



Date: September 5th, 2023

To: Dr. Keith Flamer, Team Chair  
Dr. David Wain Coon, Vice Chair  
Kevin Bontenbal, ACCJC Staff Liaison

From: Dr. Kathryn Jeffery, President, Santa Monica College

CC: Dr. Dione Carter Hodges, Accreditation Liaison Officer

Re: College Update on Core Inquiries

Santa Monica College is looking forward to the upcoming Focused Site Visit. In order to facilitate the team's review process, please see below pertinent college developments pertaining to the core inquiries, in addition to evidence the team may find helpful in advance of the visit.

**Core Inquiry 1:**

The team seeks to learn how the institution regularly assesses learning outcomes for its instructional programs and how the results of this assessment are used to improve student learning and achievement in all its delivery modes and at all locations.

**Standards or Policies:**

II.A.3 and II.A.16

**Briefly describe any institutional improvements, strengthening of processes, documented outcomes, discussions or reflections which have occurred pertaining to Core Inquiry 1.**

Santa Monica College meets the standards. In response to Core Inquiry 1, a cross-functional team of faculty from key Academic Senate committees, working with Academic Affairs partners, reflected, discussed, and gathered evidence. The assembled team included the following personnel: Academic Senate President, Curriculum Committee Chair, Program Review Committee Chair, ISER Editor, Interim Vice President of Academic Affairs, Dean, Academic Affairs, Dean, Institutional Research, and Dean, Education Enterprise.

Through an exhaustive review of evidence gathered for SMC's ISER and of additional survey results from academic departments, the team added depth and breadth to the conclusion that SMC meets standards II.A.3 and II.A.16 and will continue building on our effective practices.

Currently, most SMC programs directly assess PLO success rates by analyzing mastery rates of course-level student learning outcomes (SLOs) for program completers. This method of



learning assessment and program improvement aligns with practices documented by the statewide Academic Senate as a common and effective practice for PLO assessment (CI\_Evidence\_1\_ASCC\_COR). SMC academic departments widely and consistently employ this method of assessment (CI\_Evidence\_2\_Survey).

In addition, several SMC academic programs directly assess PLO mastery rates through evaluation of student works, for example, in portfolios, projects in capstone courses, essays, and student presentations. The Architecture program, for example, engages faculty and industry advisory partners in group assessments of student murals to gauge PLO mastery rates and develop program improvement plans (CI\_Evidence\_3\_ARC-IARC\_AdvisoryBoard). Recently, as a result of partnering with industry advisors in assessments of student outcomes, the Architecture program faculty developed a program improvement around inclusive, diverse curriculum and course design. Specifically, the faculty agreed to update course outlines of record to reflect racial diversity, to assign socially relevant and culturally relevant projects, and to participate in SMC's extensive faculty professional development program, Equitizing Gateway Courses. The updated course outlines and a revised program learning outcome will be submitted to the Curriculum Committee this year.

The Business and Early Childhood Education (ECE) departments have demonstrated *indirect* PLO assessment approaches, which supplement the SLO-inferred or other direct approaches to PLO assessment cited above. Working with Institutional Research, the Accounting and ECE programs deploy survey questions aimed at evaluating program-completing students' perceptions of their knowledge, skills, and confidence in applying their learning in the workplace. As a result of reflecting on the PLO survey results, the ECE department acted to improve their program by revising their Program Learning Outcomes. The revised set of PLOs, included here as evidence, is the first step in the ECE program's most recent cycle of continuous improvement. Those revised PLOs will become part of the ECE program's next student completer survey (CI\_Evidence\_4\_ECE\_Grad\_Survey and CI\_Evidence\_5\_ECE\_PLOREV).

**Evidence: Provide the list of evidentiary documents which will assist the team to better understand college processes, outcomes, and activities pertaining to Core Inquiry 1.**  
(documents should be separate pdf files on submitted flash drive)

1. CI\_Evidence\_1\_ASCC\_COR.pdf
2. CI\_Evidence\_2\_Survey.pdf
3. CI\_Evidence\_3\_ARC-IARC\_AdvisoryBoard\_2023-01-25.pdf



4. CI\_Evidence\_4\_ECE\_Grad\_Survey.pdf
5. CI\_Evidence\_5\_ECE\_PLOREV.pdf
6. CI\_Evidence\_6\_PLO/SLO\_Coord.pdf
7. CI\_Evidence\_7\_EPICenter.pdf

**Context/additional information (if applicable): Please feel free to provide any additional relevant information that provides context for the college's work. (300 words max.)**

Santa Monica College is dedicated to improving upon its current program learning outcome assessment practices through collaboration, revised processes, professional development, and dedicated support functions. This multi-faceted approach reflects our commitment to continuous improvement and the fulfillment of our educational mission.

Building on the success of the completer survey employed by the Business and Early Childhood Education programs, Academic Affairs and Institutional Research will work with department chairs and discipline faculty to implement a graduate survey for all programs. Institutional Research will maintain and share the summary and trend data to help each department prepare for its six-year comprehensive program review (CPR). Moreover, the new CPR template will be further refined to explicitly prompt departments to document their PLO findings, their interpretation of those findings, including area(s) needing improvement, and a plan to address or improve PLOs for program graduates.

In addition, a PLO/SLO coordinator reporting to the Dean of Academic Affairs overseeing instructional services will be hired to facilitate departmental assessment and discussion of the survey results and program improvements suggested by those findings. The PLO/SLO coordinator will serve as a member of the Curriculum Committee's Technical Review team to ensure that each department revising a program is proactively supported in their PLO assessment and improvement discussions. The PLO/SLO coordinator will also serve on the Program Review Committee and, as needed, will attend academic department meetings to facilitate discussion among discipline faculty (CI\_Evidence\_6\_PLO/SLO\_Coord).

To broadly support faculty participants in PLO analysis and revision, the College will strengthen professional learning opportunities for faculty related to SLOs and PLOs, specifically by leveraging our rebooted center for professional development, the Equity Minded Professional Innovation Center, or EpiCenter (CI\_Evidence\_7\_EPICenter).

THE COURSE OUTLINE OF RECORD:  
A CURRICULUM REFERENCE GUIDE REVISITED

ADOPTED SPRING 2017

The final and equally critical tools are references relevant to the subject matter being taught. From a planning perspective, the faculty should acquire these resources first and then examine the most effective and reliable methods to promote learning within the intended learning environments available for the delivery of this subject. For example, planning for allied health courses must take into consideration equipment needs and safety concerns to promote effective learning as well as the pedagogy of the discipline. The dean or CIO overseeing a particular department may have the information needed for these types of resources.

With resources at hand, the faculty author can begin to consider creating the various elements of the course outline of record.

### **Outcomes, Accreditation, and the Course Outline**

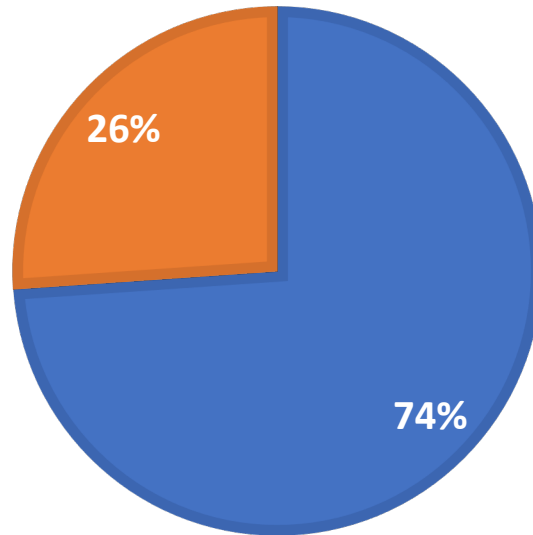
For California's community colleges, several accreditation standards regarding student learning outcomes touch on the COR. Standard II.A.3 states, "The institution has officially approved and current course outlines that include student learning outcomes." This statement has been interpreted in different ways, with some colleges choosing to include SLOs as addenda to their CORs housed within their course outline management systems, while others include the SLOs in the COR itself. While a definitive interpretation has not been established, colleges should continue to work with their accrediting agency to ensure compliance. Additionally, Standard I.C. Institutional Integrity lists many areas in which colleges must ensure that accurate information is provided for students, including learning outcomes and educational programs. Colleges would be wise to maintain accurate CORs to fulfill the spirit of this standard.

