each year, approximately 20,000 students complete online orientation. In 2019-20 via the SMC Pathway Redesign efforts, online orientation was analyzed to ensure student equity, access, and ease of use, as well as time-on-task by ethnicity comparison. The review was completed in June 2020; many of the recommendations are being completed this Summer.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Enrollment Sprints. The Welcome Center, in a collaborative effort with Admissions, Financial Aid and the Student Engagement Center presented Enrollment Sprint in July 2019 as an inaugural event in the new Student Services Center. While the main goal of this event is to provide “just in time” admissions, enrollment, counseling, and financial aid services to new students, current SMC students were invited as well. Education planning and enrollment assistance workshops were presented to guide students in course selection and enrollment. Three hundred thirty-three students participated in Summer 2019.

Board Priority: 1, 2, 3, 4, 5, 8, 11. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Social Media (Instagram). SMC College Hacks has been an advantageous platform to distribute information to SMC Promise students. It has afforded the opportunity to connect and inform a wide array of the Santa Monica College community. Since mid-February, after Welcome Center took leadership of the SMC College Hacks Instagram page, viewership has grown and the total number of followers doubled from 1,012 to 2,040.

Success and Engagement Center (Formerly the Assessment Center)

Continuing to evaluate AB 705. Since the full implementation of AB 705 in 2018 for English and math, the Success and Engagement Center has continued to administer in-person ESL, Chemistry, and Math

challenges and to monitor and evaluate English and math placement processes. The Success and Engagement Center in collaboration with Academic Affairs, Institutional Research, English, and Mathematics departments is conducting validity studies for SMC's Multiple Measures and Guided Self-Placement processes. This validation will allow us to evaluate and possibly adjust our current placement tools to maximize the potential for students to complete transfer-level courses within a one-year timeframe.

For English and Math, students continue to be placed using either the Corsair Connect "Placement" module or multiple measures gathered by the CCCApply application process. Based on Institutional Research data, we have seen an increase in students completing the placement process and placed directly into transfer level courses. Since Fall 2019, we have had 7,580 students complete the AB 705-compliant placement process and enroll. Here are the results for these enrolled students.

English

- 82 percent placed directly in college-level (English 1) and 18 percent in college-level with the required corequisite (English 1 + 28).
- 90 percent placed in English via multiple measures and 10 percent via guided self-placement.

Math

- 83 percent placed directly in college-level and 17 percent in one level below college-level.
- 60 percent placed in math via multiple measures and 40 percent via guided self-placement.

With new guidance from the Chancellor's Office, SMC continues to move forward with the development of a guided self-placement process for English as a Second Language by Spring 2021.

Virtual Remote Proctoring. Due to the March 20 closure of SMC in response to COVID-19, the Success and Engagement Center quickly transitioned testing services for English as a Second Language placement, Chemistry 10, and Math challenges to a virtual testing environment. The Center implemented a complete transition to a virtual testing environment within 15 business days of SMC's closure. The launch of a virtual testing module could have begun sooner but we were awaiting the third-party vendor's approval of the new virtual testing modality. The Success and Engagement Center has continued to meet the needs of our students remotely.

CCLA and Start@SMC. Santa Monica College is in collaboration with 18 other community colleges across the greater Los Angeles County to support our diverse student population with affordable and accessible educational and career opportunities. In October 2019, the Center was asked to support SMC's Community Colleges of Los Angeles (CCLA) endeavors by becoming the school's main contact for potential student inquiries. Since October 9, 2019 we have been able to support over 655 inquiries regarding SMC's enrollment process, financial support, and the programs we offer. These include, but are not limited to enrollment questions, financial aid, career technical education, certificates, AA degrees, degrees for transfer inquiries, and general inquiries.

Given the continued evaluation of AB 705 processes, the move to virtual remote testing, and the implementation of CCLA at Santa Monica College, we continue to expect increases in student completion rates while also supporting students in the onboarding process at SMC. The Success and Engagement Center continues to support our students while aligning with the BOT Goals and Priorities 1, 2, 5, 17, and 18. Specifically, the English and math placement process continues to place nearly every student into college-level courses, which will likely lead to students accumulating fewer units and completing degrees,

certificates, and transfer in a shorter timeframe. CCLA allows SMC to support students while navigating and fixing systems that could impede positive user experience. CCLA also allows us to maintain partnerships across systems while reducing equity gaps in access to college-level courses.

The implementation aligns with BOT Goals and Priorities 1, 2, 5, 17, and 18.

Enrollment Services

Student Preferred/Affirmed Name Use

To foster a campus environment that is inclusive and that encourages self-expression, Santa Monica College recognizes and now provides a mechanism by which any current student may use a *preferred* or *affirmed* first name and a chosen pronoun on campus. We recognize that students may use a name that conforms to their gender expression or may go by a shortened first name or nickname. Students may use a preferred or affirmed first name, regardless of whether they have legally changed their name.

Effective January 23, 2020, students have had the option to use a preferred/affirmed first name and for this name to be shown on Canvas and instructor class rosters. Students simply login to their Corsair Connect portal, where they may update their student profile. If students indicate that they would like to use a preferred/affirmed first name on Canvas and class rosters, their current instructors will be notified by email of the name change as soon as the name is updated in Corsair Connect. Students may optionally record their preferred pronouns for use on Canvas, by simply updating their user settings.

A Preferred/Affirmed First Name website was created to explain the policy implementation and answer common questions.

Board Goal and Priority: 5, 7. The implementation of this initiative addresses previous concerns, especially among transgender students, of being forced to use a legal name that does not conform to their affirmed identity. As a result, the user experience with platforms such as Corsair Connect and Canvas has increased. This implementation also serves as testament to SMC's commitment to enhancing equity and success among impacted groups.

Implementation of Gecko Chat and Gecko Bot Technology (Pearl Chatbot)

The Pearl Chatbot platform was implemented in February 2020. In collaboration with colleagues from various student services programs (e.g., Counseling, Financial Aid, Success and Engagement Center, Welcome Center, and various administrators from other areas), several objectives were identified for the project, among these were:

- Build and develop a chatbot that can answer low-value, high-frequency questions that prospective and current students ask.
- Use the chatbot to promote campus visits to SMC for prospective students (pre-COVID-19).
- Allow students to request institutional information such as the schedule of classes or select brochures via the Bot.

The implementation week saw a highly organized SMC team develop the chatbot with input. Involvement ranged from chatting with the bot and teaching it how students phrase questions, all the way to programming the bot with answers and other complex skills. Another key decision was the naming and look of the bot, which was dubbed "Pearl".

Shortly after implementation, the COVID-19 pandemic forced SMC to move operations to a remote setting. Given this, Pearl's content was quickly edited to account for the remote learning and service environment. Pearl was also one of the initial bots across the country to integrate content related to the coronavirus pandemic. GeckoEngage, the vendor for Pearl's chat platform, in fact wrote an article using Pearl as an example of how a chatbot can be used to share important institutional updates. Shortly after SMC implemented our COVID-19 content, GeckoEngage released a COVID-19 bot, which they made available to other institutions.

Pearl currently contains content on 550 commonly asked questions and uses 270 complex skills to provide information to students. In just the past few months, Pearl has answered over 38,000 questions across channels where it may be accessed, including on select student services webpages, SMC GO, Facebook, Twitter, and SMS. Statistics show, Pearl has resolved 98 percent of conversations, 74 percent of these successfully. This means there is room for improvement and a need to expand Pearl's knowledge base. In the past three months alone (April-June), Pearl's algorithm estimates the bot has saved over 390 staff hours in answering these questions.

The top 10 questions students ask (other than "speak to a human") are:

- How do I enroll in a class?
- How do I contact a counselor?
- How do I make a counseling appointment?
- How do I contact Admissions?
- How do I contact Financial Aid?
- How do I order transcripts?
- What classes should I take?
- How do I check my student email?
- Are all classes going to be online?
- What is my student ID number?

Board Goal and Priority: 5, 6, 7. The implementation of this chatbot technology has allowed the College to answer thousands of questions posed by students on such matters as admission, enrollment, financial aid, academic planning, counseling., etc. The chatbot, Pearl, has provided answers 24/7, whether or not staff were available to assist. Pearl has freed up approximately 400 hours of staff time that would have taken to answer questions asked in just the past three months. As a result, students experience with our enrollment technologies were enhanced, and access to content informing their progression and success was readily available—at the time they needed it.

Second Largest Graduating Class in SMC History

Notwithstanding the many challenges that the coronavirus pandemic brought before the College and our students, Santa Monica College graduated the second largest class, with nearly 8,200 degrees and certificates awarded to 5,567 students. Given the pandemic, the traditional in-person commencement ceremony was replaced with a virtual event. Thanks to Enrollment Services, Admissions and Records, and Marketing, DSPS, Bookstore, and Events, the ceremony was by all accounts a success. The ceremony's content was pre-recorded and watched on nearly 6,000 devices on the date of the event (June 26, 2020), and by hundreds more in the days that followed.

New components were introduced to Commencement, particularly in the form of digital assets; among these were a personalized tribute video that graduates could download to commemorate their graduation. Students had the opportunity to upload a personal message, photo, and video to include in

the tribute video. A SnapChat filter, 15 graduation-themed digital stickers for use on Instagram and Facebook, digital backgrounds for Zoom, Teams, and other platforms where students and college staff hosted watch parties were available for download from the Commencement website. Thanks to Associated Students, over 900 “graduation in a box” kits were also sent to graduates residing in the U.S. The kit included a cap, tassel, an “I did it” sign, and a Commencement program.

Special thanks go to the Admissions and Records evaluation team for their hard work in processing thousands of graduation petitions and posting thousands of degrees and certificates to student transcripts.

A profile of the graduating class follows.

- 8,169 degrees and certificates awarded to 5,567 students.
- 19 Bachelor of Science in Interaction Design awarded (third graduating class).
- 4,181 Associate degrees awarded, including 1,360 Associate Degrees for Transfer.
- 3,882 Certificates of Achievement awarded.
- 87 Noncredit Certificates of Completion awarded.
- 2,602 students graduate with more than one degree or certificate Class of 2020.
- 1,840 students graduate with honors, 661 with high honors, and 178 with highest honors.
- The youngest graduate was 16 years old and graduated with an Associate degree in Liberal Arts; three graduates were 17 years old and graduated with Certificates of Achievement or with an Associate Degree for Transfer. The oldest graduate was 85 and graduated with an Associate degree in Music. The average age for all graduates is 26.
- The graduating class included 840 international students, 445 students with disabilities, 157 EOPS students, 86 undocumented students, and two foster youths.
- The graduating class was 61 percent female, 39 percent male, six percent African American/Black students, 16 percent Asian students, 37 percent Hispanic/Latinx students, 27 percent White students, and 14 percent Other.
- The Top 10 Associate Degree Programs were:
 - 1. AA in Liberal Arts – Social and Behavioral Science
 - 2. AA in Liberal Arts – Arts and Humanities
 - 3. AA in General Science
 - 4. AST in Business Administration
 - 5. AAT in Communication Studies
 - 6. AAT Psychology
 - 7. AAT Political Science
 - 8. AS Business
 - 9. AAT Sociology
 - 10. AAT in Economics/AS Registered Nursing (tied)

Admissions and Records continued to work on their Awards Without Petition Initiative—now in its sixth year. This year (2019-20), 42 percent (N = 3,436) of the total degrees and certificates awarded were processed without graduation petitions. A total of 13,838 degrees and certificates have been awarded in these six years. This corresponds to 36 percent of all awards in the same period.

Board Goal and Priority: 1, 2. The work conducted by Admissions & Records personnel in evaluating academic records, especially through the ongoing implementation of the “Awards Without Petition Initiative,” have directly impacted volume of degrees and certificates awarded.

Financial Aid and Scholarships

Total number of 2019-20 Federal Aid Applications: 37,704 (as of June 30, 2020)

Total number of 2018-19 Federal Aid Applications: 36,469 (as of June 10, 2019)

Total number of 2017-18 Federal Aid Applicants: 39,592 (as of June 1, 2018)

Total number of 2016-17 Federal Aid Applications: 40,064 (as of May 31, 2017)

Total number of 2019-20 California Promise Fee Waiver Recipients: 25,451 (as of June 30, 2020)

Total number of 2018-19 California Promise Fee Waiver Recipients: 26,090 (as of June 10, 2019)

Total number of 2017-18 California Promise Fee Waiver Recipients: 29,970 (as of June 1, 2018)

Total number of 2016-17 BOG Fee Waiver Recipients: 22,282 (as of May 25, 2017)

Total number of 2019-20 Pell Grant Recipients: 7,812 (\$28,487,690 as of June 30, 2020)

Total number of 2018-19 Pell Grant Recipients: 7,541 (\$27,708,679 as of June 10, 2019)

Total number of 2017-18 Pell Grant Recipients: 7,733 (\$27,318,895 as of June 1, 2018)

Total number of 2016-17 Pell Grant Recipients: 7,829 (\$26, 225,495 as of May 25, 2017)

Total number of 2019-20 SMC Promise Recipients: 3,235 (\$1,573,361 as of June 30, 2020)

Total number of 2018-19 SMC Promise Recipients: 1,699 (\$1,049,163 as of June 4, 2019)

Total Financial Aid “Paid” for 2019-20: \$35,748,714 (as of June 30, 2020)

Total Financial Aid “Paid” for 2018-19: \$38,372,937 (as of June 10, 2019)

Total Financial Aid “Paid” for 2017-18: \$35,839,738 (as of June 1, 2018)

Total Financial Aid “Paid” for 2016-17: \$49,423,889 (as of May 31, 2017)

Total amount of Santa Monica College Foundation Scholarships awarded for 2019-20: \$682,403 to 499 students totaling 730 scholarships

Total amount of Santa Monica College Foundation Scholarships awarded for 2018-19: \$605,798 to over 550 students totaling 725 scholarships

Total amount of Santa Monica College Foundation Scholarships awarded for 2017-18: \$606,484 to over 500 students.

CARES ACT Higher Education Relief Fund. The CARES Act signed into law March 27, 2020 provided \$6,096,757 to SMC for direct aid to students with demonstrable economic needs such as food, housing, technology, and more. Through July 24, 2020 the Financial Aid Office has issued 4,946 checks totaling \$2,588,850. Spring awards were issued at three levels (\$350, \$600, or \$1,000) based on the rubric. SMC will use the same rubric for Fall. Summer awards are all \$250 given the shorter term. Awarding of funds will continue until the funds run out. SMC has one year to expend the total.

International Education

The International Admissions program at Santa Monica College strives to provide prospective students with clear and simple information about special admissions requirements for F-1 status students. The admissions team supports F-1 students throughout the admissions process, serving as the first official contact point for new students, and also provides basic information about college programs and services that students may access once they are admitted. By providing a straightforward admissions process and easy access to the college for qualified students, the admissions team *supports BOT Goal II, #5 that supports students in achieving their educational goals by assessing and fixing systems and structure issues that impede positive user experience in the application, enrollment, and financial aid process.*

While SMC still holds the number two spot among community colleges nationally for F-1 students, International Admissions has seen a steady decline in both applications and number of students admitted since 2016. This can be attributed to federal policies which made it more difficult for students to obtain visas and also caused visas to be revoked after they had been granted. The COVID-19 Pandemic has hit the international population particularly hard. Students in China for the Winter holidays were the first affected when certain towns and regions were quarantined. Additional Chinese students were affected when the U.S. implemented a travel ban against any non-U.S. citizen who had been in China within the past 14 days. Later travel bans, quarantines, and in particular the closure of U.S. consulates worldwide have made it nearly impossible for F-1 students to travel to the U.S.

The shift to online learning has pushed many students in the U.S. to return to their home countries, while others have decided to reduce their course load or suspend their education altogether until in-person instruction resumes. Declining applications are also attributed to policies such as the travel ban that makes prospective students feel that the U.S. is not friendly to foreigners. Tension between the U.S. and China, resulting in China warning their students to take extra care if they study in the U.S., has negatively impacted our largest F-1 student population. International students are choosing other countries for their study abroad, such as Australia, Canada, the UK, New Zealand and China (for students from Japan, Korea, Indonesia, Malaysia and other Asian countries).

The strong dollar continues to make education in the U.S. much more expensive for students coming from countries with weaker currencies and negatively impacts F-1 enrollment at SMC and throughout the U.S. The impact of COVID-19 on the global economy will make it cost prohibitive for many to study abroad. In an effort to improve admission numbers, the department has aggressively incentivized overseas partners for marketing SMC and referring students to the college. However, agency admissions were hit hard by COVID-19 and numbers remained relatively flat year-to-year, although we did see a 15 percent increase in students admitted through agencies for the Fall 2019 semester.

The International Education Center continues to promote a package program of specific classes in which students can enroll before they arrive on campus. This appeals in particular to students from Scandinavian countries where they are assigned to classes based on their major field of study, rather than selecting classes themselves. However, package program students generally want to study in the U.S. and are not willing to take classes online, so we expect this program to be relatively dormant for the Fall 2020 semester.

This strategic approach to recruitment began to show promise. Fall academic admissions grew and projections for the Spring 2020 semester showed a recovery in the number of new students admitted and enrolled in courses. The travel bans and the subsequent onset of the COVID-19 Pandemic had an immediate and negative impact on new and continuing student enrollment numbers for Spring and

Summer 2020 terms. In mid-March, SMC closed briefly, and all operations transitioned to online and remote modalities. The necessity to work remotely allowed IEC to re-envision its operational and service rendition models. The department successfully transitioned its recruitment, admissions, New Student Seminar, counseling, enrollment, co-curricular engagement and F-1 visa services to remote modalities. This transition was rooted in IEC's support of *BOT Goal I, #1, Educational Advancement, Quality and Equity that requires the implementation of models of support and instruction that increase student success and decrease equity gaps.*

To ensure our continued presence in international markets during the pandemic, IEC's Associate Dean offered virtual workshops to our agent partners to better support their recruitment efforts on behalf of SMC. IEC's message to our global partners has been that "SMC is open for business" and fully capable of delivering our core services in a remote environment. IEC staff have also participated in virtual fairs to reinforce our message and presence in established markets like Japan and to extend our reach into developing markets like Turkey. Since travel in the coming fiscal year will be limited or entirely nonexistent, IEC will increase its virtual fairs participation to ensure our presence in both established and emerging markets. These shifts in recruitment and partner outreach *support BOT goal III, # 11, continue efforts in revenue generation, cost control, and enrollment management.*

Under the leadership of IEC's Associate Dean, admissions protocols were redesigned to accommodate the demands of a remote environment by converting to paperless I-20s and electronic admission packets. IEC has also converted its seminar week to remote modality by developing engaging immigration and counseling videos that guide the students through the SEVIS regulatory environment and SMC's academic support services. IEC continues to design and implement admission protocols in accordance with *BOT goal I, #1, the continued implementation of models of support and instruction that increase student success.*

IEC counselors have also transitioned their services to remote modalities. Working collaboratively with IEC staff, counseling appointments are scheduled for new students through zoom platforms based on time zones designed to accommodate students who reside abroad. Continuing students are served through Zoom Express appointments and ASKIECC inquiries. To date, virtual counseling appointments for new and continuing students more than doubled over 2019-20 totals. IEC counselors have increased student access to counseling services in accordance with *BOT Priority II, #7.* IEC counselors saw a record number of virtual student visits to ensure that students were assisted with personal circumstances that may negatively impact their success.

The IEC immigration team has transitioned to remote modality and continues to provide F-1 regulatory guidance to all international students. Student inquiries are forwarded to immigration team members who set virtual zoom or telephone appointments for students seeking regulatory guidance on issues related to OPT, CPT, Reinstatement, Change of status or transfers. IEC's immigration team members have increased their availability to students in a remote environment by embracing technological platforms that enable greater student access in accordance with *BOT priority II #7, continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*

IEC is committed to engaging students who have been impacted by the isolating and stressful effects of the COVID-19 crisis. IEC provides international students with meaningful and engaging co-curricular activities through its Weekly Mingles sessions planned by international student Peer Mentors. The Mingles offer students the opportunity to engage with others through planned discussions, activities and games offered virtually through Zoom. The implementation of the Weekly Mingle Program—which is designed to keep students connected to each other and relevant campus resources that can assist them

in dealing with personal circumstances that may negatively impact their success—is in accordance with *BOT Priority II. #7.*

IEC is committed to ensuring that its core recruitment, admissions, counseling, immigration and engagement functions continue to meet our student’s needs and expectations in a new and remote environment.

Global Citizenship

Study Abroad

The International Education Center works with a variety of departments at the College to ensure successful Study Abroad programs for the Winter and Summer sessions, and two Field Studies Abroad programs over Spring break. The Global Citizenship Committee (GCC) and Academic Affairs select study abroad leaders to ensure qualified faculty are leading each trip. Faculty offer existing SMC courses abroad during the six-week Winter and Summer programs and offer a one unit “Global Field Studies” course during the seven- to ten-day Spring break programs.

The goal is to make study abroad accessible to a diverse population of students. To that end, GC has offered scholarships to Financial Aid recipients who participate in the programs. This year, we also worked to develop a study “inbroad” program with a destination within the U.S. This will provide an even more affordable option, as well as an option that may be more comfortable for students who may never have traveled outside of the Los Angeles area or may not have the ability to leave the U.S. The first inbroad program was offered to Catalina Island during the 2020 Spring Break period. In the Spring 2020 semester, all trips both domestic and abroad attracted the requisite number of students needed. All reservations and vendor agreements were made, and the trips booked. Making the Study abroad component of the Global Citizenship program more accessible and affordable is *in congruence with Board Priority I, #1, continue to implement models of support and instruction that increase student success and decrease equity gaps.*

Due to the COVID-19 outbreak, the trips to Finland, Costa Rica and domestically to Catalina, were cancelled. All student deposit and airline ticket purchases were refunded.

In the 2019-20 year, the Global Citizenship Committee focused its attention on improving processes and striving to reach more students to promote global citizenship. Global Citizenship Grants for faculty proposals provided funding for worthy projects that are centered on students. The Global Citizenship Committee sponsored a variety of activities and special events during the 2019-20 academic year:

Teaching about Global Conflict and Peacebuilding October 31 – November 3, 2019 George Mason University, School for Conflict and Analysis, Arlington Virginia. This was the seventh annual National Community College Peace Building Seminar and the seventh year that SMC has sent participants to this conference. The conference brings together community college faculty from across the United States. The four-day workshop consisted of visits to domestic and international organizations and institutions, lectures, learning how to use information acquired in the classroom with students, and discussions on a wide assortment of themes as related to the topic, including: international affairs, refugees, human rights, social justice, media, dialogue, and program development. This year SMC sent the following faculty and administrators to this conference: Catherine Weir, Interim Associate Dean, Marlea Welton, Business, and Shannon Herbert, English. The increase of faculty awareness of social justice, international affairs and human rights is in congruence with *Board Priority I, #1, continue to implement models of support and instruction that increase student success and decrease equity gaps.*

International Education Week (IEW), November 18-22, 2019. In November 2019, International Education Week was celebrated across the campus. SMC proudly hosts international students from over 100 countries from Afghanistan to Zambia. International and domestic students enjoyed an International Day Festival on the Quad which was coordinated by Associated Students Director of Community Relations. SMC students including F-1 international students and the Inter Club Citizenship Committee (ICCC) hosted booths. Each booth represented a different country. Students visited the booths to learn about interesting facts and the culture of each country, play games and have their paper passport stamped. Refreshments were provided by campus vendor Campus Kitchen. The International Day festival mission to create cultural awareness and highlight diversity is in accord with *Board Priority IV, #16, ensure a supportive, inclusive, and collegial environment for students and staff.*

Global Citizenship Symposium. The 11th annual Global Citizenship Symposium was held May 7, 2020. Delphine Broccard, GC Chair, coordinated the event. Students from all disciplines were invited to submit their course work related to Global Citizenship as well as the annual theme of “Justice” for judging, and for the opportunity to win scholarship awards for the best submissions in each category. Ten students or student teams submitted original work for the symposium and finalists presented their projects to the SMC community. Normally an in-person event, this year the event was presented in a virtual format as the campus was closed in March and all events and classes were held remotely for the remainder of the semester. The student submissions on global citizenship and justice were meant to reflect SMC commitment to a supportive, and collegial environment. *Board Priority IV #16.*

Global Citizenship Global Grants and Global Opportunity Grants. Global Citizenship Grants bring innovative faculty-led programming across a variety of disciplines related to Global Citizenship to the SMC community. Calls for faculty proposals for Global Citizenship Grants for both the Fall and Spring semesters were announced. As Global Grants have fixed deadlines, Global Opportunity Grants are also available to provide additional flexibility to fund worthy projects with more flexible deadlines.

The Global Citizenship Committee also approved grant funding for the following events in the 2019-20 academic year:

- **Green Screen Series – Fall 2019 and Spring 2020 – Professor Sheila Laffey, Film Studies.** This informative series of film screenings and panel discussions included films centered on environmental and sustainability issues. Each event began with a screening of the film followed by a Q and A session with the student audience. This year’s films included: *Earthing, Free Willy, Bringing It Home, Poisoning Paradise, and Into the Wild.* Six additional films were scheduled for Spring but as the campus was closed due to the Corona Virus pandemic, these events were canceled.
- **Cesar Chavez Day – Professor John Quevedo, Math.** Scheduled for March 2020, this event was cancelled due to campus closure. Literary Series
- **Aditya Ensemble performance and lecture – Professor Hari Vishwanadha, English.** Scheduled for April 2020, this event was cancelled due to campus closure.

The activities of the Global Citizenship Committee, including Study Abroad trips and Global Grants, *support Board Priority I: Educational Advancement and Quality: Based on evidence, continue to implement models of support and instruction that increase student success and decrease equity gaps, Priority IV: Ensure a supportive, inclusion, and collegial environment for students and staff, and Board Priority II: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*

Study Abroad experiences help students learn to overcome challenges, to appreciate differences, and to learn that there are often many ways to solve a problem or to achieve a goal. These skills make stronger candidates for local industries and businesses. With such a diverse population in Southern California, learning to work with and seek out diverse perspectives is an important skill for our Santa Monica College students to develop.

GRANTS

In late February, SMC's long-time grants director left SMC for a growth opportunity at another community college district. Because the current budget situation precludes the college from hiring a replacement at this time, Dr. Jeffery established the Grants Advisory Team to ensure that funded grants are effectively managed, both programmatically and fiscally, and that the college and SMC Foundation are able to secure external funding as appropriate opportunities arise. Co-chaired by Gary Huff, Department Chair of the Early Childhood Education Department, and Erica LeBlanc, Dean, Academic Affairs, the Grants Advisory Team—which includes representatives from Senior Staff, the SMC Foundation, Student Affairs, Enrollment Management, and Workforce and Economic Development—is providing grants leadership and support. This is a needed interim measure, until a permanent grants position is filled.

In addition, the SMC Foundation has funded a contract with Hanover, a grant and strategic planning support group, to provide targeted grant support (prospect research and grant proposal writing support) to the Foundation and College. Using a queue system (one managed by the Foundation and one managed by the college), Hanover will support grant funding efforts for existing programs.

During the 2019-20 year, Santa Monica College's Grants Office worked with the college community and its partners, including the Santa Monica College Foundation, to submit 19 grant requests valued at nearly \$1.9 million to support the 2019-20 academic year. Of these awards, 10 (52.6 percent) were funded, totaling **nearly \$1.4 million in new money for the college**. *These submissions support Board priority 11.*

Significant grant awards in support of the 2019-20 academic year include:

- **US Department of Education, Title V Developing Hispanic Serving Institutions Program** (\$600,000 per year for five years): This funding will support the Student Care Team model as part of the Guided Pathways to Success Initiative. Through this program, SMC will develop support teams around the Guided Pathways Areas of Interest by utilizing a combination of Counselors, Program Specialists, and peer coaches to monitor and ensure that first year students have the necessary support to make steady progress toward their educational goals. In addition to helping first year students develop a sense of belonging at SMC and navigate first year obstacles that may hinder success, peer coaches will encourage and help students access available Career Services, Academic support, and financial resources, including apply for financial aid and enroll in financial literacy coursework. *(supports Board priorities 1, 2, 3, 5, 7)*
- **Hollywood Foreign Press Association** under subcontract with the Santa Monica College Foundation (\$20,000): The grant will purchase camera equipment for use by students and faculty in the Film Production Program's new Film 34 course. This course complements SMC's highly popular Film 33 course and will provide additional opportunities for students to engage in hands-on learning activities behind the camera, focusing less on the finished and edited short film and more on the filmmaking process itself. *(supports Board priority 20)*

- **Teagle Foundation** (\$35,714): SMC will work with UCLA and six other community colleges to broaden and deepen exposure of liberal arts in engineering curricula. The existing requirements of engineering majors, which currently include the general education requirement, technical breadth requirement, hands-on design experiences, and major-related coursework, will be more inclusive of liberal arts foundations without penalizing the technical rigor of these courses. Because this education must begin in the freshman year, UCLA is working with community colleges to develop an understanding and a shared curriculum so that all first-year students have an introduction to engineering enhanced by the liberal arts perspective. The shared curriculum will smooth the transition for community college students when they transfer to four-year engineering schools. Through this grant, SMC's Engineering Program will redesign the curriculum for its introductory course (Engineering 1) to include discussions regarding the impact of engineering solutions in global, environmental, and societal contexts. SMC will also develop and pilot student-led projects for delivery in Engineering 1. *(supports Board priorities 1 and 20)*

- **National Science Foundation (NSF)** (\$1,326,757): The HSI STEM Education Program at Santa Monica College will bring together the equity-focused work of the Science and Research Initiative and the Center for Teaching Excellence to identify, implement, and investigate interventions that affect student success outcomes, including the use of classroom-based curricular materials and instructional practices. This will be accomplished through a three-pronged approach that includes 1) faculty professional development, 2) pilot and assessment of research-based innovations, and 3) dissemination of project outcomes both internally and externally. This project will target tenure-track STEM faculty, as well as other newly tenured faculty in STEM. This project will increase the number of students who successfully navigate the critical transitions from pre-college to college-level coursework and community college to university, particularly among student groups traditionally underrepresented in STEM. In addition, this project will help foster and/or strengthen an equity-minded student success culture among STEM programs. *(supports Board priority 1)*

- **California Virtual Campus, Online Education Initiative (CVD OEI)** (\$500,000): Through this grant, administered by Foothill-De Anza Community College District on behalf of the CVC-OEI, SMC will build faculty, departmental, and institutional capacity to offer high quality online CTE programming. This project will include new course/program development, improvements to existing online CTE pathways, and professional development for both new and experienced online faculty, including both CTE faculty and non-CTE faculty who teach general education courses required for the ADT. Specifically, this project will:
 - develop new short-term programs in Administration of Justice, User Experience, Digital Design, Interior Architecture, and Digital Production in Architecture;
 - provide professional development workshops, instructional design assistance, and mentoring to faculty as they develop and/or enhance their online courses;
 - adopt an online course rubric that peer course reviewers will use to strengthen both new and existing online courses; and
 - develop online math courses, using online proctoring software to maintain the integrity of the classroom.*(supports Board priority 1, 3, 6, 20)*

INSTITUTIONAL RESEARCH

The Office of Institutional Research (IR) supports the mission and the goals of the college by generating accurate, relevant, and timely information to support the assessment, evaluation, and planning of programs, services, grants, and college-wide initiatives. Some of the notable achievements of the Office that supported the 2019-20 Board Goals and Priorities include:

- In Fall 2019, the Office administered a student survey assessing campus racial climate (the National Assessment of Collegiate Campus Climates or NACCC of the USC Center for Race and Equity). The survey assessed six broad content areas: appraisals of institutional commitment, impact of external environments, mattering and affirmation, racial learning and literacy, encounters with racial stress, and cross-racial engagement. Over 3,000 students responded to the online survey. We expect to receive the results of the survey from the USC Center for Race and Equity in the next few weeks.

Board priority: 1, 16: The survey data will help inform student equity planning and activities for the 2020-21 academic year and will be used to set a baseline for racial climate.

- In collaboration with the Center for Teaching Excellence, the Office trained five faculty in the third year of the data coaching program. This year's program focused on supporting the inquiry process of the Redesign/Guided Pathways work teams. The training activities primarily focused on case studies to prepare data coaches to effectively facilitate discussions of racial equity data. The faculty data coaches, with their institutional researcher partners on the team, supported four Redesign Work Teams, Scheduling/Enrollment Management, Community Building, Onboarding/Orientation, Student Instructional Support, in their efforts to define research questions and analyze and interpret data.

Board priority: 1, 2: The program trained faculty to facilitate the inquiry process necessary to inform the design and implementation of guided pathways strategies to improve student success outcomes (VFS) and reduce racial equity gaps.

- The Office held a two-part training series ("Redesign Equity Clinics") focused on helping Redesign team leads identify salient research questions about the experience and outcomes of racially minoritized students. The training series led to the implementation of several research projects that led to data/insights that were used to design or redesign student services, programs, and policies. Some examples of these studies include:
 - Onsite observations of student services through the eyes of a Black/Latinx student (Admissions and Records, Financial Aid, Career Services, General Counseling/Transfer Services, Cayton Center Computer Lab, Welcome Center) to inform the redesign of the physical space, customer service, and processes/workflow;
 - Focus group with STEM peer mentors to inform the design of the new Peer Navigators program (including training) of the Cares Team; and,
 - Literature review of effective tutoring programs for Black/Latinx students to inform the redesign of academic support services.

Board priority 1: The data insight drawn from the training and subsequent research studies informed the recommendations for the redesign of key student services and programs.