SLOs can act as a central component in the development of many elements of both credit and noncredit courses. Per the accreditation standards, assessment data collected by faculty on outcomes, along with other information, must be reviewed and used to create action plans intended to improve teaching practices and student success at the course and program level. Many colleges use a data mapping process that links course student learning outcomes (CSLOs) found on the COR to program student learning outcomes (PSLOs) in order that the data collected at the CSLO level provides data for PSLO assessment. Given the importance of these links between the CSLOs and the PSLOs, faculty should begin course development and review of objectives and other elements of the COR with an analysis of how the CSLOs support student attainment of the PSLOs for those programs that include the course being reviewed. This practice ensures that students taking the courses and performing the SLOs of those courses will also be able to perform the PSLOs for their programs.

A similar situation exists for institutional student learning outcomes (ISLOs) and general education learning outcomes (GELOs). All course learning outcomes should align with either the ISLOs of the college or the GELOs for students enrolled in programs that include a GE component. ACCJC Standard II.A.12 states, "The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level." Similar mappings between CSLOs and

## DEPARTMENTS USING ANALYSES OF COURSE-LEVEL SLOS TO ASSESS PLO ACHIEVEMENT

■ Analyses of course-level SLOs   ■ Other



In the summer of 2023, Institutional Research deployed a survey to all academic departments to better understand the consistency and variety of PLO assessment practices. The majority of academic departments report using “analyses of course-level SLOs” as a means to assessing student achievement of program learning outcomes. A majority of departments also reported using “analyses of student performance and progression in sequence of courses” as another method. Additionally, many departments reported using “project or assessment in capstone course,” “student surveys,” or “other” as other means to PLO assessment.

**Zoom Link:** <https://us06web.zoom.us/j/84125471282>

## I. INTRODUCTIONS

- A. Tell us about yourself and your passion within this industry

## II. PROGRAM REPORT *(what we've done since our last meeting)*

- A. The Program Overview or Update  
*(Program Flowchart and Course Descriptions are attached)*
- B. Student Work *(Slideshow of Projects – sent prior to meeting)*
- C. The Quarantine Effect
- Winter 2020 and then Rolling out each Semester
  - Online Studios, Enrollment, and Heading Back to the Classroom
- D. Student Leadership
- NOMAS: a gathering of students (downtown tour and competition)
- E. Certificate: Digital Design for Interiors and Architecture
- Software: Rhino/SketchUp, AutoCAD, Revit, Adobe Suite
  - Courses: ARC 11, 21, 31, 41, 51, 70

## III. DISCUSSION – New Business

- A. How has the Industry changed Post Covid?
- Discuss and reflect on changes you see in your offices and for the industry in general.
- B. How Do We Respond in Education?
- Does this change what we teach? How we teach?
- C. What skills do you look for in hiring an entry-level person?
- 2-year and Bachelors' Degrees
  - Software / Hard Skills / Soft Skills
- D. Mentors are shown to be a strong factor in student success.  
How do we encourage and find mentors?

## IV. ADJOURNMENT

Thank you for providing your valuable insight into helping students better meet industry needs. We appreciate your time and knowledge.

## I. INTRODUCTIONS and ATTENDANCE

### Board Members in Attendance

- Ida Adervall: SMC Interior and Architecture Alumni, Sci-Arc 4<sup>th</sup> year
- Federico Arzill: SMC Interior Design Alumni, [F8 Architecture Design](#) owner
- Aaron Gensler: [Genslerclipp](#) owner, Director of [Architecture at Woodbury](#)
- Weina Li: [Taylor Design](#) Interiors, Conversation IIDA EDI [Podcast](#)
- Christopher Locke: [Design in Color](#), [Steinberg Hart](#)
- Johnathon Sharpe: [Design in Color](#), [Rios Architects](#)
- Avalon Tipton: [SMC architecture student](#), President of NOMAS

### Also in Attendance:

- Javier Cambron, Assoc Professor Architecture and Interior Architectural Design
- Sheila Cordova, Chair Design Technology Department, Architecture Faculty Lead
- Josephine Hao, Interior Architectural Design Faculty Lead

## II. PROGRAM REPORT *(what we've done since our last meeting)*

### A. The Program Overview or Update

- Previous Board meeting, the board voted to approve the following items:

- new Architecture Program
- new Certificate of Arc and IARC digital certificate
- update Interior Architectural Design Program

- We reviewed the newly implemented programs and certificates above.

Key Points include:

- Equitable - programs begin together in semester one to give students an opportunity to explore interiors and architecture before deciding which path to take.
- Equitable - Design Communication classes are shared and the programs work together to foster a better understanding of the roles we have in the workforce.
- Software taught is industry standard. A few thoughts are listed below for consideration.

### B. Student Work from the past 2 years was reviewed

- Good to see the Studio Projects are typically community-focused.
- Body of work well done, especially considering it was produced online during the pandemic.



### III. DISCUSSION – New Business

#### A. Questions posed are as follows:

- How has the Industry changed Post Covid?
- How Do We Respond in Education?
- What skills do you look for in hiring an entry-level person?
- Mentors are shown to be a strong factor in student success. How do we encourage and find mentors?

#### B. Discussion moved around. Board member thoughts:

- **Expectations After Covid...**
  - Aaron: Dual modality, teaching on-ground and online at the same time is disruptive for students and difficult for instructors; it's like teaching two classes at the same time.
  - Weina: Struggle in field going online; the difficulty is seeing materials, touching them, seeing the texture – can't do over zoom. Also, going to Site is difficult to do via zoom. If students are learning how to work in this modality then it makes it easier to adapt in the new office culture where more offices are working remotely. Challenging to co-work with people remotely. Many also want to work part-time.
  - Federico: Having a day/time when online students can come together for a moment just to meet up in person to check-in.
  - Jonathan: Consider Satellite spaces throughout the city to be more central to more students
  - Ida: Students who want to transfer should take on-ground studio courses. There are different interactions online and in person. Many students going to school now, have never taken a class on ground in college and the shift can be hard.
  - Aaron: Studio that were held on-ground and online by the same instructors; on-ground students produced much stronger work... What students need and student wants are two different things. On ground helps with the mental health aspect also. Hybrid courses can bridge these needs.
  - Weina: Agrees with the mental health aspect. Often missing relationships with other students online. This can impact recruiting co-workers from class.
  - Federico: Expectations from clients is higher, pace is faster after pandemic. Just like in an office, meet at the beginning and end of the week in person and then have ways to connect with other students in between.
  - Aaron: Next steps for education are to see how this online learning system impacts students entering the workforce.
- **Diversity in the field...**
  - Christopher: Relationship between arch history and studio and teaching the "unconventional" history and precedents. Connect how policy affects our space. Building space based on discussion – not design a building but how

we see ourselves in space. Give students agency to control curriculum – leave room for personal truth.