INFORMATION TECHNOLOGY

Information Technology successfully responded to the rapid move to a work-at-home and online learning environment, continued to adapt to the changing technology landscape, and made progress on several initiatives. Highlights for 2019-20 include:

- Information Technology played an important role moving students, faculty and staff to the online modality due to COVID-19. IT Staff provided quick support and solutions to ensure the success of this new environment. *Board Priority 7: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Filled the Director of Network Services position. *Board Priority 3: Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of fulltime faculty over time.*
- To address the needs identified in the Accreditation Quality Focus Essay, IT completed a districtwide Technology Assessment, Five-year Technology Master Plan, and IT Staffing Plan. *Board Priority 9: Develop a strategic vision for the future of the college that is responsive to the opportunities and risks inherent in the new funding formula as it evolves.*
- Our Information Systems Security Officer has begun leveraging services provided by the California Community College's Security Center for network and data vulnerability management. *Board Priority 14: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.*
- Network Services created a "Student Drive Up WiFi" area in the Bundy parking lot to address the needs of students that do not have reliable Internet access as a result of COVID-19. This solution provides high-speed Internet access while allowing students to remain safely in their vehicles. *Board Priority 14, 7: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- To support the work-at-home and online learning environment, IT has updated their "Systems Status" (<http://www.smc.edu/InformationTechnology/Pages/system-status.aspx>) monitoring services to include all critical services. *Board Priority 14, 7: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Management Information Systems developed an online application process to support food insecurity efforts. *Board Priority 6, 7: Continue implementing initiatives that focus on solving barriers related to students' financial resources. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- An upgrade to our Core Network was completed to ensure the growing computing needs of the district continue for years to come. *Board Priority: Board Priority 14: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.*
- A remote "Student Tech Help Desk" was established to provide technical support services to students as a result of COVID-19. Students may submit help desk questions or call our IT support line for remote assistance. *Board Priority 5 Assess and fix system/structure issues that impede positive user experience in the application, enrollment, and financial aid process.*

- Management Information Systems has completed the programming needs for Cares Act, Grade Policy Changes and Drop Grade Policy as a result of COVID-19. *Board Priority 18, 7 Continue support for special programs that serve local students and increase college readiness and success. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Students now have the ability to change the name that appears on Corsair Connect, Canvas, and Class rosters to a preferred or affirmed first name and a chosen pronoun. *Board Priority 7, 16: Ensure a supportive, inclusion, and collegial environment for students and staff. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Starfish Early Alert was implemented in support of identifying students at risk. *Board Priority 2: Continue implementation of initiatives the college has begun to meet the Visions for Success (VFS) goals.*
- Alma EX Libris Library Management System was implemented, and the legacy Sirci Library system was decommissioned. *Board Priority 6: Continue implementing initiatives that focus on solving barriers related to students' financial resources.*
- Added noncredit courses and certificates to the SMC transcript. *Board Priority 18: Continue support for special programs that serve local students and increase college readiness and success.*
- Implemented Campus Logic student forms and appeal process in support of the Financial Aid process. *Board Priority 6: Continue implementing initiatives that focus on solving barriers related to students' financial resources.*
- Implemented Jamf Apple device management to support the needs in Academic Labs. *Board Priority 14: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.*

SAFETY AND RISK MANAGEMENT

With a vision of creating a safety culture at Santa Monica College, 2019-20 was a productive year in elevating the college's safety culture through the implementation of new safety programs. In addition, Safety & Risk Management (S&RM) increased our engagement with managers and supervisors in assisting with implementing and maintaining safety training, safety inspections, and the new safety programs.

The main guiding document of our safety program is the Injury & Illness Prevention Program (IIPP), which describes the safety responsibilities of all levels in the organization. In early 2019, S&RM revised the IIPP to reflect the upcoming changes to the safety program and to describe the safety expectations of the campus community. The implementation of the IIPP lays the foundation of our safety program. In a continuing effort to meet the requirements of our IIPP, in 2019-20, S&RM created a safety training program for all departments on campus. An annual safety training calendar was created describing the required training for each department based on an evaluation of department specific risks.

In addition, Department of Transportation (DOT) Hazardous Waste Training was provided by S&RM to Maintenance and Operations (M&O), Information Technology (IT), and Emeritus supervisors who might potentially sign a hazardous waste manifest. This DOT training is a regulatory requirement and was conducted to provide redundancy if S&RM was not available to sign.

In response to COVID-19, S&RM created and implemented COVID-19 Safety Awareness training and home ergonomics training. The Safety Awareness training provides faculty and staff with information related to

new onsite safety protocols for individuals who are present on campus. Due to the amount of staff now working from home, a home ergonomics course was created to help our faculty and staff setup ergonomically safe offices within their home environments.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

In 2019-20, S&RM implemented periodic safety inspections in targeted departments. Life and Physical Sciences perform biannual safety inspections in all of their laboratories, M&O and Receiving perform monthly safety inspections, S&RM performs weekly hazardous waste inspections, Receiving and IT perform daily forklift inspections, and a safety team, which includes M&O, Police and S&RM, performs a biannual nighttime safety inspection. This inspection program is required to meet the standards of our IIPP by looking, finding, and fixing safety hazards throughout all areas of the campus. In the coming years this inspection program will gradually be expanded to all departments, requiring each area to perform safety inspections.

Due to COVID-19, processes that are performed on campus are evaluated for COVID related safety risks; safety plans are created to mitigate those risks. For example, a safety evaluation was conducted prior to implementing the weekly pop-up drive thru pantry. Once the process was evaluated, a safety plan was created with specific safety controls put in place. S&RM meets regularly with the managers to discuss and evaluate their processes to ensure safety controls are implemented related to COVID-19 potential exposures. In the coming months, all departments will be required to develop a safety plan for their area.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

In 2019-20 Safety & Risk Management worked with Physical Sciences to comply with our Hazard Communications Program. The Hazard Communication Program manages the safe handling of all chemicals on campus. This requires the implementation and management of proper safety hazard labels to be placed on all chemical containers. This is part of the employee right to know law which states employees have the right to know and understand the hazards associated with the chemicals they use in the workplace. S&RM meets with Physical Science monthly in part to help manage the labeling process. Physical Science has hundreds of chemical bottles and therefore labeling of all the chemical containers takes a significant amount of time. Currently, the labeling process is over 50 percent complete and will continue into the 2020-21 year.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

2019-20 saw the writing and implementation of a Personal Protective Equipment Safety Shoe Program. S&RM evaluated the personal protective equipment needs of the campus and determined that certain employees must wear safety shoes while performing their job duties. A job specific matrix was created to determine what safety shoes would be required for the type of job performed and the risks associated with that position. S&RM evaluated safety shoes and determined which shoes SMC would provide to employees. In November 2019, SMC conducted a sizing event where all employees required to wear safety shoes were able to try on various styles and choose which ones worked best for their needs. This program covers approximately 120 employees who are required to wear safety shoes as part of their personal protective equipment.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

2019-20 saw the investment of several types of industrial hygiene equipment within S&RM. First, we acquired a particulate/organic vapor direct reading instrument. This was purchased to monitor the concentration of particulates in the air due to smoke intrusion during local brush fires, and to monitor the organic vapor from a chemical spill to objectively determine safe levels for re-entry and the effectiveness of cleanup procedures. Second, in order to meet the regulatory requirements of the Respiratory Protection Program, S&RM purchased a Fit-Test Kit. The fit test is required in order to wear a respirator, and now we can provide this service in house.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

This past year we expanded our hazardous waste program to include SMC Emeritus. Upon evaluation, it was determined that Emeritus generated hazardous waste from the painting courses provided. In coordination with the City of Santa Monica, Emeritus, and Clean Harbors our hazardous waste hauler, we were able to implement new protocols in the management of hazardous waste at this site.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 19 by continuing strong support for Emeritus College. Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

New campus processes, equipment, chemicals, and vendors should be evaluated for safety issues by S&RM prior to a final approval. With the help of procurement, this year we implemented a safety assessment process to evaluate new vendors working with the campus. This process determines if these vendors have adequate safety programs which adhere to SMCs safety protocols. In the coming year, S&RM plans on expanding this evaluation step to new equipment, new chemicals, and new processes brought to the campus for the first time.

Aligns with Board of Trustees Goals and Priorities IV—Community and Government Relationships, 17 by fulfilling the SMC mission of maintaining a safe campus environment.

BUSINESS AND ADMINISTRATION

Audits. The 2018-19 audit was performed by the District’s external independent auditors Eide Bailly. Eide Bailly issued an unmodified opinion on the District’s 2018-19 financial statements, and for the **thirteenth consecutive year**, the audit did not contain any financial findings. The District also received an unmodified opinion on its Federal Single Audit, a separate audit required to be performed on Federal grants. Additionally, both the financial and performance audits for the Proposition 39 construction bond program received unmodified opinions from the auditors.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health and Internal Operations.

Budget. The District closed 2018-19 with an unrestricted **general fund balance of \$30,676,107 or 16.83 percent** of total expenditures and transfers. In 2018-19, the State adopted a new funding formula to determine the apportionment allocation for each district, named the **Student-Centered Funding Formula (SCFF)**. The SCFF calculates apportionment based on three main factors: base allocation (*enrollment*), supplemental allocation (*number of students receiving financial aid*), and the student success allocation (*number of student success outcomes achieved*). The new formula as currently amended in the State’s Adopted 2020-21 Budget, stipulates that for the fiscal years of 2018-19 through 2023-24, the District will be funded at the greater of the amount calculated under the SCFF or at a “Hold Harmless” amount, which is equal to the 2017-18 funding level adjusted for COLA. The 2019-20 State Adopted Budget made five significant revisions to the SCFF in the areas of funding allocation implementation, student success allocation counts, student success allocation calculation, definition of a transfer related to the SCFF and

the hold-harmless period. The District forecast that for 2019-20 the District will be funded at the “Hold Harmless” amount which is projected to be approximately \$11.6 million greater than the funding calculated under the SCFF. The District, like most community colleges throughout the state, continues to experience a softening in nonresident enrollment which is the source of the District’s second largest source of unrestricted revenue. Nonresident FTES is projected to end the year at a decline of <446> FTES from the prior year. Since 2015-16 the District has seen a reduction of resident and nonresident FTES of <7.6 percent> or <1,998.53> FTES. As of the 2019-20 tentative budget, adopted June 4, 2019, the projected ending balance for 2018-19 is \$27,079,736 or 14.69 percent and the ending balance for 2019-20 is projected to be \$25,411,298 or 13.50 percent of expenditures and transfers.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health and Internal Operations.

Prepayment of Three Long-Term Capital Debt Obligations. The District received Board of Trustees approval to prepay three long-term capital debt obligations, thereby freeing-up annual funds to be used to meet budget shortfall needs. The annual cost of these three leases is \$2.65 million, paid from the District’s general fund and parking revenues; pre-payment of the remaining balance on these obligations allows the District to reallocate the \$2.65 million annually to address the budget shortfall. The total required for repayment is \$12.6 million and the source of repayment are payments passed through to the District from the City of Santa Monica Redevelopment Agency (RDA) and its successor agency.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health and Internal Operations.

CARES Act Grant Funding. The Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law on March 27, 2020. This historic \$2 trillion-plus economic relief package is intended to protect the American people from the public health and economic impacts of COVID-19.

SMC has received relief through this Act through a set-aside made available to all U.S. higher education institutions to use for supporting the costs of shifting classes online (\$6.1 million), and for grants to students for food, housing, technology, and other purposes (\$6.1 million). As a minority serving institution, SMC has additionally received \$803,053 in restricted funding from the Act. Also, the State of California has identified \$120 million in CARES Act funding to be distributed to each of the state’s community college districts. SMC’s share is yet to be determined.

The CARES Act includes programs in support of small businesses. One of these, the Paycheck Protection Program (PPI), provides resources to small businesses to maintain their payroll and cover applicable overhead. The Santa Monica College Foundation, the Broad Stage 501c3, and the KCRW Foundation were each successful in applying for and receiving PPI loans, and are expected to meet the conditions for the loans to be forgiven.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health.

Education Enterprise. The emphasis in 2019-20 was on implementing **iParq**, the License Plate Recognition, Online parking Permit Sales, and Citations Management system (LPR). The LPR enables SMC Police to scan license plates, which will automatically determine whether a parked car has paid the proper fees. Parking permits are virtual, and multiple license plates can be registered. This system was fully operational Fall 2019, on time and on budget. Along with the new LPR, Enterprise developed a plan to reallocate parking on main campus to create better efficiency and convenience. The department also wrote District-wide parking policies. [\[Board Goal 14\]](#)

We successfully expanded Lyft ride share service between campuses in the evenings, which now includes service to Expo stations from all SMC campuses. This resulted in savings of \$100,000 again this year. [\[Board Goal 11\]](#)

We have continued to provide support for SMC food programs, especially the food closets and drive-thru food pantry. [\[Board Goal 7\]](#)

Another focus of Education Enterprise has been cultivating SMC's relationship with the Big Blue Bus. As a result, Big Blue Bus has continued to provide frequent service between PAC and Main Campus, CMD and Main Campus, and Bundy Campus and Main Campus. This has enabled the redeployment of shuttles to improve service to other areas of the College, especially Athletics, Outreach and student events. Our quarterly meetings with BBB staff have strengthened the relationship into a true partnership. This has led to a renewal of the Any Line Anytime agreement at a significantly lower cost. We also successfully implemented the new City parking tax, working with the City staff. [\[Board Goal 17\]](#)

Reprographics successfully managed the move and installation of equipment to the new Student Services. [\[Board Goal 14\]](#)

Enterprise continued working with Associated Students to revamp and improve their fiscal policies, approved by the AS Board in May, and to go into effect starting in Fall 2020. [\[Board Goal 16\]](#)

COVID-19: Education Enterprise provided uninterrupted service to students and staff during the pandemic. This has taken the form of continually being available to distribute payments for financial aid and tuition refunds, starting up and then retaking control of the distribution of Chromebooks for students and staff, providing support for the weekly food pantry drive-thrus, distributing graduation regalia, and researching and procuring face masks and other PPE. We responded to inquiries quickly and effectively. We were able to move some staff around to provide assistance to areas that were understaffed. We created staggered shifts to lessen the risk of shutting down an entire department if someone tested positive for the virus. Although sometimes under difficult circumstances, the staff really made student welfare their top priority. This included helping to guide the Associated Students through the financial uncertainties they faced as a board.

FACILITIES PLANNING

2019-20 was a busy year for the SMC's facilities planning department, with many major projects now in construction phase. Here are some highlights:

Projects Completed This Year

The **Malibu Center Fire Water Line Improvement**. The project, which extends the existing fire water line to the site as required by the City of Malibu, was completed in June 2020.

Projects in Design

The **Art Complex Replacement**. The Schematic Design phase started in Fall 2019 and was completed in early 2020. The project is currently in the Design Development phase and is scheduled to be submitted to the Division of the State Architects by the end of 2020. The project team is conducting a set of meetings with nearby neighbors as the project is further defined.

HVAC Upgrade for Main Campus and PAC Campus. Design work has begun on a project to connect three Main Campus buildings—Cayton Center, the classroom and office wing of the Science building, and the Gymnasium and PE offices—to the existing central cooling plant and chilled water loop. The project also includes installing a new standalone system at the Performing Arts Center campus.

Projects in Construction

The **Student Services Center Phase 2.** The project includes various changes and upgrades requested by the users, including a new automatic door at DSPS, a new clean agent fire suppression system in one of the storage rooms, etc. The project is scheduled to be completed by the end of 2020.

The **Santa Monica Early Childhood Lab School.** The contractor is finishing up the exterior façade installation and has started the site work. The project was affected by the coronavirus outbreak and the recent curfews enforced by the city. It is now scheduled to be completed in Summer 2020.

The **Malibu Campus.** Phase 2 of the project, which includes the construction of the Malibu campus and site improvements, commenced in Spring 2020. The contractor is currently working on the foundation system and associated site work.

Master Planning. The data collection phase was completed in 2019 and a draft master plan was produced. The department is currently collecting feedback and comments from different individuals and departments on campus and from city communities. The final Master Plan is scheduled to be completed by Summer 2021.

The **Math and Science Building.** Phase 1 of the project, which includes the demolition of the Liberal Arts Building, Letters and Science Building, and the Counseling Complex, is scheduled to commence in August 2020. This phase of the project also includes re-routing existing underground utilities in preparation for the construction of the new building.

The **Pico Village and Pico Classroom Complex.** The project provides temporary classroom and office space in preparation for the demolition of the Liberal Arts Building, Letters and Science Building, and the Counseling Complex. The project is almost completed and will be ready for Winter 2021.

Other Updates

Measure V Joint Use and Partnership Projects. Construction of the Santa Monica-Malibu Unified School District **John Adams Middle School Auditorium** project and related music program facilities is proceeding; this will be a joint-use facility with the college. A majority of the structural elements have been completed. The building is planned for occupancy in 2021. A draft Facilities and Use Agreement for the **Memorial Park Expansion Phase 1** project with the City of Santa Monica has been completed; however, the project is on hold due to the economic impact to the City from the COVID-19 pandemic.

SMC Outdoor Amphitheater Architectural Concept Design. Design concepts developed by Gehry Partners for this main campus project have been completed and presented to the Board of Trustees. Future steps are to develop a sequencing schedule into the Master Plan, taking into consideration available resources.

MAINTENANCE

The **Facilities Maintenance and Operations (M&O) Department** in 2019-20 focused operations on enhancing support and service delivery, organizational realignment and professional development for staff.

Custodial and Grounds improved their operations with the implementation of internal quality controls, the purchase of needed landscaping and cleaning equipment, and providing operations staff training on sustainable practices.

Maintenance completed the following projects:

- Resurfacing of Lot 1, Lot 5, and Performing Arts Center campus
- Construction Remodel for:
 - Veterans Recreation Center (VRC)
 - The Center for Wellness and Wellbeing
 - Food Pantry
- Science Building Air Handler Replacement

The following projects are in progress and are scheduled for completed in 2020:

- HVAC System Replacements
 - Emeritus
 - 2714 Pico
 - 1510 Pico
- Lighting retrofit – Emeritus (Parking Structure)
- Bookstore Flooring Remodel
- Cosmetology Remodel

Administratively, the M&O Department also upgraded the District-supported work order system; we aligned work guidelines with a priority on safety, and reorganized business processes to better support department operations.

The M&O Department's objective is to ensure continuous improvement of the condition of District assets through sustainable operational best practices and maintenance technologies with standards set by APPA, which is the industry leading educational facility management consortium dedicated to supporting the professions that maintain educational facilities.

HUMAN RESOURCES

In the 2019-20 academic year, the Human Resources (HR) team found it important to intentionally focus on developing innovative equity processes. Being purposeful about equity required the team to review existing processes and procedures, solicit feedback, and implement new ideas.

In this academic year, HR has continued to replace important positions in the department that had been vacant. We were able to replace one HR Specialist, two HR-Analysts - Employee & Labor Relations, and

hire a Professional Development Coordinator, a position vacant since 2012. We continue to be without a Director of Human Resources.

Board Priority I. Educational Advancement, Quality, and Equity, #4. Develop new programs and partnerships in the allied health sector.

A Note About the COVID-19 Response. Due to the COVID-19 pandemic, SMC, as a district, began working remotely in mid-March. All staff in the Office of Human Resources transitioned to working remotely at least part of the time or full time. The transition period was abrupt, with all HR functions requiring electronic support.

HR Vice President Sherri Lee-Lewis and Dean Tre'Shawn Hall-Baker are both members of the SMC Emergency Operations Team (EOT), and are instrumental in developing processes and procedures for remote work and the safe return to work of faculty and staff.

Without the dedication and expertise of IT-HELP and the SMC community, the resulting smooth transition from in-office to working remotely would not have been possible. In addition to the SMC staff, all student classes and activities transitioned to online processes with support, services, and education working remotely to ensure the safety of our students, faculty, and staff.

Board Priority: IV. Community and Government Relationships, #16. Ensure a supportive, inclusive, and collegial environment for students and staff.

Compliance Related Work.

HR's Compliance Team investigates complaints submitted by students and staff concerning board policies, Unlawful Discrimination laws (Title 5), Sexual Violence under Title IX, and Workplace/Campus Violence and Bullying; the team educates and supports professional development for staff and faculty.

SMC's Office of Human Resources' Compliance Team is responsible for ensuring District compliance with California state regulations (Title 5-Unlawful Discrimination), federal laws and regulations (Title IX-sexual misconduct and sexual harassment), and district board policies and administrative regulations. With changes to state and federal laws, including the new Title IX Regulations released by the Dept of Education/OCR and effective August 14, 2020, HR continues to engage in consultative processes involving relevant stakeholders, and is proactive in the review, update, and implementation of relevant board policies, administrative regulations, and negotiated agreements between the District and collective bargaining units.

HR continues to focus on improving response time to complaints, disputes, and inquiries, ensuring that support and advice to both students and staff is timely and appropriate to address the wide range of issues and complaints received during the year. Other activities during the year focused on expanding compliance knowledge of all district staff and faculty through trainings both online and in person (prior to mid-March), the development of resources, and up-to-date literature. The HR Compliance Team hosted comprehensive training and professional development opportunities to raise awareness in addressing and preventing unlawful discrimination, Title IX, and workplace violence for all stakeholders of SMC to ensure SMC is a safe and equity focused educational and working environment for the SMC community.

This year HR received a total of 38 formal and informal Title 5–Unlawful Discrimination, Title IX–Sexual Misconduct, and Workplace Violence and Bullying complaints. The college also received 130 inquires

related to Title 5, Title IX, Workplace Violence and Bullying, discrimination, harassment, and other student and employee issues.

Mandated Sexual Harassment Training. In 2019 California mandated sexual harassment training for all non-supervisory employees (SB 1343.) The college developed and implemented in-person, online and Zoom based training for non-supervisory employees. Non-supervisory employees have until the end of 2020 to complete their training. Sexual harassment training for managers, as previously regulated by AB 1825, was completed by the end of 2019. Sexual misconduct training for students—in person, online and on Zoom—included:

- Title IX leadership program for students during the Fall semester. Students who graduated from the program initiated and led activities for the college during Fall and Spring. The program is planned again for Fall 2020.
- Addressing diversity, equity and sexual violence prevention focused training for students known as the “Beyond Sex Toolbox Series”—this series focuses on identified issues by analyzing student evaluations and types of complaints received.

Compliance and Equity Related Work. SMC HR has continued to focus on addressing equity and diversity issues. Even before the Black Lives Matter brought social justice and anti-racism to the forefront, HR has been addressing and raising these issues in the training offered to faculty and staff.

Compliance efforts at SMC ensures that our employees are informed of the law and have completed the mandated training required to facilitate awareness of, and prevention of unlawful discrimination and sexual misconduct.

Equity (Diversity, Equity, and Inclusivity) efforts at SMC provides our employees with an understanding and a pathway to a SMC culture that is based on embracing our differences so that every person feels valued, empowered, heard, and encouraged. Continually developing a culture of diversity, equity, and inclusion through training is essential to serving our students and employees.

A comprehensive five-part series of workshops for staff and faculty titled Exploring Equity and Diversity was launched in 2019. These workshops addressed prejudice, discrimination, unconscious bias, appreciating cultural differences, and promoting inclusivity. Certificates were awarded for completing the series. These workshops will be offered each semester.

- HR supported three EEO/Diversity focused training sessions during Fall 2019 Professional Development Day (Opening Day). These workshops, presented by Dr. Eugene Whitlock, Assistant Vice Chancellor for Human Resources/Chief Human Resources Officer at UC Berkeley, discussed diversity, equity and unconscious bias in the classroom, with more than 150 faculty staff and administrators in attendance.
- Program Review.
- Equal Employment Opportunity (EEO) Advisory Committee and EEO Plan—The EEO Plan, due every three years was reviewed by the committee and revised.
- Sexual Violence Resources website created and placed on SMC’s COVID-19 website
- Sexual Violence Response and Prevention website updated.
- Formation of the LGBTQ+ Advisory Group. Members are faculty, staff, and students.

- Sexual Assault Awareness Month (April)— Resolution passed by the Board of Trustees introduced additional and significant statements related to sexual assault that have not been previously acknowledged—the impact and effect of sexual assault on the LGBTQ+ community, people of color, individuals with disabilities, and individuals working and learning remotely due to COVID-19.
- The President’s Task Force completed its role and submitted a report to the President related to the opening of the Student Equity Center (SEC) which will support the following issues and student groups: LGBTQ+ Students, Undocumented Students, Racial Justice, Gender Equity Needs, Student Basic Needs, Race and Bias Incidents Reporting and Response, Cross-Cultural Celebration and Education, and Previously Incarcerated Students. There will be four centers: Gender Equity Center, Racial Justice Center, DREAM Center, and Pride Center.
- Formation of the SEC Advisory Group—this group will oversee the planning, construction, implementation, and opening of the SEC and four centers. A virtual, online launch and on-the-ground launch are planned.
- Continued to utilize onetime funding from the California State Chancellor’s Office in the amount of \$41,981 to ensure the college continues to address sexual violence and harassment issues. The money allocated must be spent by June 2020.
- Representative on the Institutional Research Advisory Group.
- Assisted in development of Complaint Investigative Manual through Keenan. This manual has been distributed statewide.
- Continued to offer online Title IX training for students and employees.
- Continued with annual training related to Title IX compliance.
- Ensured new Title IX Deputies were trained to provide information on Title IX for the campus community.

Board Priority II. Student Life #5 – Assess and fix system/structure issues that impede positive user experience in the application, enrollment, and financial aid process; Student Life #7 – Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

Employee and Labor Relations

Employee and labor relations efforts are focused on creating practical support services and material and building relations to maintain and improve a productive and professional work environment for employees, specifically in the Financial Aid & Scholarships office, Admissions & Records, International Education Center, and other departments which directly impact student success.

This year we have continued our efforts in employee performance management by providing continued guidance in coaching and progressive intervention (discipline) for the District’s management team. This included providing a “Managers’ Corner” accessible on the HR website, providing managers with guides and templates to effectively intervene in performance and conduct related issues. In addition, departments have been assigned an HR Compliance Team representative that will regularly meet with them to discuss any issues and answer questions. This has resulted in a significant positive impact in relations between departments, Human Resources, and labor unions.

- Assistance provided to 14 identified departments requiring ongoing support to assist managers and to improve positive employee interaction and performance.
- Assistance to the Office of Financial Aid and to the Maintenance and Operations Department in conducting mediated meetings with employees to improve positive employee interaction and performance.
- Progressive discipline/intervention, appropriate communication, and conflict resolution processes were effective through HR providing informal advice to a variety of employees and managers relating to various work-related disputes.
- Professional development programs included the following:
 - Mini-Management Series
 - Management Academy
 - Personal analysis workshops focused on team dynamics, communications and problem solving within selected departments
 - Communication Series
 - Pre-Supervisory Academy. The Human Resources department and the City of Santa Monica organized the Fall 2019 Pre-Supervisory Academy program. The program is designed for classified staff who are interested in management, are new supervisors, or for staff who have been identified to have supervisory potential. The graduation ceremony held in March 2020 had 18 graduates from SMC.
- Assisted managers in interpreting collective bargaining agreements, policies, and procedures.
- Assisted managers in preparing performance evaluation forms for their employees.
- Expanded a management resource called “Managers’ Corner”, providing guidance and additional tools to managers related to the progressive discipline intervention process and documentation of unsatisfactory employee performance. These tools included templates and sample documents, as well as background information and articles of interest.

On an ongoing basis, Human Resources provided guidance to managers in the following areas:

- Developed templates for use by managers covering performance evaluations, progressive intervention, discipline, etc.
- Processes and procedures related to performance evaluations.
- Worked with managers on developing performance management processes.
- Interpreting union contracts as they pertain to the fair treatment, performance, and conduct of employees.
- Employee expectation meetings and investigative meetings.
- Labor management meetings to discuss contractual issues.
- Provided training related to progressive intervention, the prevention of discrimination, issues relevant to the union contracts, and employee performance evaluation processes.
- Work and hour assignment issues.

- Utilizing coaching and progressive intervention to motivate employees to meet District expectations. This was used for approximately 51 classified employees for conduct issues, 23 employees for attendance issues, and 16 employees for other performance-related issues.

Diversity, Equity, and Inclusivity

Board Priority I. Educational Advancement, Quality, and Equity, #1. Based on evidence, continue to implement models of support and instruction that increase student success and decrease equity gaps.

The 2019-20 academic year saw a purposeful focus on equity and equal employment opportunity within all recruitment and professional development activities.

2nd Annual Faculty Job Fair & Open House—700 attendees, 2 workshops. A major accomplishment for the 2019-20 academic year related to equity was the 2nd Annual Santa Monica College Job Fair. The purpose of the job fair was to create a welcoming environment that showcased SMC's commitment to diversity, inclusion, and student success for prospective applicants. The almost 700 participants that attended the job fair were given exclusive access to members from many of the SMC academic and counseling departments, an orientation to the application and hiring process, and the SMC experience from the full-time faculty perspective.

Diversity Report 2019. The [SMC Diversity Report](#) is issued every two years resulting in a latitudinal, long range analysis of the District's efforts at equal employment opportunity and staff diversification. This year's report, Diversity Report 2019, covers the most recent ten-year window, 2009-2019, focusing on ethnicity, gender, and age data of all employee groups as well as associate faculty status, applicant pool, and new hire categories. With students of Hispanic descent comprising 40 percent of the total credit student population, and all students of color at 69 percent, Santa Monica College's efforts at diversification is an on-going and critical effort linked to supporting students of color in our educational institution.

Diversity in Leadership Presentation. Santa Monica College was honored to be selected to present a workshop at the Diversity in Leadership Conference 2020 in early April. The Conference, to be held at Harvard in Cambridge, Massachusetts, focused on the challenges of diversifying its faculty to better reflect our student population. (Unfortunately, due to the COVID-19 pandemic, the Conference was cancelled.) The presentation, [Diversity in Leadership Presentation: SMC, A Case Study: The Challenges of Changing a Community College Culture](#) can be found on the Diversity, Equity & Inclusivity @SMC website.

EEO Advisory Committee/EEO Plan review. The EEO Plan was last approved in Fall 2017. As required by the governing board of the California Community Colleges Chancellor's Office, the Plan is to be reviewed every three years. The EEO Advisory Committee, which this year included a community member, reconvened to review the EEO Plan, and it will be submitted to the SMC Board of Trustees for their review and approval this summer.

EEO Multiple Methods Allocation Certification – Nine out of nine methods met. The California Community College Chancellor's Office provides grants funding to support equal employment opportunity work for community colleges. A critical tool in determining the level of grant funding is the certification of the EEO Multiple Methods Allocation Certification Form by the Board of Trustees. For the third year in a row, SMC Board has certified that the District meets nine out of nine methods, paving the way for the District to receive the maximum grant allocation for the FY 2020-21 academic year.

EEO/Diversity/Inclusion Committee Appointment. Tre’Shawn Hall-Baker was appointed Chair of the committee for Equal Employment Opportunity/ Diversity/Inclusion. This committee is a sub-committee of the Association for Chief Human Resources Officers (ACHRO) for the California Community College system, responsible for working with the California Community College System staff and other stakeholder organizations to bring change to the overall culture of the California Community College system as it relates to EEO efforts. The action items of the committee include creating practices and tools to be used during the hiring process in order to achieve diversity, equity, and inclusion during the hiring process and the life cycle of employment.

Equity Trainings. A comprehensive five-part series of workshops for staff and faculty titled Exploring Equity and Diversity was launched in 2019. These workshops address prejudice, discrimination, unconscious bias, appreciating cultural differences, and promoting inclusivity. Certificates are awarded for completing the series. These workshops will be offered each semester.

Social Justice

Board Priority I. Educational Advancement, Quality, and Equity, #1. Based on evidence, continue to implement models of support and instruction that increase student success and decrease equity gaps.

The Office of Human Resources is committed to social justice and educating students and staff about equity and the impact of bias and discrimination on the achievement of equity.

In late Spring 2020, the Black Lives Matter movement brought social justice and anti-racism to the forefront. Creating change in the search for social justice requires us to engage in improving our lines of communication and implementing meaningful change; it requires us to educate and to engage the District community in ways we have not previously done. Through a series of Zoom based activities, the Office of Human Resources facilitated a series of discussions focused on social justice and led by socio-cultural analyst and facilitator Dr. Donald Grant. A total of 780 faculty and staff participated. The Office of Human Resources continues to lead efforts to facilitate discussions with the identified affinity groups.

Discussion Topic	Attendance
Reckoning with the Pain and Legacy of Racism: What Can Santa Monica College Do?	379
Meeting of Black and African American Employees Affinity Group	70
Meeting of White Employees Affinity Group	97
Meeting of Latinx Employee Affinity Group	75
Meeting of Asian and Pacific Islander Employee Affinity Group	58
How to Have Conversations on Racism with Family Members and Colleagues	101
Total attendance	780

Human Resources Operations

Board Priority: I. Educational Advancement, Quality and Equity, #3: Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of fulltime faculty over time.

The Office of Human Resources’ mission is to support all faculty and staff through the following areas: Benefits, Leaves, Compliance, Employee and Labor Relations, Recruitment, and Professional Development.

The Office of Human Resources has committed to paperless processes. Operations team members have been provided with scanners so that all new hires are stored in our web-based record keeping system. All

Human Resources staff have also been given access to Citrix and Jabber to allow for a successful transition to remote operations.

Benefits. The Office of Human Resources held the District's annual benefits-related events and processes, such as the benefits fair, open enrollment, new hire processing, and monthly projects and reports. The Benefits team coordinated with Schools First FCU to offer retirement workshops to increase employee's knowledge and participation in our voluntary 403b and 457b plans. The Benefits team hosted and scheduled CalPERS and CalSTRS retirement planning workshops to help prepare our employees for the retirement process. For the open enrollment period, the benefits team published and mailed out a newsletter to all benefits-eligible full-time faculty and staff. Benefits orientations were facilitated, and health enrollment paperwork was processed for 195 full-time faculty, adjunct faculty, management and staff members. The District continues to partner with our third-party vendor, Navigate HCR to provide 1095-c statement annually as mandated by the law for the Affordable Care Act to ensure that we are complying with the requirements mandated by the federal government. The Benefits Team will continue to act as resources for the District-wide Benefits committee and provide support as needed to the committee.