- Weina: Firms are beginning to hire more diverse people.
  - Jonathan: Firms have DEI initiatives. Recruitment from non-traditional universities. Their voices are valued. Community engagement consultants on certain community projects. Starting to see that the diverse students will be a louder voice in the workforce; important to start to prepare them with studio projects that are rooted within their diverse communities.
  - Avalon: Last studio project great dealt with City and community and challenging directly the city planning dept limiting the fashion district. Site visit in the garment district where they got to actually meet the people they were designing for.
  - Aaron: Building partnership is good for students to be exposed to community. We do not have to build a community outreach project on our own in education, we can partner with organizations that exist already doing community projects. Design Enterprise.
  - Aaron: we are also responsible for Environmental Stewardship, imperative to integrate into Architecture and Design.
  - Jonathan: Entrepreneurship built into the studios at this stage would be amazing. Fundamental understanding of financial structure. Seeing firms with Social Impact Initiatives. This includes recruitment, retention, support to build leaders, and new positions such as community engagement consultants. Likes the idea of creating cultural hubs in the city.
  - UN Compact has guidelines regarding social justice and environmental impact for design and architecture projects.
- **Software – think about...**
    - Software taught in Programs is industry standards. AutoCAD, Revit, Rhino, Adobe Suite, VR, and Fabrication. Think about...
    - 3D Scanning for as-built drawings
    - Computational design: Grasshopper, Dynamo.
    - The in-between; import Sketchup to Revit / Rhino to Revit/ AutoCAD to Creative Suite etc...
    - Less and less use of SketchUp, more dependent in Revit. Teach the core of Revit to get a job and then learn other software for free in the office.
  - **Soft Skills students need...**
    - Public Speaking skills seem to have declined. Students should know how to present work and communicate within team projects. Creating “tricky problems” students need to solve (problem solving).
    - Public speaking: changing the perspective – we are always public speaking; it usually is not that formal in the work force we just talk to clients.
    - Aaron: Think on how to present in different ways. Collaborative and informal to industry presentations.
    - Weina: Agree. Public speaking is more than formal presentation. Can also be group or class discussions.
    - Avalon: Practice should be built into the studio; present/discuss almost every week.

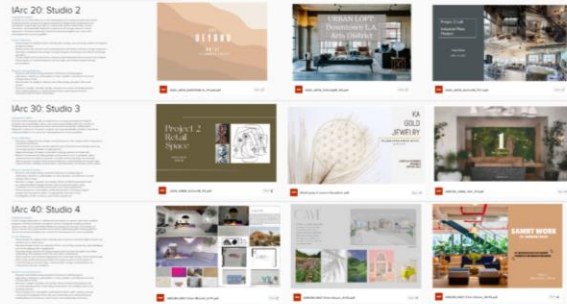
### C. Summary of meeting ideas:

- The industry is hiring more diverse people. Engaging more diverse population is needed. Encouraged by an HSI college now having architecture – find ways to ‘get the word out’ to less represented communities.
- Be thoughtful in connecting history with projects and allow students to see themselves in the curriculum. Empathy and connecting culture are an important part of this.
- Online is needed to meet the equity demands of the non-traditional student population but some courses such as studio, are more successful on ground. Building better online while maintaining on ground to meet diverse student needs. Hybrid is an effective course structure and Hyflex needs more thought or support.
- Public Speaking is an important skill that needs to be elevated. Public speaking is more than a formal presentation. Look at all the ways a student can speak in class to encourage and build this skill.
- For software, show how these programs work together and look at new applications being used in the field.

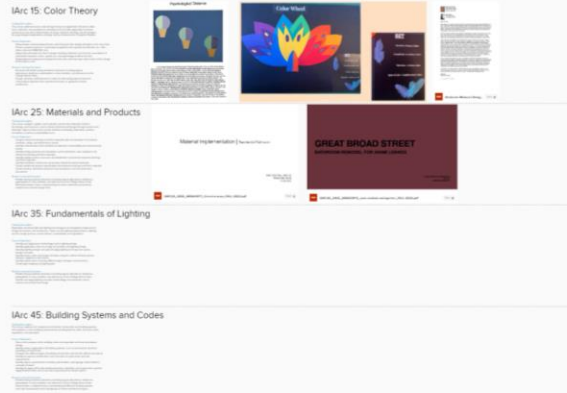
### IV. ADJOURNMENT

Thank you for providing your valuable insight into helping students better meet industry needs. We appreciate your time and knowledge.

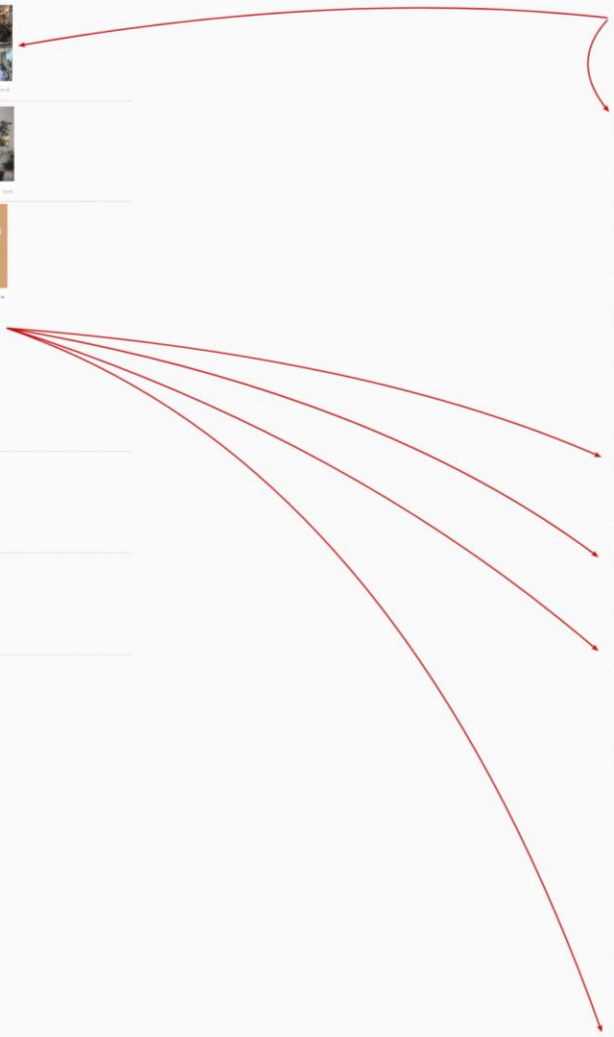
### Interior Architecture Studio



### Seminars



### Architecture Studio



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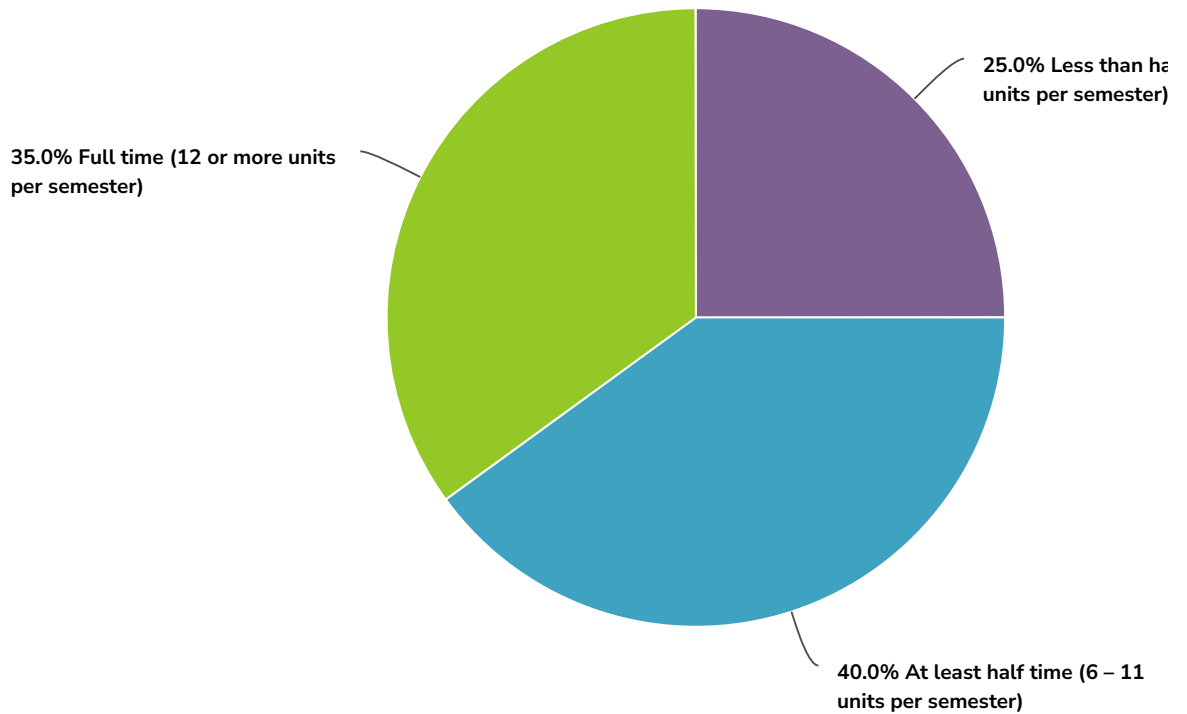
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## ECE PLOs