Faculty Supplemental Retirement Incentive Program. HR's benefit team supported the Supplemental Retirement Incentive Program offered to full-time and part-time faculty during the Spring of 2020. [See the [Board of Trustee's Minutes of their June 2, 2020 meeting](#) for additional information.] The District received 28 full-time faculty enrollees and 36 part-time faculty enrollees into the program.

LACOE/BEST Project. Due to the COVID-19, the implementation of the BEST Project-Human Capital Management (HCM) system with Los Angeles County of Education (LACOE) has been placed on hold for Wave-3 Districts. SMC will be notified in Fall of 2020 as to the implementation status. HR continued participation in the LACOE/BEST project; attended CalSTRS and CalPERS workshops at LACOE; and assisted with CalSTRS training for our HR Operations and payroll staff.

Leaves. The Office of Human Resources has continued to work with our staff and faculty on the leaves, accommodations, and paid time off process with the District, and to provide an understanding of the leave provisions in the contracts and any applicable state and federal laws. Additionally, the Office of Human Resources continues to provide support to supervisors on questions regarding the approval of time off work, the accommodations process and understanding the interpretation of the language in the contract related to leaves. The Office of Human Resources continues to work with our Unions on answering any questions related to the District's interpretation and application of the leave sections in the contracts and resolve any issues that occurs. Group trainings held: Faculty New Hire Orientation (08/20/2019), Classified New Hire Orientation (11/18/2019), and Faculty Benefits Conference (11/22/2019).

New Hire On-boarding. Activities implemented this year included:

- During all classified regular new hire on-boarding meetings, a CSEA representative is present to introduce new hire, non-management classified staff to CSEA-Chapter 36.
- Conducted a new hire orientation on November 18 (29 new hires); the purpose of the orientation is to introduce newly hired classified staff members to SMC, most often used processes, important administrative regulations and policies, etc.

Policies and Procedures Updates. The Office of Human Resources strives to ensure that internal District-wide policies and procedures that affect personnel are current. During this academic year, HR, in

conjunction with the Management Association Executive Board, has continued the process of reviewing and updating all management related administrative regulations.

Recruitment. The Office of Human Resources initiated recruitments and conducted hiring orientations for a total of 23 full-time faculty job postings resulting in 28 newly hired tenure-track full-time faculty and counselors across 17 departments, and 105 part-time faculty in 21 departments. The successful recruitment efforts required HR to use multiple recruitment sources. We advertised the various positions in 70 publications, totaling 206 published postings. The advertisements were mostly geared towards the specialty of the discipline, with others specifically focused on achieving diversity in the hiring pools. Some of the diversity-centered advertisements were published at Diversejobs.net, The Japan Foundation, The Armenian Bar Association, The Hispanic Outlook in Higher Ed, and Historically Black Colleges and Universities.

Professional Development/Training

Board Priority: I. Educational Advancement, Quality and Equity, #1: Based on evidence, continue to implement models of support and instruction that increase student success and decrease equity gaps.

The Office of Human Resources' mission is to support all faculty and staff by providing professional development.

HR was fortunate in this academic year to receive approval to recruit for, and subsequently hired, a Professional Development Coordinator. This position allows the team to enhance the facilitation of training and development offered to the SMC community. The Professional Development Coordinator is charged with coordinating and facilitating trainings and professional development opportunities for all SMC stakeholders.

Two major initiatives emanating from the Professional Development Coordinator this year were:

- Onboarding of the Cornerstone Learning Management System
- Institutional Effectiveness Partnership Initiative (IEPI).

In an effort to provide more robust training to management employees, the SMC Management Academy was created to support managers and supervisors on topics such as the nuts and bolts of classified hiring, safety responsibilities of the manager, recognizing discriminatory and bullying behaviors, an overview of CSEA and faculty contracts, what managers should know from day one: effective evaluations, understanding progressive intervention and discipline, understanding leaves of absence, and avoiding legal problems.

The Professional Development Coordinator's responsibilities include participation and support of various committees, including the Professional Development Committee, the Classified Professional Development Committee, the Administrative Assistant Support Group, the EOT-Safety Subcommittee, among others.

Future projects in development will include the formulation, planning and implementation of a new Classified Employee Onboarding Guide and Orientation, a Santa Monica College Student Experience training sequence (delivering excellent customer service rooted in student equity) and full rollout of the Cornerstone LMS to offer virtual and online professional development training.

CAMPUS POLICE

This school year the SMC Police department continues to promote safety and community relationships through such activities as raising money for the City of Hope Pink Patch Project, Special Olympics and hosting the 2nd annual Halloween Haunted house where we had over 200 children from the Santa Monica community in attendance. In community policing there is a heavy emphasis of service and accountability to those we serve. We were able to secure funding from a generous gift by the American Legion, Palisades Post to implement a body worn camera system which went live at the end of the fiscal year. The importance of the use of technology will bring about a transparency to those we serve. Additionally, the District automated the parking system on campus by utilizing a License Plate Reading parking permit system. This automated process improved the accuracy of our ticket writing while reducing the printing costs for permits and citations.

The Campus Police Department and District had a challenging, yet productive year. Emergency management has been a key component that we have stressed over the last couple of years and the training and team building has assisted during the Getty Fires and now the COVID-19 pandemic. The police department has been instrumental in the planning, and operations during the campus closure. We have worked on the protocols and procedures for a safe reopening and have assisted with various projects and programs while the campus closed. e.g. the weekly drive through pop-up food pantry.

During this period of remote modality there have been various incidents that have been cyber related with hateful dialogue. Santa Monica College does not stand for any instances of hate, bias, bigotry or discrimination against any group and we helped create a “No Hate” video to emphasize that point. Our police department is here to serve our community as educators, protecting our students, staff and faculty every day.

EMERGENCY PREPAREDNESS

This year we held the largest earthquake drill to date. Capitalizing on the training that we have conducted we experienced a very successful drill. The training paid off as our team mobilized during the Getty fires and currently the COVID-19 Pandemic.

Emergency supply trailers have been stocked and deployed to various satellite campuses and campus wide training has been conducted in first aid, CERT, proper use of PPE and CPR. We learned about air quality management and the District purchased equipment to measure the quality of air during brush fires. We also updated our Hazard Mitigation plan to mirror the best practices during large brush fires.

The COVID-19 pandemic has pushed team members to think outside the box to solve and implement plans surrounding an infectious pandemic. The infectious disease plan was updated, and various protocols and procedures have been created to assist our community on a road to recovery. Coordination with CDC, Cal OES, California Department of Public Health and the Los Angeles County of Public Health have strengthened our capabilities as well as our ability to create protocols for a safe reopening in the futures.

ENVIRONMENT AND SUSTAINABILITY

Transportation

- Achieved an Average Vehicle Ridership (AVR) of 1.76 for the second year in a row which earned a 40 percent discount on fees paid to the City.**

- Student AVR increased from 2.6 last year to 3.28.
- The college was recognized with a Gold Achievement Award for its successful efforts to encourage employees and students to use alternative modes to get to campus.
- Worked with Alt Car Expo to bring test drives of electric vehicles to Bundy Campus.
- Developed electric vehicle charger pricing policy.
- Promoted the launch of 18 new level 2 EV charging stations in SSC and trouble shot issues with the stations as they came up. Replaced two chargers at no cost to SMC.
- Accepted 30 impounded bikes from campus police. Raised funds from AS to purchase parts and tools to repair the bikes to give to students.*
- In lieu of Bike Month (due to COVID-19) produced a website with the City of Santa Monica to promote cycling and walking to get to essential services.
- Began using SMC Go to post timely Transportation and Sustainability announcements.
- Six new transportation related messages were designed as TV bulletins.
- Invited Lyft to distribute another 250 helmets to students and talk safety and proper etiquette.
- Over 150 students used Bikerowave to have repairs done to their bicycles.*
- Presented transportation options to over 800 students through Counseling 20 classes.
- Promoted service interruption on Metro's Expo and Blue lines to students and employees.
- Continued meeting with BBB on a quarterly basis to better coordinate our efforts.
- Provided transportation ambassadors at VIP Welcome Day to help incoming students plan their commute.
- Maintained LYFT Shared service between main campus and satellites.**
- Promoted Lyft \$5 per month discounted pass for unlimited 30 minute rides to students receiving financial aid.*
- Promoted TAP cards for \$.50 transfers from bookstore (handed flyers at Expo and bus stops, TV Bulletins, social media).*

Sustainability

- Organized six faculty and staff to take over student garden manager duties in the organic garden after COVID-19 closed the campus to students.
- Despite having to transition Earth Week to online with only three weeks' notice, eco club students were able to attract 500 students to participate and take quizzes to earn extra credit.
- Climate Change & Sustainability resolution was passed by the Board of Trustees in January 2020.
- Assisted AS in drafting State-wide resolution to require marine-degradable utensils and serving ware at all CCCs. Passed General Assembly March 2020.

- Interviewed SMC professors that have incorporated sustainability into their curriculum. Produced a video with this content to encourage more professors to do the same.
- Met with New Roads School to discuss an articulation agreement.
- Got a solar company to repair a donated solar inverter at the CEUS pro bono.**
- Produced video using student worker to promote how SMC professors have incorporated sustainability examples into their curriculum.
- Received \$15,000 in funding from AS to allow Student Sustainability Workshops for Fall 2020 after funding from the City of Santa Monica was eliminated for this program.
- Received \$3,000 from Global Council for Sustainable Works to provide two more workshops in the Fall (to make it the full number).
- Attended Leuzinger High School Environmental Advisory Board dinner. Recruited a few students to attend SMC for Fall 2020. Continued discussions to create an articulation agreement with SMC.
- Helped select four student scholarships from Shore Hotel for \$2,000.
- Coastal Cleanup Day attracted 640 volunteers to pick up trash on SMC's adopted beach.
- Sustainability Week was made up of four days of events which included a film screening, guest speakers, DIY workshops, and a resource fair.
- Provided 35 campus and green building tours to a variety of classes and groups totaling approximately 1,000 visitors to the CEUS, garden and worm machine.

Recycling

- Partnered with Bob's Market to provide 200 to 400 pounds of discarded produce each week which are needed to keep worms fed during COVID-19 campus shutdown.
- When COVID-19 closed campus, the recycling bin service by the waste hauler was temporarily halted to save the campus money.**
- Due to the loss of student workers in Spring 2020, indoor recycling on main campus was taken over by Custodial staff.
- Hired and trained a temporary Recycling Program Specialist.
- Purchased bike trailer for student recycle workers that don't have a driver's license.
- Developed Recycling Tip Sheet to those moving into SSC in Summer and Fall of 2019.
- Successfully piloted new recycling procedure in SSC requiring employees to empty their own recycling into a common recycle bin.
- Provided Zero Waste services at 15 campus events.
- Added new Recycle signs to indoor bin systems to clearly describe what goes in each bin.
- Assisted Purchasing with writing new waste hauler contract.
- Organized students to clean up litter around the perimeter of main campus.

All actions are in alignment with the Fiscal and Facilities goal to “Continue as a model of sustainability for all areas of the college.” Some actions also align with other fiscal goals to: Solve barriers related to students’ financial resources, and continue efforts in revenue generation, cost control, and enrollment management.***

COMMUNITY AND ACADEMIC RELATIONS

Community and Academic Relations encompasses marketing, community relations, web and social media, and other institutional advancement functions, and works closely with SMC’s Public Information Office. Externally, the department works to achieve public awareness of the college and its programs, to promote community engagement, and to increase community support.

Community Relations. This area coordinates the programs and activities of the **Santa Monica College Associates**, a dues-paying membership group that sponsors one-of-a-kind special events and offers ongoing speaker series events to enhance the academic experience; it also guides the General Advisory Board in conducting its meetings throughout the year and interacts with other community stakeholders. This department sponsors a significant number of special events, programs and lectures each semester. Approximately 47 lectures and campus activities have taken place, despite the need to cancel a large portion of the Spring events because of COVID-19. A total of 4,978 students were served by attending events hosted through this department on behalf of the SMC Associates.

Board Goals: 16, 17 and 18 (Community and Government Relationships)

Academic Relations. This area coordinates various community interests and agencies with the on-campus academic community at SMC in the following ways:

- Supports Enrollment Development in the promotion of enrollment campaigns and enrollment generating outreach activities in the community. *Board Goals: 11 (Enrollment Management), 17 (Community and Government Relationships)*
- Creation of 40 informational videos to help new students successfully apply, enroll and obtain services at the college. *Board Goals: 1 (Educational Advancement, Quality, and Equity), 5 (Student Life, fix systems that impede positive user experience in the application, enrollment, and financial aid process), 6 (Continue implementing initiatives that focus on solving barriers related to students’ financial resources)*
- Supports the Public Policy Institute with Fall and Spring symposiums as well as community events in Malibu and the new Early Childhood Center project. *Board Goals: 20 (Community and Government Relationships)*
- Coordinates multiple campus events, including the VIP Welcome Day (rebranded as Welcome Week for Fall 2020), the Retirement and Recognition event, the annual Holiday Gratitude Lunch, and Celebrate America (which was cancelled in 2020 because of COVID-19). *Board Goals: 1 (Implement models of support and instruction that increase student success and decrease equity gaps), 5 (Fix structure issues that impede positive user experience in the application, enrollment and financial aid process), 16 and 20 (Community and Government Relationships–Supportive collegial environment)*
- Coordinates multiple events with Associated Students, such as the Fuel for Finals events in the Fall and the Graduation in a Box care packages for virtual graduation. *Board Goals: 1 (Implement models of support to increase student success and decrease equity gaps through meeting students’ basic needs), 16 (Supportive and collegial environment)*
- Coordination of the Campus wide 90th Anniversary events which happened in the Fall of 2019. *Board Goals: 16 (Community and Government Relationships–Supportive collegial environment)*

- Coordination of the 90th Anniversary virtual online commencement ceremony in Spring 2020. *Board Goals: 16 (Community and Government Relationships—Supportive collegial environment)*
- Coordinated the promotion of the Areas of Interest (Pathways) communication plan which involved web, print and video promotions along with meetings with key campus stakeholders (faculty, staff and students) to promote an important campus change. *Board Goals: 1 (Implement models of support and instruction that increase student success and decrease equity gaps), 2 (Implementation of initiatives to meet the Vision for Success goals).*

Ongoing this year has been enhanced engagement with career education, Workforce & Economic Development, Community and Academic Relations, and Career Services as part of the Business Engagement Workgroup. By collaborating with these stakeholders, a more strategic approach to building relationships with local industry has been realized. Additionally, efforts to engage faculty to encourage the integration of career and workforce related speakers into the classroom has been fruitful.

Board Goals: 17 (Maintain good partnerships across systems).

This year also saw the expansion of the **Media and Tech Summer Experience** into a more broadly themed selection of courses in alignment with SMC's Areas of Interest. Renamed the **Summer Experience at SMC**, this campaign targeted rising 9th through 12th graders. By showcasing all of the Summer options that would be a good fit for this population, the intent has been to make the course variety and enrollment process more accessible and to encourage more students to participate. Print and video promotions of this program were created and shared widely.

Board Goals: 1 (Implement models of support to increase student success and decrease equity gaps), 5 (Fix systems that impede positive user experiences in the application and enrollment process), 11 (Enrollment management), 17 (Maintain good partnerships with SMMUSD to support SMC's mission), 18 (Continue support for special programs that serve local students and increase college readiness and success)

Marketing

Marketing sustains public confidence in the college, meeting enrollment targets, garnering public support for college initiatives, and attracting a highly qualified workforce. The college continues with comprehensive multichannel ad campaigns for each of its Fall, Spring, and Summer semesters. SMC presses its brand advantage as the number one transfer college in the state using the messaging mediums of broadcast radio and their associated digital properties, outdoor transit posters, direct mail, local publications, and digital marketing channels. Working with the broadcast stations expanded digital opportunities, station radio promotions now coordinate their varying social media platforms, website, text, mobile and station opt-in email campaigns to extend SMC's radio messaging into a full comprehensive multimedia program reaching local audiences on multiple planes and allowing for even more targeted messaging. The Marketing Department plans various marketing campaigns and develops communications materials to support SMC's Vision, Mission, and Goals, but mostly correlates with the Board Goals and Priorities under the Community and Government Relationships and supports student success and the college initiatives to meet the Visions for Success (VFS) goals.

Marketing's consistent advertising in broadcast, outdoor, print, and digital marketing have led to SMC's 29th consecutive year as number one in transfers to the UC system as well as continuing as the number one in transfers to UCLA, USC, and Loyola Marymount University—a remarkable accomplishment. SMC continues to be top of mind with local residents as a preferred choice for higher education.

Board Goals and Priorities: Educational Advancement, Quality, and Equity 2; Community and Government Relationships 17, 18 (promoting student success and lifelong learning to local students and our community).

The 2019-20 academic year continues on improving student success and increasing student enrollment. SMC unveiled the **Areas of Interest** in Fall 2019 to help students understand the wide range of many degrees and certificates SMC offers and select an Academic and Career Path to ensure their success. SMC increased the number of distance education offerings from last year and **online degrees or certificates** are now available to support the growth of online education. The **Noncredit Program** expanded their marketing efforts and free noncredit certificate courses to community members to obtain lifelong learning for career development and college preparation. The Marketing design team actively prepared materials for these initiatives and continued to promote the **SMC Promise Program** through various channels—radio, print and digital advertising, email bulletins, video, web, and social media. We collaborated with **Collier Simon** who provided digital marketing content and advertising services to increase Career Education enrollment. To increase user engagement for prospective students and to explore the SMC campus from anywhere in the world, we created a **360 virtual tour** of the main campus, highlighting buildings, programs, and services at SMC.

We contributed and designed promotional materials for major college campaigns and projects—**SMC 90th Anniversary Celebration** event celebrating 90 years of innovation and excellence at SMC; SMC’s designation as a **vote center** by LA County to increase civic engagement; SMC’s first **Virtual 2020 Commencement**; first-ever live virtual Zoom event of the **Emeritus Gallery Student Art Exhibition**; SMC Foundation’s **Feed Their Dreams** to provide food, textbook, and emergency aid to SMC students in need and **Meal Project** drive-thru pantry program.

Marketing prepared materials and signage to support the communication efforts during the **COVID-19 pandemic**, which included the temporary closure of campuses and facilities, student access to Wi-Fi at the Bundy Campus, free COVID-19 testing at the Airport Arts Campus, and the response and safety visuals for SMC’s recovery plan to reopen campus.

Board Goals and Priorities: Educational Advancement, Quality, and Equity 1, 2; Community and Government Relationships 16-20 (educational advancement and student success by creating visual content and promotional materials).

Increasingly, marketing, public information, and the web and social media departments work as a team in preparing internal and external communications. In 2019-20, the department produced 12 schedules of classes, the college catalog, and **over 1,000** other publications, brochures, booklets, flyers, signage, and online materials. We continue to design award-winning materials, receiving first place for the 2019 commencement program and SMC Foundation holiday card from the **Community College Public Relations Organization (CCPRO)** and first place for the 90th Anniversary invitation and third place for the video shorts single (SMC Promise ad).

Public Information Office

The **Santa Monica College (SMC) Public Information Office (“PIO”)** oversees the college’s media relations efforts, coordinates external and internal communications, and provides the “institutional voice” for the Superintendent/President and for the entire college through a number of communication channels including press releases, feature articles, a newsletter, videos, and more. The one-person Public Information Office’s role has expanded to encompass extended collaboration with the Marketing department and providing creative and strategic input in enrollment-related and community-building communications campaigns. Beginning Spring 2020, due to the unforeseen global pandemic COVID-19—which drastically impacted SMC instruction, support services, and college operations—the PIO’s duties

have become increasingly more focused on internal communications, and on keeping the college community informed on a regular basis.

External Recognition. In 2019-20, the work of the Public Information Officer was recognized by two state-wide awards and two national awards:

National Awards (from the **National Council for Marketing & Public Relations**)

1. **Gold Paragon, Communication Success Story:** “Woolsey Fire Photo Project”
2. **Bronze Paragon for SMC in Focus**

State-Wide Awards (from the **Community College Public Relations Organization**)

3. **Silver, Pro Award, Communication Success Story:** “Food Security at Santa Monica College”
4. **Bronze, Pro Award, News Release:** “SMC’s Hesham Jarmakani Wins Jack Kent Cooke Foundation Scholarship”

Media and Press Engagement

News Releases. More than 100 news releases were distributed by the Public Information Officer (PIO) to local, regional, national and international media outlets as well as specialty publications in 2019-20. News and feature stories relating to SMC students/alumni and faculty, instructional programs, events, and major institutional accomplishments were reproduced or featured in one or more of the following: *Los Angeles Times, Los Angeles Magazine, Inside Higher Ed, LAist, LA Opinión, Chronicle of Higher Education, KTLA, NBC, Education Dive, Yahoo Finance, Santa Monica Daily Press, Santa Monica Mirror, Santa Monica Lookout, Santa Monica Observer, Canyon News, The Argonaut, Santa Monica Patch, Telemundo, Community College Daily, Los Angeles Daily News, The Rafu Shimpo*, and the *Malibu Times*, among many others. For a near-comprehensive list of SMC press coverage, see smc.edu/in-the-news.

TV Coverage & Representing SMC. The PIO successfully represented SMC’s position on complex issues and prepared or shaped responses for SMC administrators and employees who appeared on or were interviewed by the following media outlets (this is *not* a comprehensive list):

- **International Students: Find Community College Fit** (featuring SMC International Education Dean Pressian Nicolov) in the **U.S. News & World Report**: July 2020)
- **Santa Monica College’s Role in the Community & COVID-19 Response** (featuring Dr. Kathryn E. Jeffery, Superintendent/President) in the **Santa Monica Chamber Guide 2020** – Education Update: July 2020
- **Local Foundations supporting non-FAFSA students** in **CalMatters**: May 2020
- **COVID-19, Drive-Thru Pop-up Pantry, Message to Students** (featuring Dr. Kathryn E. Jeffery, Superintendent/President) in **The Corsair**: April 2020
- **Basic Needs/Food Insecurity and Homelessness Among College Students** (featuring Dr. Kathryn E. Jeffery, Superintendent/President) in the **Jewish Journal**: March 2020
- **Everytable Launch at Center for Media & Design** (a collaboration with their PR agency), Spring 2020: **Santa Monica Daily Press, Telemundo, NBC, Eater LA**, and *many* more
- **AltCar Expo** (featuring SMC Student Services Building, Sustainability Manager Ferris Kavar and Renewable Energies Professor Stuart Cooley) on **KTLA**: October 2019
- **SMC’s reaction to anti-Semitism** in the Jewish Journal: May 14, 2020

Radio. The PIO serves as the college's point-of-contact for most enrollment and events-related ads that are aired on the college's radio station **KCRW 89.9 FM**; she wrote and submitted copy for more than **15 SMC-related ads**, and **Public Service Announcements** in 2019-20. The SMC drive-thru food pantry was also featured on **LAist** and **KPCC 89.3 FM** in Spring 2020.

Board Priority: 9, 16, 17, 18. The Public Information Office's media relations and internal/external community-building efforts through informational and narrative development builds upon the Board's strategic vision for the future; builds a collegial environment where achievements and the college's contributions to the local community are celebrated; and maintains strong collaborations with other agencies through the mention of partnerships wherever applicable.

Crisis Communications

The PIO managed crisis communications for SMC employees, students, and informed the media and external community around the following unforeseen incidents/crises.

- **Getty Fire (October 2019):** Wrote several timely and succinct messages in collaboration with Emergency Operations Team to inform the college community of closure and status of classes and operations.
- The PIO serves a critical role on the **Emergency Operations Team** and works in collaboration with senior staff and key personnel to keep the college community informed about the impact of **COVID-19** on college operations, classes, and services and also to provide the latest public health updates.
- Formed a **COVID-19 Student-Specific Communications Subgroup** in the early days of the crisis; included faculty and counseling voices to inform college's communication to students as they faced a transition to an online environment.
- Wrote and produced **scripts for three official SMC COVID-19 videos** featuring Superintendent/President Dr. Kathryn E. Jeffery; Director of Health & Wellbeing Dr. Susan Fila; and Board Chair Dr. Nancy Greenstein.
- The PIO has written and disseminated over 30 **institutional memos** for Dr. Kathryn E. Jeffery during the COVID-19 crisis and college's transition to an online environment (these memos are ongoing on a bi-weekly basis).

SMC Crisis Communications Plan. The PIO authored and compiled the **first-ever SMC Crisis Communications Plan** which provides best practices, resources for working with media and community members, message development templates and protocols, and much more in order to gather all needed information—which would be crucial in a high-level crisis that causes intense public and media scrutiny—in one place. This plan has been shared with senior staff, administration, and members of the internal institutional communications and marketing teams; it will be updated as needed by the PIO.

Board Priority 16. The crisis communications functions and output of the PIO is critical in maintaining a supportive and collegial environment for college employees and students, who must feel confident in the college's ability to provide timely information, in as transparent a manner as possible.

SMC in Focus: In 2019-20, the PIO produced five issues of [SMC in Focus](#), SMC's digital newsletter and primary email-marketing tool and blog (this year had one issue less due to the current transition to a new website). The bi-monthly newsletter is e-mailed to an **audience of well over 78,000** inclusive of employees, community members, donors; the recipient list features **an increase of over 8,000 from last**

year. The stories are shared with students and the members of the external community additionally via SMC’s social media channels and is well-received. Each issue is designed around a theme—student success, social justice at SMC, and more. The newsletter generally meets view rates, as per *education-industry* newsletter standards (a “successful open rate” is 23 percent to 26 percent per a 2012 Washington University study) with a few exceptions. For instance, the latest (March-April 2020) issue received a **50 percent open rate** for the internal **SMC audience** and a **27.5 percent open rate** for the **SMC Foundation donor audience**.

This year, *SMC in Focus* won a **Bronze Paragon** award from the **National Council for Marketing and Public Relations** (this is the third Bronze Paragon for the newsletter in the past four years).

Board Priority 9, 16, 18, 19, 20. The SMC in Focus newsletter is a repository of the wealth of intellectual talent, success stories and possibilities at Santa Monica College, and provides decision-makers information that can/should necessarily inform in developing a strategic vision for the future. In addition, it regularly highlights news items or achievements of Emeritus professors, local community programs, and builds a collegial environment through its “Bragging Rights” column.

Other Achievements and Highlights

Conducted recruitment and fact-finding trip to India for SMC’s International Education Center. In Fall 2019, the PIO undertook a one-week recruitment and fact-finding trip to India upon special request of the SMC International Education Center, in order to help determine how the college might improve recruitment efforts in that country. India is the second largest source of undergraduate students to the U.S., a fact that is not represented in community college or SMC enrollment of students from that nation.

- **Visited 11 high schools in North India**, in and around the capital New Delhi and made presentations on Santa Monica College. Returned with **433 prospective student leads**.
- The PIO engaged in meetings with Indian university administrators, at **EducationUSA New Delhi** (run by the U.S. Department of State), at the **Federation of Indian Chambers of Commerce and Industry**, and more; the PIO also **interviewed the college’s current agent in India** to determine issues with recruitment and to make recommendations for creating a better pipeline for future SMC recruitment in that country.
- The PIO authored a comprehensive report based on first-hand knowledge, cultural expertise, and research for the use of SMC’s International Education Center: **“Opportunities & Challenges for Recruiting F-1 Students in India”**. This report provided an executive summary of the fact-finding trip, opportunities, challenges and possible short-term solutions. The PIO also made recommendations for marketing and recruitment.
- The PIO assisted the International Education Center by updating the PowerPoint presentation used by agents and SMC personnel to recruit students worldwide.

Board Priority 11. The PIO’s fact-finding trip to a market for international students that has strong potential in the (post COVID-19) near future lays the groundwork and provides strategic/critical input for future revenue generation and increase in F-1 enrollment.

Provided Stories and Media Coverage for SMC Foundation’s Fundraising Efforts. In 2019-20, the PIO actively pitched and coordinated stories—especially as regards the college’s basic needs and food security programs—which received press attention and were subsequently used by the SMC Foundation in soliciting support from donors. The Foundation has used the NBC Today Show (from the year prior)

feature, and a Santa Monica Daily Press story in all eight of their email appeals for donations for The Meal Project, which reached 10,000 recipients each time; over \$1.3 million has been raised thus far.

In addition, the Foundation's homepage (santamoniacollegefoundation.org) prominently features the April 2020 NBC LA feature of SMC's weekly drive-thru pantry, as well as LAist and KPCC's coverage of the same. The "[SMC Cares](#)" webpage on the Foundation's website consolidates and features other media coverage.

Board Priority 1, 6, 7. The PIO's narrative-building activities to highlight and demonstrate basic needs of SMC students—which correlates in a visceral way to leveling inequities—help in decreasing equity gaps, solving barriers related to students' financial resources, and supports fundraising efforts to provide campus resources to help students who are impacted by adverse circumstances that stand in the way of academic success.

Web and Social Media

Web and Social Media. The Web and Social Media Office is part of the collaborative communication hub for Santa Monica College, a series of efforts to present a consistent and cohesive institutional voice for the campus. This includes promoting engaging, fresh, and relevant materials on the college website, social media, and digital marketing channels. The Office works with Marketing, Public Information Office, and Community and Academic Relations to strategize and generate content. This two-person department relies on collaborations as well as the support of student workers to assist in social media content, videos, profiles, and website content efforts.

The Web and Social Media Office is an advocate for accessibility to ensure compliance with federal Section 508 standards. The Web and Social Media Office priorities continue to be driven by user experience, with emphasis on enrollment and student stories. More content has been added on a daily basis through the SMC social media accounts and marketing efforts with the help of about 15 student workers who assist in social media, web content, video editing, photography, and digital marketing.

The Web and Social Media Office correlates mostly with board goals under Educational Advancement and Quality and Community and Government Relationships, particularly in its communication and outreach components. In addition, aligns with Student-Life Goal #6's on-campus student job placement.

Highlights

Website. In the past year, the website saw 2,905,671 users (14 percent increase) and 21,117,157 page views (2 percent increase). About 49 percent of users access the website on a desktop while 51 percent access the website from a mobile device. At any given time, there are about 150 to 500 real-time users on the website. On the current site, the web coordinator worked with the marketing analyst and IT to fine-tune the existing searchable class schedule to make it more marketing-friendly and accessible. This increased efficiency and consolidated platforms.

SMC plans to launch a new website in Summer 2020. The new website will be on a new content management system with fresh designs and curated content. After a basic student-focused redesign of the SMC website in 2016, the office identified a web design agency and web content management system provider to provide a new, user-friendly flexible platform that allows for greater student-focused engagement and easier accessibility compliance.

In partnership with digital agency iFactory, SMC began the redesign process in November 2018. We have completed the Discovery in 2018, and the remaining Information Architecture/User Experience, Content

Strategy, Design, and Development phases in 2019. This work included collaboration with SMC's senior graphic designer to ensure design consistency. The website will migrate from SharePoint to a new website content management system called OmniUpdate, which includes calendar, map, catalog, and directory modules. OmniUpdate also has new digital tools called assets, snippets, and components that enhances the website design and provides templates for editors to use. Currently, we're cleaning up migrated content and training web editors. Our department has provided 35 group trainings so far, in addition to one-on-one and department ones, with 10 more planned for the rest of the year.

This web redesign project specifically aligns with the Santa Monica College Vision for Success Goal #1 to use data, inquiry, and evidence through the first phase of discovery to provide improved services at all levels.

Social Media. SMC received **3rd place for social media marketing with the California Community College Public Relations Organization.** The college's social media presence continues to grow and expand, as efforts are focused primarily on Instagram to engage students and promote classes, programs, and campus events. Statistics at a glance: 67,467 LinkedIn followers (5.9 percent increase), 33,206 Facebook followers (6.9 percent increase), 12,080 Twitter followers (16 percent increase), and 10,580 Instagram followers (43.5 percent increase). Social media collaborations continue with the marketing and graphics team and the CTE marketing committee to promote enrollment, the promise program, and career education programs. Promotions are on Facebook/Instagram, Snapchat, Google, and Spotify.

Aligns with Goal #6 to promote financial literacy events, student efforts, financial aid, Goal #7's campus resources, Goal #11's enrollment promotion, and #18-20 to promote special programs, Emeritus, and facilities. In addition, aligns with Goal #6's on-campus student job placement.

GOVERNMENT RELATIONS

Government Relations has been active in furthering strategies for additional resources, advancing community partnerships, and securing transportation improvements, among other activities.

Santa Monica Community College District Turns Fifty!

This past year we celebrated Santa Monica College's 90th birthday, commemorating the 1929 founding of a junior college program by our local high school. Despite being founded on the eve of the Great Depression, the program flourished, under the governance of the Santa Monica Unified School District (later to become the Santa Monica-Malibu Unified School District).

The 1944 GI Bill dramatically increased college enrollments, and by 1960 there were 56 districts in California offering junior college courses, and 28 of those districts were not high school districts but were junior college districts formed expressly for the governance of those schools.

1960 also saw California's Master Plan for Higher Education and an enhanced role for junior colleges; in 1967 the Governor and the Legislature created the Board of Governors for the Community Colleges to oversee the community colleges and formally established the community college district system, requiring all areas of the state to be included within a community college district. On July 1, 1970, in conformance with this mandate, the Board of Education of the Santa Monica Unified School District established the Santa Monica Community College District, a political entity distinct from SMMUSD.

The degree of local control in this system, a side effect of the origins of many colleges within high school districts, can be seen in that 52 of the 72 districts govern only a few colleges.