### Response Counts

<b>Completion Rate:</b>	<b>100%</b>	
	Complete	20
		<b>Totals: 20</b>

### 1. What was your enrollment status for the majority of your time at SMC?

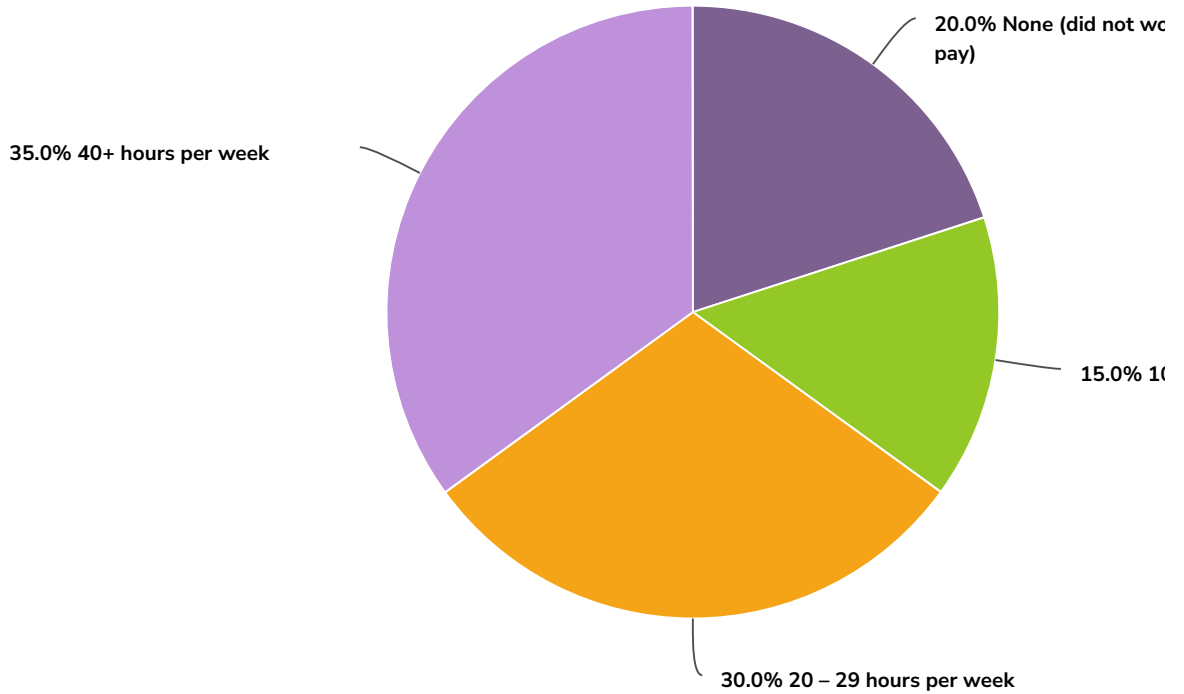


Value	Percent	Responses
Less than half time (1 – 5 units per semester)	25.0%	5
At least half time (6 – 11 units per semester)	40.0%	8
		<b>Totals: 20</b>

Value	Percent	Responses
Full time (12 or more units per semester)	35.0%	7

Totals: 20

2. On average, how many hours per week did you work for pay while pursuing your education at SMC?



Value	Percent	Responses
None (did not work for pay)	20.0%	4
1 – 9 hours per week	0.0%	0
10 – 19 hours per week	15.0%	3
20 – 29 hours per week	30.0%	6
30 – 39 hours per week	0.0%	0

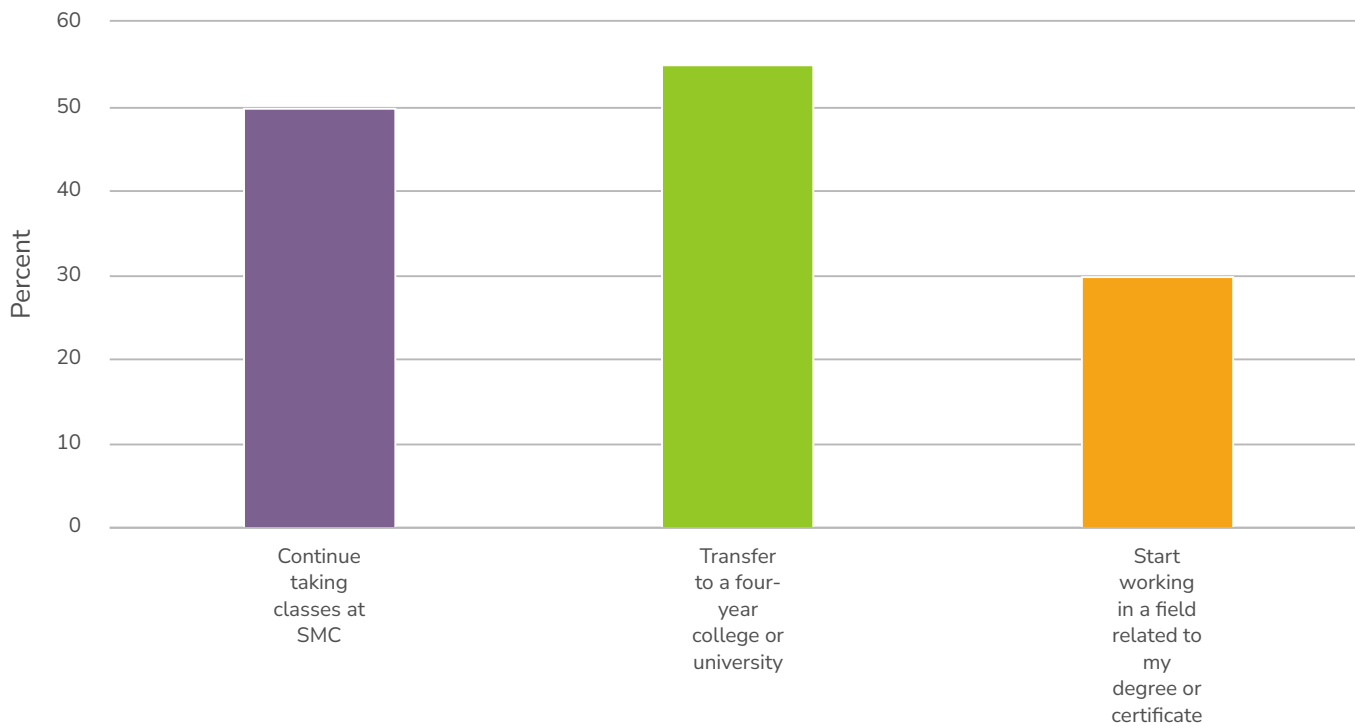
Totals: 20

Value	Percent	Responses
40+ hours per week	35.0%	7
		<b>Totals: 20</b>

### 3. How true are the following statements about your overall experience at SMC?

	Very true
I achieved my educational goal at SMC	
Count	13
Row %	65.0%
Most of my interactions with SMC instructors/faculty have been positive	
Count	13
Row %	68.4%
Most of my interactions with SMC staff and administrators have been positive	
Count	14
Row %	70.0%
SMC offers high quality student services and programs (i.e., counseling, financial aid, special programs)	
Count	13
Row %	65.0%
SMC offers high quality learning support services (i.e., tutoring, supplemental instruction, etc.)	
Count	12
Row %	60.0%
I feel supported by SMC in general	
Count	12
Row %	60.0%
I feel like I belonged at SMC	
Count	10
Row %	50.0%
Totals	
Total Responses	