This local origin and the deep community roots of Santa Monica College profoundly shaped the institution's culture and offerings, reflective of the growth and transformation of Santa Monica itself. The authority gained by its being operated as a separate community college district has given the college a face to the world, able to call bond elections, affect state legislation, enter into joint powers authorities, and yet remain responsive to local, national, and global needs.

A 90th anniversary for Santa Monica College in 2019-20; a 50th anniversary for Santa Monica Community College District in 2020-21. Pass the cake, please!

Board Priority 16: Ensure a supportive, inclusive, and collegial environment for students and staff.

Student Centered Funding Formula Successfully Extended

In January of 2019, SMC's Office of Government Relations conducted an analysis of the new Student-Centered Funding Formula (SCFF), with a focus on the impact it would have on "held harmless" districts.

The SMC analysis provided useful talking points that have made their way into crucial statewide discussions.

- **Funding uncertainty compromises future initiatives at SMC.**
 - SMC is the premier transfer institution for UC-bound African American students and for UC-bound Hispanic students.
 - SMC provides **three times** the state average of African American students to UC.
 - SMC provides **two times** the state average of Hispanic students to UC.
- **Losses disproportionately fall on many of the high transfer districts.**
 - The districts facing future revenue losses under the SCFF produce nearly half (48 percent) of the state's transfers to UC.
 - Seven of the state's top 14 districts in terms of transfer of African American students to UC face future revenue losses under the SCFF.
 - Nine of the state's top 22 districts in terms of transfer of Hispanic students to UC face future revenue losses under the SCFF.
- **Making "hold harmless" permanent does not affect subsequent years of state budgeting.**

SMC's Office of Government Relations has coordinated multiple presentations throughout this past year regarding the urgency to address future revenue loss for districts due to the short term nature of hold harmless funding. The issue became even more urgent as more districts fell into the hold harmless category. Two-thirds of the state's community college students are in hold harmless districts, according to one analysis.

SMC efforts included meetings with the Chancellor's Office and the Community College League of California executive staff. SMC presented at the Board of Governor's budget meeting and participated from the floor at Student Centered Funding Formula Oversight Committee deliberations. SMC also coordinated messaging with other community college districts here in Southern California and in Northern California. SMC met with legislators, legislative staff, and finance department staff. SMC joined in advocacy coalitions with faculty organizations, regional associations, and other leadership associations as momentum for addressing hold harmless grew throughout the year.

Individual Santa Monica College trustees were key contributors to these efforts.

These efforts proved successful. The adopted state budget for California Community Colleges extends hold harmless for an additional two years, through 2023-24.

This is the third extension of hold harmless. The first adoption was for two years, then three, then four. This adoption makes for six years. Work will continue on making hold harmless funding permanent.

Board Priority 10: Work with allies and legislators to align funding with mission and fiscal health.

Community Partnerships

Replacement Art Complex. This project replaces the existing 70-year old art studios and classrooms facility on the main campus and the ceramic kilns at the Airport Arts campus. The new complex will be located on a 1.65-acre site one block west of the main campus, bounded by Pico Boulevard, 14th Street, and Bay Street. The project is adjacent to both single-family homes and multi-unit residential apartments. SMC staff conducted community and neighbor outreach as part of the project design process. An environmental analysis, required by state law, culminated with a Mitigated Negative Declaration (there are no significant impacts due to the project after mitigation measures are taken). No objections were raised by other agencies or members of the public. The project was approved unanimously by the Board of Trustees. As required by the environmental document, SMC has formed a Bay Street neighbors task force to determine architectural and site design solutions to address neighborhood concerns. Meetings are now underway.

L.A. County Vote Center. Los Angeles County has adopted a new way of voting, using multiple vote centers at which any County resident can vote, replacing precinct centers, which serve residents restricted to a given area. As part of the process to switch from one system to the other, the County held a “Mock Election” last September. Santa Monica College volunteered to be one of the 50 test centers to assist the Registrar with facilities. Our location proved successful, and SMC again provided facilities as a voting center for the March 2020 primary election.

KCRW Partnership. The College Superintendent/President and SMC administrators worked this past year with the KCRW Radio Station Director and members of the KCRW Foundation Board of Directors to define and put into practice a set of joint institutional planning objectives and strategies. The work has been finalized, and covers six areas of focus: service, community engagement, diversity, impact, visibility/brand, and operations and sustainability. The work also establishes an implementation schedule. The partnership will be announced to coincide with the start of the Fall 2020 semester.

City of Santa Monica and Memorial Park Expansion. In March of 2020, representatives of Santa Monica College, including both administration and Kinesiology and Physical Education department faculty, completed an agreement on a joint use and fiscal agreement for sports fields at the City of Santa Monica’s Memorial Park. The project is included in SMC’s Measure V list of facility projects. However, due to the economic impact of COVID-19 on the City of Santa Monica, the City has postponed the project and the agreement is on hold.

Main Campus Outdoor Amphitheater. Design concepts developed by Gehry Partners for this main campus project, intended to accommodate SMC instructional use and to serve as a performance venue, have been completed and presented to the Board of Trustees. Future steps are to develop a sequencing schedule into SMC’s Facilities Master Plan, taking into consideration available resources. Relationships

with Shakespeare Center Los Angeles, a local nonprofit that provides educational programs for youth and students who attend Title One schools and for chronically unemployed veterans, and a potential summer user of the facility, continue and are ongoing.

Board Priority 17: Maintain good partnerships across systems. Board Priority 20: Continue to serve the community with stellar facilities and programs. Board Priority 14: Update the Facilities Master Plan. Secure funding to maintain progress on all SMC security, technology infrastructure, and facilities construction projects.

Transportation Initiatives

Big Blue Bus Contract Renewal. The District will realize savings of \$1,988,617 during the three years of this new contract compared to a simple extension of the current contract.

Board Priority 11: Continue efforts in cost control and enrollment management. Board Priority 15: Continue as a model of sustainability for all areas of the college.

SANTA MONICA COLLEGE FOUNDATION

Organizational Improvements. The Foundation has a thoughtful team of professionals to better serve and fulfill the goals, objectives, and mission of the institution. SMC Foundation manages 279 scholarship accounts and 185 program funds, including 32 endowed program funds and 147 annual program funds. SMCF implemented a new financial database system at the end of fiscal year 2019-20. The conversion was one of the Foundation's major priorities for this year. After reviewing the workflow of the finance team and the cost of the current financial database (Financial Edge from BlackBaud), we came to the conclusion that Financial Edge was no longer compatible with the Foundation's goals. The move to QuickBooks Online will reduce the Foundation's annual operating costs; the money saved will be re-invested to support other programs. SMCF continues to provide bi-annual statements to program fund account holders in an effort to demonstrate strong stewardship and professionalism, while maintaining transparency and service with the Superintendent/President's office and all senior staff with a direct correlation to said programs.

Board Priority: Fiscal and Facilities 15; Board Goals & Priority: Community and Government Relationships 16

Revenue. 2019-20 was a banner year. SMCF raised \$2,793,953, marking a 21 percent increase over the previous fiscal year (\$2,313,293), and doubling the growth over FY 2018 (\$1,219,222). In January 2020, we hit our projected goal, raising \$1,715,978 in Q3 and Q4 to end the year. Additionally, we recorded \$600,000 in planned estate gift pledges. Leveraging several strategies including a peer-to-peer online platform, Google ads, an expansive holiday mailing, and tripling the email list, SMCF increased its overall donor base 35 percent over last year's growth.

Board Priority: Fiscal and Facilities 8, 11, 15

Student Scholarships. \$712,403 was distributed to 509 individual students in 2019-20. Scholarships ranged in size from \$250 to \$30,000. Due to COVID-19, we pivoted from our traditional annual celebration, the Scholarship Awards Ceremony, and developed a thoughtful way to acknowledge the students. As such, each scholarship recipient received a package mailed to their verified address that contained a personalized certificate signed by Dr. Jeffery for each award received, a keepsake scholarship program, and their scholarship check(s).

Board Priority: Educational Advancement, Quality and Equity 1; Board Goals & Priority: Student Life 6, 7

New Annual Scholarships and Endowed Scholarship Growth. We successfully stewarded increased giving of existing donors, who raised their award amounts in several scholarships. Twenty-one new scholarships

were added to the roster of awards, including 11 endowed gifts. These include the George Perry Floyd, Jr. Scholarship for Racial and Social Justice; the Alpha Gamma Sigma Honor Society: Iris A. Miano Award; the Professor Miguel A. Aparicio Scholarship; the Benson/Bonin Samohi Scholarship for Incoming Freshmen; the Latino Center, Honoring Cesar Chavez Scholarship; the Janine and Paul Anniversary Scholarship; the Edward Lawler Endowed Scholarship; the Charles and Dorothy Grabowski Scholarship; the Hollywood Foreign Press Association Endowed Scholarship for Film Students; the Santa Monica Bay Woman's Club Scholarship; the Dr. Ali Zakeri Memorial Scholarship in Mathematics; the Virginia Dailey-Wilson Scholarship; the Easton Family Scholarship; the Extended Opportunity Programs and Services Scholarship; the Freya and Mark Ivener Theater Arts Scholarship; the Samuel Kolko Memorial Scholarship; the Lu Family Accounting Scholarship; the David Sliff Memorial Fund; the Student Affairs Scholarship; the Sustainable Innovation Foundation STEM Scholarships; and the Judy S. White Scholarship.

Board Priority: Educational Advancement, Quality and Equity 1; Board Goals & Priority: Student Life: 6, 7

Fundraisers Scheduled (then canceled). The annual SMC Foundation President's Circle Reception at the home of Board Member Dr. Ava Shamban was scheduled for April 29. This annual event is an opportunity for the Foundation to thank its high-yielding donors with presentations by students. SMCF Board Members assembled a team of Santa Monica-based physicians to present a women's health salon, entitled "Debunking the Myths" with Dr. Jennifer Linehan (Urology), Dr. Emily Sikking (Obstetrics & Gynecology), Dr. Adriana Schmidt (Dermatology), Dr. Nicole Michelle Weinberg (Internal Medicine), and Dr. Sherry Yafai (Emergency Medicine), moderated by SMCF Board Member and SMC Alum Dr. Tiffany Grunwald. The May 16 event was to take place at the home of SMCF Board Member/SMC Alum Mark and Lani Verge and included SMC's Eve Adler, Susan Fila, and an SMC nursing student.

Board Priority: Educational Advancement, Quality and Equity 4

Strategic Partnerships. One hundred care-packages with an abundance of college-ready treats, a fleece blanket, school supplies, toiletries, and a handwritten note of encouragement were prepared at SMC by a busload of 30 junior employees from WME talent agency. The volunteerism was part of an annual community-service experience brokered by SMCF. The packages were sent to first semester transfer students who graduated from SMC's Adelante, Black Collegians, and Guardian Scholars programs in June 2019 to remind them that SMC Cares about their continued journey. The alumni cultivation project was sponsored by NPO Big Sunday.

Los Angeles County Medical Association (LACMA) and SMC Foundation established a working relationship whereby the collective addressed potential opportunities and gaps in supporting students' visions and desires to explore the medical field. Several planning meetings with Black Collegians, the Latino Center, and EOPS produced an outline for mentoring opportunities through experiential gatherings (casual lunch meetings) was on calendar for Fall 2020. However, with COVID-19, we are unable to pursue in person meetings. LACMA also supported SMCF's *Feed Their Dreams* campaign. SMC has provided campus access for LACMA to set up distribution dates for local physicians to pick up personal protective equipment.

Board Priority: Educational Advancement, Quality and Equity 4; Student Life: 6, 7

Housing Insecurity. SMCF assembled a group of housing leaders to explore potential solutions to student housing insecurity. Representatives from NPOs include Community Corporation of Santa Monica, Ready to Succeed, SoLa Impact, Stepping Forward L.A., Safe Place for Youth, and members of SMC's EOPS and Health & Wellbeing departments. Meetings have occurred on a bi-monthly basis to review current legislation, ideate on solutions, and share best practices.

One of the newest collaborators is Los Angeles Room & Board (LARB). LARB is launching its first housing facility, called *The Opportunity House*, in Westwood, CA. The 11,000 sq. ft. home is located across the street from UCLA. The proprietors of the former sorority house have entered into a five-year licensing agreement. LARB is converting the space into a 50-bed home for very-low-income college students, with priority enrollment designated to serve current and former foster youth students attending college at a highly reduced rate. For the inaugural year, LARB's goal is to launch the program with 35 students, ramping up to full capacity by Spring 2021. SMCF is in the process of entering into a *memorandum of understanding* that will affirm up to twelve (12) slots for SMC Guardian Scholars.

Board Priority: Educational Advancement, Quality and Equity 1; Student Life: 6, 7

Supporting City of Santa Monica & SMMUSD. There are four distinct ways in which SMCF supports our district and cities. Since its inception, SMCF continues to support our SMMUSD community by providing scholarships to all students who complete the Young Collegians program. Second, SMCF continues to serve as partner to the City of Santa Monica by sharing resources and best practices in establishing community-wide food pantries at Virginia Avenue Park. Third, SMCF management is serving as a resource, providing guidance and support to the City in its efforts to design an effective advancement platform. Finally, SMCF continues to serve as the fundraising facilitator, supporting the joint efforts for the highly anticipated Early Childhood Lab School, a partnership between the City of Santa Monica and Growing Place.

Board Goals & Priority: Community and Government Relationships 20

Emeritus Program. The advancement team works closely with the Emeritus program on their annual appeals, fundraising initiatives, donor relations, and estate planning, to ensure an ongoing stream of philanthropy and stewardship. This year, the SMCF team worked closely with the Emeritus program associate dean to ensure students who required extra assistance with food security were supported through a customized, fully funded Meal Project program.

Board Priority: Community and Government Relationships 16, 19

Year-End Appeals. The *Feed Their Dreams Campaign* raised the profile on basic needs, with a visual voice that compelled generous contributions, with a 51 percent increase in new donors to the Foundation. The student-photographed campaign, guided by Photography/Fashion Department Chair Josh Sanseri, received the *Community College Public Relations Organization's* highest award for marketing advertising in its category. These efforts served as the springboard that launched *Meal Project*. Collectively, these campaigns have raised \$1,350,000 for basic needs. Further, the campaigns attracted invitations to local, state, and nationwide forums to present the subject matter including the California Higher Education for Basic Needs Alliance Summit in February 2020 and the Hope Center for College, Community, and Justice at Temple University COVID-19 response in April 2020.

Board Priority: Educational Advancement, Quality and Equity: 1; Fiscal and Facilities: 11, 15; Student Life: 6, 7

Commerce & Creativity. SMCF partnered with the social enterprise **Everytable** to make healthy, affordable meals accessible to students on the CMD campus, which did not have food service available or nearby. In lieu of paying rent, SMCF structured the partnership as such that Everytable will donate 300-500 meals per week to SMC's new centralized food pantry, the Bodega, which students struggling with food security can access free of cost. In February, **Santa Monica College** celebrated the grand opening of the first-ever **Everytable SmartFridge Lounge** at the **Center for Media and Design** campus. IxD students were among those who inspired the final lounge design and inviting climate. During the first four weeks,

over 2,000 meals were distributed. The program faced an unexpected freeze due to the campus closure from COVID-19.

Board Priority: Educational Advancement, Quality and Equity 1; Board Goals & Priority: Student Life: 6, 7

Remote Food Security. In response to COVID-19 forcing the closure of all SMC campuses, and moving to a remote learning modality, SMCF launched **Meal Project**. The program responded to the critical need of serving students, including Emeritus students, facing challenges with basic needs, specifically food insecurity. Simultaneously fundraising and building the program, SMCF responded immediately to the needs of students launching the program March 21, 2020 by providing seven fresh, nutritious meals each week delivered to their home free of charge. The program serves on average 600 students per week. To date, 13,000 students are the beneficiaries of Meal Project, with 95,000 meals served, running consecutively for the past 20 weeks. Corporations, private foundations, individuals, student clubs, faculty, and department teams (including Art and Photography/Fashion), comprise the Meal Project donors. In June, KCRW joined the efforts, promoting Meal Project through a series of on-air commercials, tailored at driving donors to give. The radio marketing added revenue, new donors, good will, and invaluable visibility to the cause.

Board Priority: Educational Advancement, Quality and Equity 1; Board Goals & Priority: Student Life: 6, 7

On-Site Food Security. For 17 weeks, SMCF has led the efforts to serve students with a critical replacement option, in the absence of SMC's traditional food pantry program. Each week, a team of 30 outstanding volunteers assembles and executes the drive-thru food pantry. Since its inception, over 5,000 students have queued up to receive shelf-stable groceries, fresh produce, and other staple items such as toilet paper, laundry detergent, baby food, and personal hygiene items. Building on existing relationships with Everytable and Westside Food Bank, SMCF has brokered partnerships with Vicente Foods, Sunrise Produce, the Butter End Cakery, Food Cycle, Suja Juice, Sysco Foods, and more vendors who provide items each week for SMC students. A robust team of 120 SMC employees in total have volunteered their time to ensure service to students including classified staff, faculty, administrators, and SMCF members.

Board Priority: Educational Advancement, Quality and Equity; Board Goals & Priority: Student Life: 6, 7

6th Annual New Employee Welcome Reception. Together with SMCF, Wurstküche Restaurant sponsored the sixth annual new employee welcome reception. New this year, the Foundation expanded the guest list to include all new hires including classified staff, faculty, and administrators to the guest list. Over 60 guests including faculty senate, academic, and CSEA leadership, senior staff, Board of Trustee members, and Foundation Board Members welcomed the new employees.

Summer Sharing. Sunrise Produce™ is one of SMCF's food pantry partners. Thanks to a USDA grant, the produce distributor provides 1,000 free individually packaged, fresh produce boxes (15 pounds each). Every SMC student who visits the drive-through pantry is guaranteed to receive a box, as do SMC, KCRW, and Broad Stage employees who reserve online in advance, while supplies last. Further, several Santa Monica-based nonprofits including the Boys and Girls Club, the Salvation Army, The People Concern, YMCA, St. Joseph's Center, CLARE Matrix, and several other neighborhood supporters receive an allotment of boxes for their families who need a little assistance. The weekly distribution first started in May and continues through August.

Board Priority: Community and Government Relationships 16, 17, 20.

Monthly Advancement Reports. SMCF provides a comprehensive report on the activity received for the prior month to senior administration and the Board of Trustees. The report is intended to illuminate the

ongoing effort to raise funds to support student scholarships for incoming, continuing, and transfer students and to provide an awareness of donors contributing to the health and wealth of the SMC Foundation.

Board Goals & Priority: Fiscal and Facilities 8, 15

THE BROAD STAGE

Access, Advancement, and Equity. In his first year as Artistic and Executive Director, Rob Bailis has transformed the vision and values of The Broad Stage, building on its alignment with Santa Monica College’s commitment to access and social mobility; and educational advancement, quality, and equity. He articulates an essential part of this vision in his letter to audiences, published in The Broad Stage program notes for the 2020-21 season:

“We have the great privilege of introducing to you an astonishing group of performing artists, assembled to inspire, disrupt, uplift and engage us as we urge each other along toward deeper understanding, new visions of the world we inhabit, glimpses of worlds as yet unseen and a greater empathy for one another.”

At this important moment in time, and in the context of the worldwide demand for racial justice and cultural equity, expressed through the Black Lives Matter movement, The Broad Stage has issued a new organizational position articulating that “art and artists are essential to creating a more just world, where bias and prejudice are tragedies of the past. It is The Broad Stage’s commitment to amplify the stories, perspectives, reflections and protests of the unheard, the oppressed and the silenced as they help move our nation toward an equitable and inclusive society.”

The position also includes important reference of The Broad Stage’s association/relationship with Santa Monica College, described as “one of the most progressive, diverse, and accessible educational institutions in the country.” The Broad Stage takes direct inspiration from its environment by seeking to represent, engage, and learn from the full spectrum of our community.

This position builds upon a formal Equity, Diversity & Inclusion (EDI) Statement, Policy and Plan, developed by Broad Stage staff and approved by their Board of Directors last June. Part of The Broad Stage’s immediate action plan is for their Board to define the steps they will take to fulfill this plan.

The Broad Stage has been known since its founding for its breadth of programming, its intimacy, and for embracing the responsibility of the arts to: educate, inspire, gather and unite; strengthen individuals and community; and foster diversity and inclusion. In the past year, and under new leadership, The Broad Stage now further envisions its role in the region as a conscious connector, cultural catalyst, and bold curator.

By showcasing international, national, and local artists with diverse voices and perspectives, The Broad Stage is uniquely positioned as a conscious connector on the Westside – indeed, in greater Los Angeles.

The Broad Stage envisions that the performing arts is a means to explore an equitable society, where artists drive conversations about cultural inclusion, and social, racial, economic, and environmental justice. By working with artists to commission world premiere productions, and offering opportunities for residencies over time, The Broad Stage plays a role in the development and creation of important cultural works, along with its role as presenter and curator.

Public Presentations. The 2019-20 Season, which ran from September 8, 2019 through mid-March, prior to suspension, consisted of 50 performances of 35 distinct productions featuring theatrical works, contemporary dance and cirque, classical music, world music, and jazz & blues. Popular arts & lectures, featuring The Moth and Red Hen Press, and the beloved Nat Geo Live! presentations, rounded out the offerings. Attendance totaled 18,625. Eighteen performances of 14 distinct productions were suspended from March 14–May 16, 2020.

A central production of the season, the choreographed, theatrical work *Home* by Santa Monica native Geoff Sobelle, was onstage for six performances in March, all of which were nearly sold to capacity. *LA Times* theater critic Charles McNulty described it as “a mercurial meditation on the physical spaces that contain our lives...a magic poof of scenic theater.” Other works of theater this season included *17 Border Crossings* by Thaddeus Phillips, an examination of the arbitrariness of national boundaries; *Our Country* by Becca Wolf and Annie Saunders, an autobiographical exploration of siblinghood, inspired by Sophocles’ *Antigone* and American frontier lore; the return of Impro Theatre’s *Jane Austen Unscripted*.

Earlier in November, legendary performer Rita Moreno performed to a sold-out audience for one evening of favorites from the American Songbook, Broadway classics and a collection of stories from her remarkable career. Following the performance, she greeted donors at a private reception in the lobby, where many lifetime fans had their photos taken with the star.

The Broad Stage continued its offerings of Jazz & Blues throughout the Season on the mainstage with performances by the Joey Alexander Trio, Catherine Russell, and audience favorite The Stanley Clarke Band. For the second year, The Broad Stage also continued its smaller-scale, Friday evening jazz performances at the Edye, *Blackbox*, based on the success of last year. Performers featured Parlor Social, Brenna Whitaker and Joshua White.

Contemporary dance and cirque performances also continued to draw nearly sold-out audiences, with companies including Invertigo Dance Theatre, Les Ballet Jazz de Montreal, and Gravity & Other Myths.

Formula & Fairy Tales, choreographed by Invertigo Dance Theatre artistic director Laura Karlin, premiered at The Broad Stage, opening the season in September. The piece wove together the tragic life story of British computer scientist Alan Turing with the tale of *Snow White and the Seven Dwarves*, set to an original score by Toby Karlin, Laura’s brother. *LA Times* dance critic Laura Bleiberg hailed it as a “breakthrough show” for Invertigo.

Classical music remained an integral part of seasonal offerings both on the mainstage and in the Edye, with the continuation of *Beethoven, Bagels and Banter*, hosted by Robert Davidovici. Mainstage performances featured Academy of St. Martin in the Fields Chamber Ensemble, Colburn Orchestra with Peter Oundjian, and Rodolfo Leone.

The 12th season also featured the return of the outstanding documentary and multimedia series about the environment and natural world National Geographic Live!, and storytelling and lectures by Red Hen Press and The Moth. World music performances included the return of David Broza & Friends, and the debut of ukulele phenomenon Jake Shimabukuro. Sold out Family Performances, held on Saturday mornings, featured performances by Halau Hula Keali’i Nalani & The Daniel Ho Trio and Viver Brasil.

Integral to The Broad Stage mission and programs are Education & Community outreach activities, which include offerings for students and educators in the Santa Monica-Malibu Unified School District, SMC

students, and local families. Programs this past year included the continuation of student matinees, the ongoing development of standards-based study guides, professional development workshops for educators, and master classes for SMC students led by mainstage artists. This past year The Broad Stage also continued its Family Circle program, which offers low-cost membership and access to tickets to thirty local families who face economic barriers to participation.

Education and Community Programs. The Broad Stage also continued its Broad Fest on Labor Day Weekend, a free outdoor community day of pop-up performances, local food vendors and family & educational activities. Based on the success of Broad Fest over the past several years, and in line with the organization’s goal to continually create access points for families and audiences, The Broad Stage offered *POP* (Party on the Plaza), a new series of admission-free, post-performance events on Saturday afternoons for families, open to both ticket holders and non-ticketholders, and held on the performing arts plaza of the Santa Monica College campus outside of the theater. Four events were held throughout the season, following matinee performances by Gravity & Other Myths, Hawaiian O’Hana, Viver Brasil, and of *HOME* by Geoff Sobelle.

Rentals. The rental program at the Performing Arts Center (PAC) started the fiscal year with a multi-week theatrical production of *CS Lewis: The Most Reluctant Convert* in the Broad Stage and remained busy until the campus closed in mid-March. The PAC continued to support local technology, media, and arts businesses by hosting film festivals, multimedia conferences, prominent local dance companies including the Los Angeles Ballet, as well as high-profile fundraisers for P.A.T.H., Stand Up to Cancer, and more.

The PAC remains geographically and functionally positioned to partner with local government organizations and businesses. The Santa Monica Fire Department hosts their annual cadet graduation in the East Wing Music Hall and the Mid-City Neighbors host their annual meeting in the Edye Second Space every year.

The Emeritus Concert Band performs on the Broad Stage three times per year and is supported by the professional technical staff of the PAC. The Emeritus Acting Troupe presents a series of scenes in the Edye twice each year, also supported by the PAC technical crew.

Other highlights from 2019-20 were:

- BAFTA Student Film Awards
- Patagonia Film Festival
- *Voice for the Animals* star-studded fundraiser
- Odyssey Theatre Company’s 50th Anniversary Gala
- Location Managers’ Guild Awards
- The History Makers *An Evening with Debra Lee*
- LA Theatre Works Fundraiser
- Activision “All-Hands” Meeting
- Women’s Wear Daily Digital Forum
- Streamy Premiere Awards

As a result of the global COVID-19 pandemic, all confirmed rental events had to cancel their Spring bookings including the annual Social Media Week LA, Westside Ballet’s Spring showcase, a TV project for a major streaming platform, annual fundraising galas, as well as several local music and dance performances. Over \$100,000 received in rental deposits for the Spring of 2020 are now recognized as

deferred revenue for FY 2021 and \$176,000 in anticipated revenue from Madison Project will not be earned due to the cancellation of the end of their season including over \$100,000 for a co-production with the Los Angeles Opera.

KCRW

KCRW is driven by human inspiration and connection with the communities we serve. A service of Santa Monica College and a leading National Public Radio affiliate, KCRW's goals are twofold: to inform and inspire the millions of people who turn to KCRW for its eclectic mix of local and national news, music, public affairs, and cultural programming; and to make this programming available on whatever platform they seek to receive it.

KCRW supports the Institutional Learning Outcomes of Santa Monica College. The programming that is produced at KCRW creates lifelong learning and provides knowledge in a highly accessible format. This information allows listeners to evaluate and interpret ideas critically and gives the community the tools to communicate this knowledge and information effectively in order to solve problems. KCRW's programming reflects the diverse voices of Los Angeles and the community and allows listeners to demonstrate a level of engagement in their world.

KCRW's commitment to these goals has made the station a cultural touchstone for generations of listeners across Southern California, the U.S., and around the world. KCRW's award-winning news, music, and cultural programming inspires a greater understanding of the people and traditions around us. KCRW's trusted reporting and cultural journalism are driven by curiosity, anchored in great storytelling, and aimed at fostering civic and cultural dialogue.

The 2019-20 year proved to bring tremendous successes while navigating unforeseen challenges due to the COVID-19 pandemic. Highlights include:

New Programming Initiatives in 2019-20

Life Examined. KCRW's new show is a direct response to the spiritual effect of the COVID-19 crisis. The series features conversations with philosophical and religious leaders to understand multiple avenues through which we deal with grief, loss, and stress during these challenging times.

Welcome to LA, Season 2. In late May, KCRW launched the second season of David Weinberg's evocative and artistic portrait of Los Angeles. This award-winning podcast explores how it feels to live in Los Angeles through the experiences of both transplants and natives. *Welcome to LA* embraces the quirks of the City of Angels and the unique individuals that make our city unlike any other. It's received critical acclaim from Vulture.com.

Bodies, Season 2. KCRW's award-winning podcast on women's health and wellness debuted its second season in early March. Dealing with a wide range of topics from sex, to relationships, to using cannabis to cope with chronic illness, and more, each episode of *Bodies* is framed as an exploration into how society has shaped the world of women's health. *Bodies* has created a community around women's health for discussion and help.

Samaritans. KCRW housing reporter, Anna Scott, continues her deep dive into LA's housing crisis with this four-part documentary series following one neighborhood's attempt to house a woman living unhoused

on their street corner. Anna explores the bureaucratic response to homelessness while humanizing our unhoused population. With over 170,000 downloads it has been featured on NPR's national broadcast of *All Things Considered*.

Living While Black. On Monday, June 1, KCRW partnered with KQED (San Francisco) on a live, one-hour special California Report co-hosted by KCRW's Aaron Byrd and KQED's Brian Watt. *Living While Black* featured call-ins and social media comments from listeners across California as well as historians and other expert observers as we discuss how this moment is impacting Black Californians—and where we go from here.

Live Events. Even though the COVID-19 pandemic has disrupted our regular live event programming, 2019-20 was an exciting time for events for KCRW. KCRW launched the KCRW @ Home event series with live recordings of shows such as *Greater LA*, *Bookworm*, *Press Play*, and weekly *Morning Becomes Eclectic* live music sessions from our Annenberg Performance Studio at the KCRW Headquarters on the CMD Campus of Santa Monica College. We also held our annual Summer Nights and World Festival Summer music festivals during the Summer of 2019. While COVID-19 has made us rethink our 2020 event offerings, that hasn't slowed our work in this area as we have pivoted to hosting online events and conversations—frequently tailored to the topics that are immediately facing our society.

KCRW x CAAM. KCRW and the California African American Museum (CAAM) have teamed up to co-commission *Feet Prayer*, from DJ, artist, activist and scholar Lynnée Denise. The piece is a deep dive into Tina Turner's Tennessee roots, with curated archival images, interviews, and music. KCRW's Novena Carmel interviewed Denise about what Tina Turner's career has taught us about the myth of the music genre as well.

KCRW Intern Program. We continue to expose students to KCRW and KCRW to excellent students. Each year KCRW has two classes of Santa Monica College students (20 students) who work in all areas of KCRW—from marketing to membership to sales to programming and studio engineering.

Report LA Fellowship. This year, KCRW launched its newest educational opportunity, the Report LA Fellowship. The fellowship was created to address a lack of diverse voices and points of view in public media by employing and training new, diverse voices who can launch their media careers from KCRW. The fellowship will last more than one year and include deep training and mentoring. Diversifying public radio and KCRW's workforce is essential to building a system that embodies the diversity of the population that we serve through our reporting, ensuring that KCRW, and public radio as a whole, stays a relevant public service.

KCRW's Radio Race. KCRW expanded field-building and professional development opportunities for media producers, including Independent Producer Project workshops and the 6th Annual 24-Hour Radio Race, engaging 250 teams from eight countries and over 30 U.S. states.

Awards. KCRW has received 32 nominations from The LA Press Club for our work in 2019. Nominations include the categories for Best News, Documentary and Host.

Challenges in 2019-20: COVID-19 and Cultural Movement After George Floyd's Death

Due to the COVID-19 pandemic, in March of 2020, KCRW found itself in the position of transforming its operations to move over 90 percent of its staff off-site, creating a nearly fully remote broadcast operation. KCRW adopted a two week on/two week off schedule for teams essential to broadcast operations and

engineering on-site at KCRW HQ on the CMD Campus. This ensures a quarantined staff every two weeks for the pandemic.

In its new configuration, KCRW programming did not skip a beat and has responded to the experience and needs of our audience and communities we serve. Programming has covered everything from public health updates about the pandemic, the wider ranging impact of this time of crisis, and programming centered on the cultural movement in response to the Black Lives Matter movement.

Highlights of this work included:

- Daily Coronavirus Features on-air during *Morning Edition* and online (for example, a daily COVID-19 update from KCRW's Dr. Michael Wilkes)
- Long-form Shows (for example, "Life Imagined," a new faith, philosophy and spirituality show)
- Special Shows (for example, KCRW partnered with KQED in San Francisco to produce a special call-in show called *Living While Black*, addressing the moment in time immediately after George Floyd's death, the Black Lives Matter protests, and violence that erupted in early June.)
- Music Specials (for example, an entire Ladysmith Black Mambazo concert presented online and on air, in partnership with UCLA Center for the Art of Performance, as a social viewing event, and which was a great success)
- Virtual Events (for example, our DJs presented a behind the scenes event via Zoom to members sharing the songs and albums that are keeping them going in quarantine in an event called "This Album Saved My Quarantine")

Board Priority 22: Lead the work of partnering across systems (cities/school district/government/community/education). Strengthen community and government relationships and partnerships in fulfillment of SMC's vision and mission.

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CONCLUSION

While 2019-20 brought unprecedented challenges, and the road ahead is fraught with uncertainties in an increasingly complex world, the preceding pages and the incredible commitment to equity and student success they demonstrate speaks to how Santa Monica College remains poised to retain its place of distinction among community colleges both in the state and beyond. The times to come will require fortitude, resilience, and innovation: all qualities that abound within the SMC community.

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