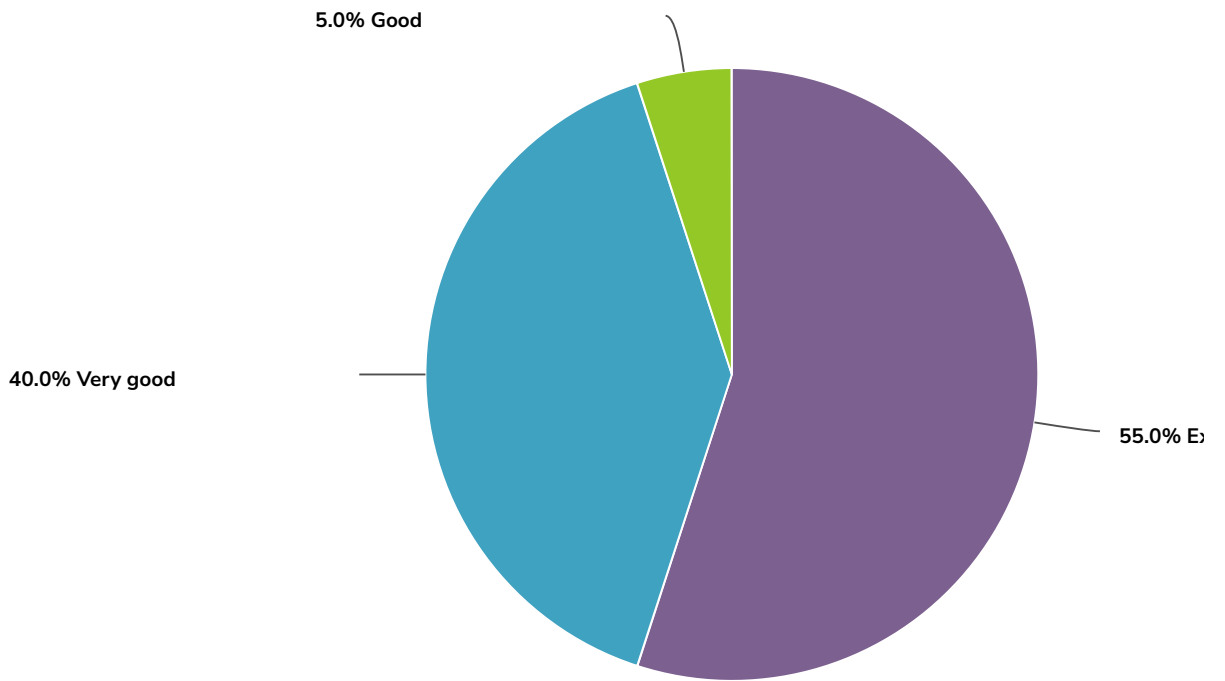
### 4. What are your plans for Fall 2022? Check all that apply



Value	Percent	Responses
Continue taking classes at SMC	50.0% 	10
Transfer to a four-year college or university	55.0% 	11
Start working in a field related to my degree or certificate	30.0% 	6
Apply my degree or certificate to my current job	15.0% 	3

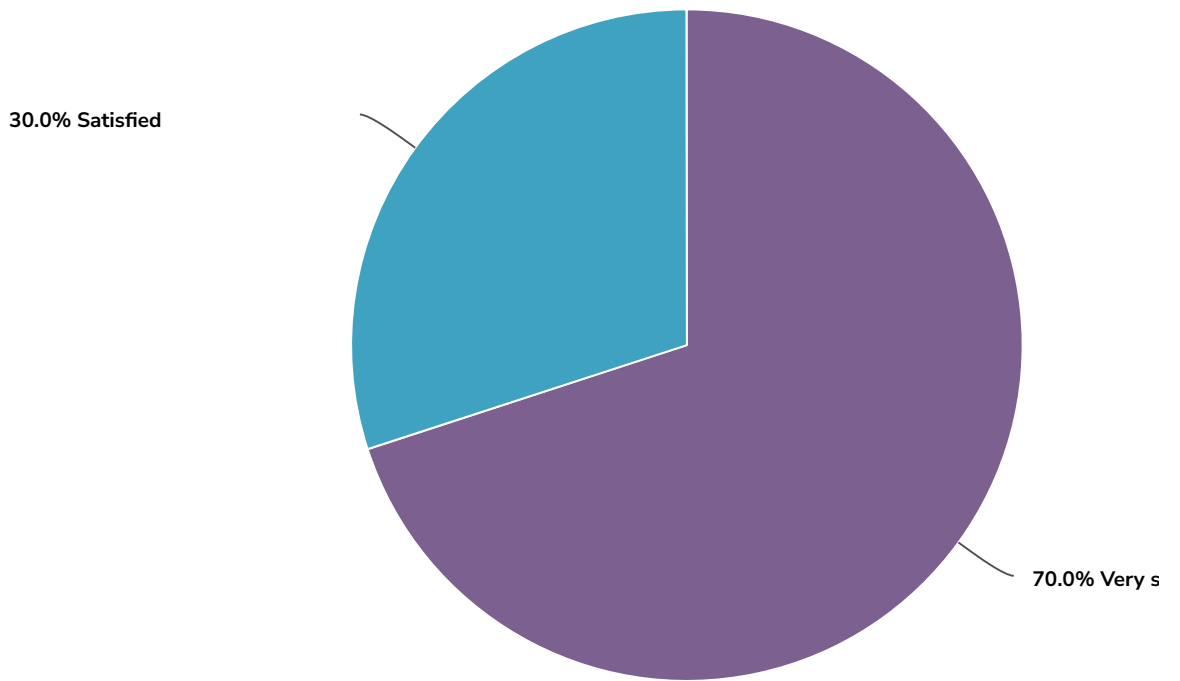
5. Rate how well your SMC education prepared you for your Fall 2022 plans:





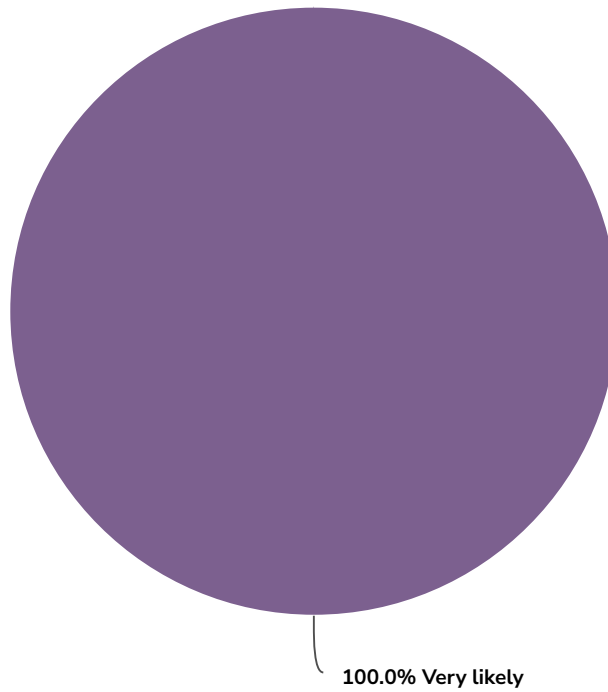
Value	Percent	Responses
Excellent	55.0% <input type="text"/>	11
Very good	40.0% <input type="text"/>	8
Good	5.0% <input type="text"/>	1
Fair	0.0% <input type="text"/>	0
Poor	0.0% <input type="text"/>	0
		<b>Totals: 20</b>

6. Overall, how satisfied are you with your experiences at SMC?



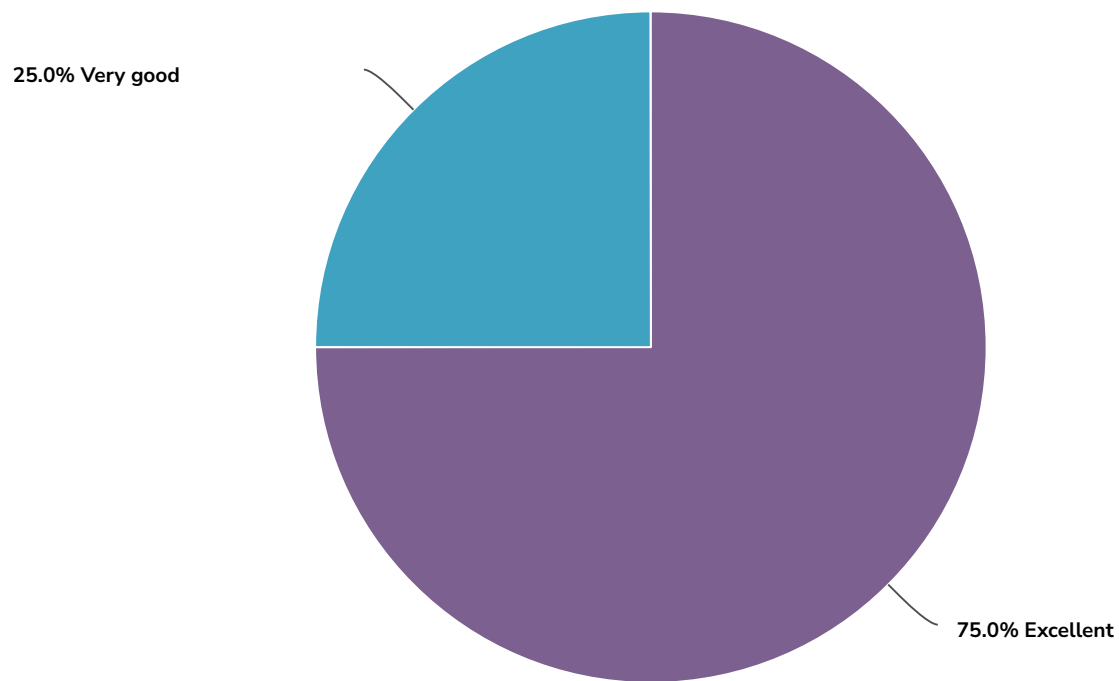
Value	Percent	Responses
Very satisfied	70.0%	14
Satisfied	30.0%	6
Somewhat satisfied	0.0%	0
Somewhat dissatisfied	0.0%	0
Dissatisfied	0.0%	0
Very dissatisfied	0.0%	0
		<b>Totals: 20</b>

7. How likely are you to recommend SMC to a friend or family member?



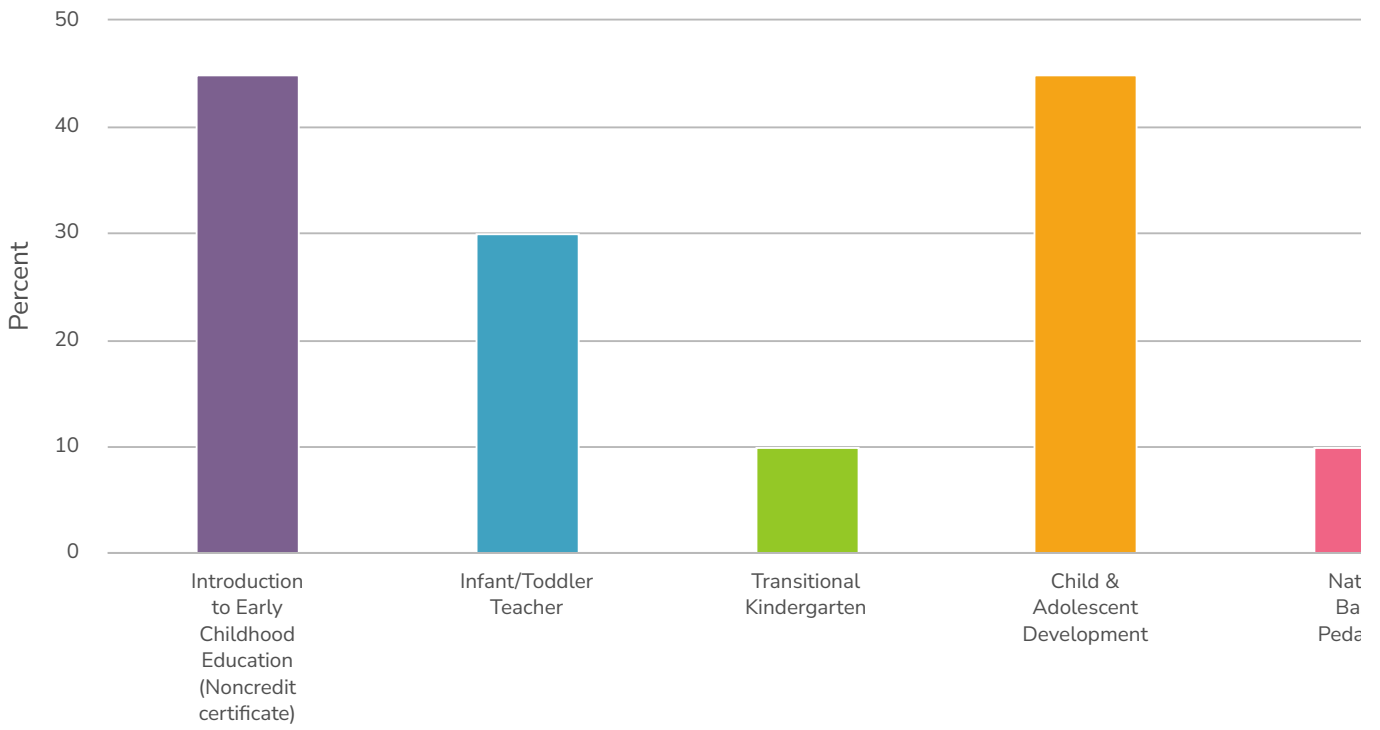
Value	Percent	Responses
Very likely	100.0% <input type="text" value="100.0%"/>	20
Somewhat likely	0.0% <input type="text" value="0.0%"/>	0
Not likely at all	0.0% <input type="text" value="0.0%"/>	0
		<b>Totals: 20</b>

8. Rate the quality of education you received in your program of study (major).



Value	Percent	Responses
Excellent	75.0% <input type="text"/>	15
Very good	25.0% <input type="text"/>	5
Good	0.0% <input type="text"/>	0
Fair	0.0% <input type="text"/>	0
Poor	0.0% <input type="text"/>	0
		<b>Totals: 20</b>

9. Which of the following degrees or certificates did you complete in 2022-2023? Check all that apply.



Value	Percent	Responses
Introduction to Early Childhood Education (Noncredit certificate)	45.0%	9
Infant/Toddler Teacher	30.0%	6
Transitional Kindergarten	10.0%	2
Child & Adolescent Development	45.0%	9
Nature-Based Pedagogy	10.0%	2
<u>Other - Write In (click to view)</u>	15.0%	3

10. How true are the following statements about your current knowledge, abilities, and skills?

I am able to differentiate between the different ages and stages of growth and development
Count
Row %

I am able to create a culturally and developmentally appropriate environment for children in a daycare or preschool

Count

Row %

I know what early childhood education employers are looking for

Count

Row %

I feel ready to enter the early childhood education workforce

Count

Row %

Totals

Total Responses

## 11. How true are the following statements about your current knowledge, abilities, and skills?

	<b>Very true of</b>
I am able to set up and adjust a classroom environment based on a child's age and learning needs	
Count	5
Row %	83.3%
I feel confident in my ability to communicate effectively with families of children in a school setting	
Count	5
Row %	83.3%
I have at least one strategy I could use to invite families of children to participate in the classroom	
Count	5
Row %	83.3%
I feel ready to start working as a teacher in an infant/toddler classroom	
Count	4
Row %	66.7%
Totals	
Total Responses	

## 12. How true are the following statements about your current knowledge, abilities, and skills?

I am able to effectively integrate learning into children's play in my classroom

Count

Row %

I am able to individualize curriculum based on a preschool child's knowledge, skills, needs, and interests

Count

Row %

I know the steps I need to take in order to align my existing classroom/curriculum to to the California Preschool Curri

Count

Row %

I feel ready to start working with transitional kindergarten children in a classroom setting

Count

Row %

Totals

Total Responses

### 13. How true are the following statements about your current knowledge, abilities, and skills?

I am able to explain to someone how socialization, familial structure, schools, and cultures impact the lives of children

Count

Row %

I am able to apply at least one child development theory or perspective to better understand how children and adolescents

Count

Row %

I feel ready to enroll in upper-division coursework in my major.

Count

Row %

Totals

Total Responses

### 14. How true are the following statements about your current knowledge, abilities, and skills?

I am able to name at least one benefit of an outdoor learning environment (OLEs) for children's growth, learning, and

Count

Row %

I am able to adapt existing curriculum to foster children's learning and play activities to be nature or environments b

Count

Row %

If given the opportunity, I would be able to create and set up a quality outdoor learning environment (OLE) for childr

Count

Row %

Totals

Total Responses

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This is a report for "2022 SMC Graduates Survey" (Survey #6859787)



## Core Inquiry Evidence – Early Childhood Education

The PLOs below reflect the outcome of a PLO assessment and improvement cycle in process for the Early Childhood Education department. The department convened during a departmental meeting to deliberate on the outcomes of the ECE Program Learning Outcomes (PLO) survey data; that survey, referenced in SMC's response to the ACCJC's Core Inquiry, was sent directly to students and asked them to self-assess their level of mastery of the program's outcomes. During the department's reflection and discussion, the student PLO survey data was considered in conjunction with results from the National Association for the Education of Young Children (NAEYC) key assessment assignments across approximately ten different courses, as well as the Student Learning Outcomes (SLO) results spanning the department's foundational, core, and culminating courses.

Collectively, the faculty found meaning in students sharing their perspectives on their attainment of competencies outlined in the Program Learning Outcomes (PLOs). The survey brought to light a significant revelation: a considerable portion (roughly 50%) of the PLOs within the program could be improved with language that would render the objectives more measurable. Consequently, this revelation prompted in-depth discussions among the faculty and collaborative work to revise several PLO objectives. These revised objectives, approved by the department faculty, are slated to undergo review through the Curriculum Committee in the upcoming fall season.

### Early Childhood Education AS-T

#### Current PLOs:

*Upon completion of the program, students will demonstrate the knowledge, skills and dispositions to meet the entry-level requirements for early childhood professionals working in programs regulated by the California Department of Social Services (Title 22). This degree is designed to meet the requirements for the California Child Development Teacher permit and satisfies the course work required to transfer to a 4 year institution.*

#### Proposed PLO Update:

Upon completion of the program, students will demonstrate through written/oral academic work and fieldwork in early childhood education the knowledge, skills, and dispositions required for entry-level employment and transfer, including:

1. CHILD DEVELOPMENT & LEARNING - Utilizes developmental theory and research to facilitate children's development and learning across social-emotional, language, cognition and perceptual and motor development domains from pregnancy through age 8.
2. CULTURE, DIVERSITY & EQUITY - Attends to and interacts with children and families in a culturally responsible way that includes respect for differences, similarities, language and ethnicities from a wide variety of perspectives through the learning environment, approaches, and communication between educator and family.

3. FAMILY & COMMUNITY ENGAGEMENT - Build relationships with families and communities across social contexts in a meaningful way to be stronger influences and supports for a child's overall development and learning at home and at school.
4. LEARNING ENVIRONMENTS & CURRICULUM - Facilitates learning and development by integrating appropriate teaching strategies to identify curricular goals, create stimulating learning environments and plan meaningful experiences using observations, screening and assessment to continuously inform practices.

# PLO/SLO Coordinator Job Description

## Overarching Goals of the Position:

- Improved culture of outcomes assessment (SLO, PLO), including perception of the efficacy of the SLO assessment process
- All course SLOs and PLOs are aligned, and assessment of outcomes are robust, ongoing, and lead to course and program improvement
- All PLOs are aligned with program maps for guided pathways

## Position Overview:

The faculty SLO Coordinator leads faculty in efforts to promote, design, and implement the assessment of course student learning outcomes (SLOs) and degree/certificate program learning outcomes (PLOs). The SLO Coordinator acts as the liaison between Academic Affairs, academic departments, the Program Review Committee, and the Curriculum Committee and works to ensure that the SLO/PLO assessment processes are integrated into program review and planning activities.

## Preferred Experience:

Previously served on the Curriculum Committee and/or experience developing curriculum

## Term Length:

Three (3) academic years (2023-2025); Proposed January start date for inaugural position.

- **Deliverables January – June 2024:**
  - Attend the **SLO Symposium** (January 2024)
  - With input from the Program Review SLO Taskforce and relevant committees, draft a **communication plan** to improve awareness and understanding of and build buy-in for the current PLO/SLO processes
  - With input from department chairs, **publish a guide** outlining the standards, expectations, and suggested timelines of SLO and PLO assessment at SMC
  - Develop content for and facilitate **workshops** targeted to faculty on topics such as the value of SLOs and PLOs, common assessment tools and procedures, etc.
  - Work with Institutional Research and academic departments to deploy graduate surveys to students completing degree and certificate programs in the 23-24 academic year
  - **Research best practices** in the alignment of course and PLOs
  - Draft strategic plan for promotion of effective PLO/SLO assessment practices for the next five years, including a work plan for the coordinator position for the 24-25 academic year

## Duties:

- Work with instructional program leaders to define standards and expectations related to SLO/PLO assessment; document and publish agreed upon standards/expectations (for example, how often outcomes should be assessed, goal-setting methods for improvement)

- Develop materials and guides and facilitate training sessions related to the development and assessment of outcomes
- Document and monitor the progress of the College's SLO assessment activities and accomplishments across the college
- Establish recommendations and initiatives to promote SLO/PLO completion across all instructional programs
- Establish recommendations to promote alignment of course SLOs to PLOs
- Lead efforts to raise awareness of the role of SLO assessments in student learning and success, racial equity, and program improvement and create buy-in amongst faculty
- Lead efforts to communicate the standards and expectations of SLO activities for accrediting purposes.
- Ensure SLO and PLO statements are written in a student-centered manner and accurately reflect course and program objectives
- Serve as liaison to the Program Review and Curriculum Committees
- Keep abreast of best practices related to effective outcomes development and assessment processes



## Fall Professional Development Day is August 24, 2023!



**FIND THE FULL SCHEDULE ON THE PD DAY WEBSITE!**

## The EpiCenter is going to shake up professional development at SMC!

We look forward to providing all employees at SMC innovative professional development and equity content.

If you have immediate questions or concerns, please email [EpiCenter@smc.edu](mailto:EpiCenter@smc.edu) and we will get back to you as soon as possible.

## **Spotlight on Equity: Upcoming and Recent Events from Our Partners**

Workshops, Webinars, and other events related to Equity from around SMC and our trusted partners in Higher Education

**10/20/23: Championing an Equity-Focused Approach to Student Success at the Community College: Empowering Students and Faculty in STEM, A One-Day Conference**



**Championing an Equity-Focused Approach to  
Student Success at the Community College:  
Empowering Students and Faculty in STEM  
A One-Day Conference**

**October 20, 2023**



**Keynote by Dr. Terrell R. Morton,  
Assistant Professor of Identity and  
Justice in STEM Education, and Scholar-  
Activist**

**Championing an Equity-Focused Approach to Student Success at the Community College**

On October 20th, 2023, Santa Monica College, in partnership with the California Community Colleges' Success Network (3CSN), will be hosting an NSF-sponsored one-day virtual conference (#2231669) that focuses on practices in STEM aimed at closing equity gaps for historically marginalized communities, including Black and Latinx students. This conference provides a platform to exchange ideas and knowledge, and to highlight faculty innovations, programs, and student support services that promote equity and inclusion in STEM education. Keynote by Dr. Terrell R. Morton, Assistant Professor of Identity and Justice in STEM Education, and Scholar-Activist.

Find more information on the Equity in STEM Conference website .

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## Employee Focus Group Sessions



In response to the findings of the 2022 Big Annual Employee Survey, the College is conducting focus groups organized by constituency groups to better understand how the College can respond to make employees feel more valued and identify steps to create a more welcoming and collegial working environment. Register for focus groups by using the links below:



### **Classified Professionals**

- Friday, 9/15 (10 - 11:30 a.m.) : Zoom Focus Group Registration for Session 1
- Monday, 9/18 (1 - 2:30 p.m.) : Zoom Focus Group Registration for Session 2
- Wednesday, 9/20 (9 - 10:30 a.m.) In-person at SSC 223 : Sign Up for an in-person Focus Group

### **Adjunct Faculty**

- Tuesday, 9/19 (11 a.m. - 12:30 p.m.) : Zoom Focus Group Registration Session 1
- Friday, 9/22 (9 - 10:30 a.m.) : Zoom Focus Group Registration Session 2

### **All Faculty (Adjuncts and Full-Time)**

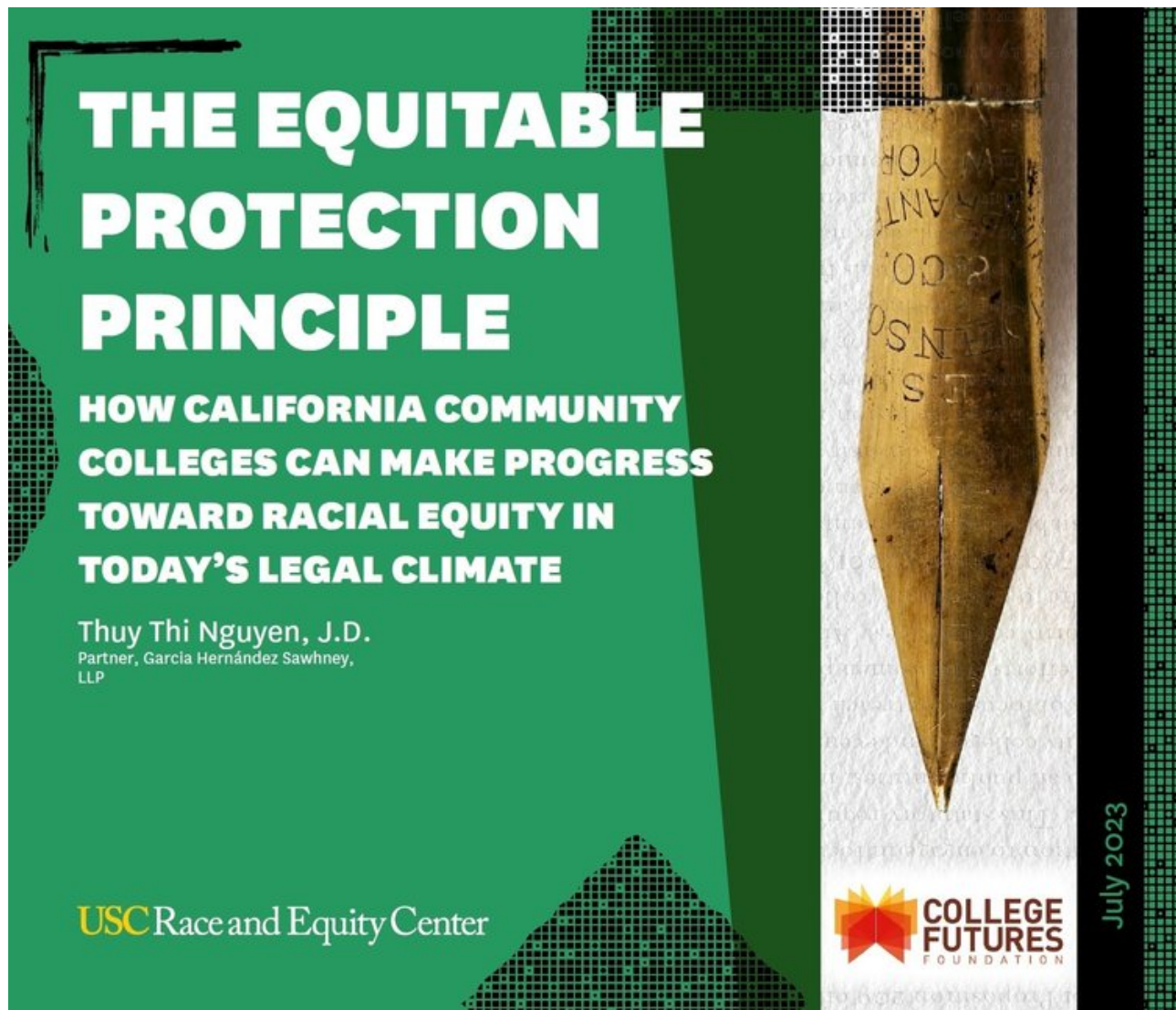
- Friday, 9/22 (1 - 2:30 p.m.) : Zoom Focus Group Registration Session 1
- Tuesday, 9/26 (11 a.m. - 12:30 p.m.) In-person at SSC 223: Sign Up for an in-person Focus Group

### **Managers**

- Tuesday, 9/12 ( 9 - 10:30 a.m.) In-person at SSC 223: Sign Up for an in-person Focus Group
- Friday, 9/29 (10:30 a.m. - 12 p.m.) : Zoom Focus Group Registration for Session 2

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## **USC Race and Equity Center Report Release: July 2023**



**USC Race and Equity Center Latest Report:** "The Equitable Protection Principle: How California Community Colleges Can Make Progress Toward Racial Equity in Today's Legal Climate" by Thúy Thị Nguyễn, Partner, Garcia Hernández Sawhney, LLP.

[Read the full report here](#)

[Watch the announcement video here](#)

Per USC's Adrián Trinidad: "Even as California limited the use of race since 1996 (e.g., Proposition 209), there are race-conscious ways that colleges can support and ensure the success of their students of color. We invite you to read this rich, informative report outlining ways colleges can legally make progress toward racial equity, even in light of the latest supreme court ruling."

**The SMC Division of Equity, Pathways, and Inclusion** invited the SMC community to join a session with the author held by USC.

**Session Information:**

Conversation with report author Thúy Thị Nguyễn

**Date and time:** July 19th at 12:30 p.m. PT



Thúy Thị Nguyễn is a Partner at the law firm of Garcia Hernández Sawhney. Nguyen served as in-house General Counsel to the Peralta Community College District for more than 11 years. In addition to her duties as chief legal counsel, she served as Acting Vice Chancellor for Human Resources for one year and as Districtwide Strategic Planning Manager for two years.

Nguyen was an adjunct instructor/lecturer teaching education law for several years at California State University, East Bay. She previously practiced school desegregation law: Nguyen worked on desegregation consent decree and voluntary integration programs for school districts such as San Jose Unified School District and Berkeley Unified School District, and served on the Court Monitoring Team for the San Francisco Unified School District desegregation consent decree.

From January to June 2015, Nguyen took temporary leave from Peralta CCD to serve as Interim President and Chief Executive Officer of the Community College League of California (a non-profit organization that represents trustees and chancellors/college presidents of the 72 community college districts in California). As Interim CEO of CCLC, Nguyen co-redesigned the statewide training program on governance (Collegiality in Action) with the State Academic Senate President and provided training, technical assistance to community colleges on governance and Assembly Bill 1725.

Nguyen also served as Interim General Counsel for the California Community College's Chancellor's Office where she wrote a legal guidance on Equal Employment Opportunities and Proposition 209 and initiated a change in the statewide EEO funding allocation to the Multiple-Method model in order to promote diversity. Thereafter, in 2016, Nguyen was

appointed President of Foothill College – becoming the first Vietnamese American college president in the country, a position she served for over five years.

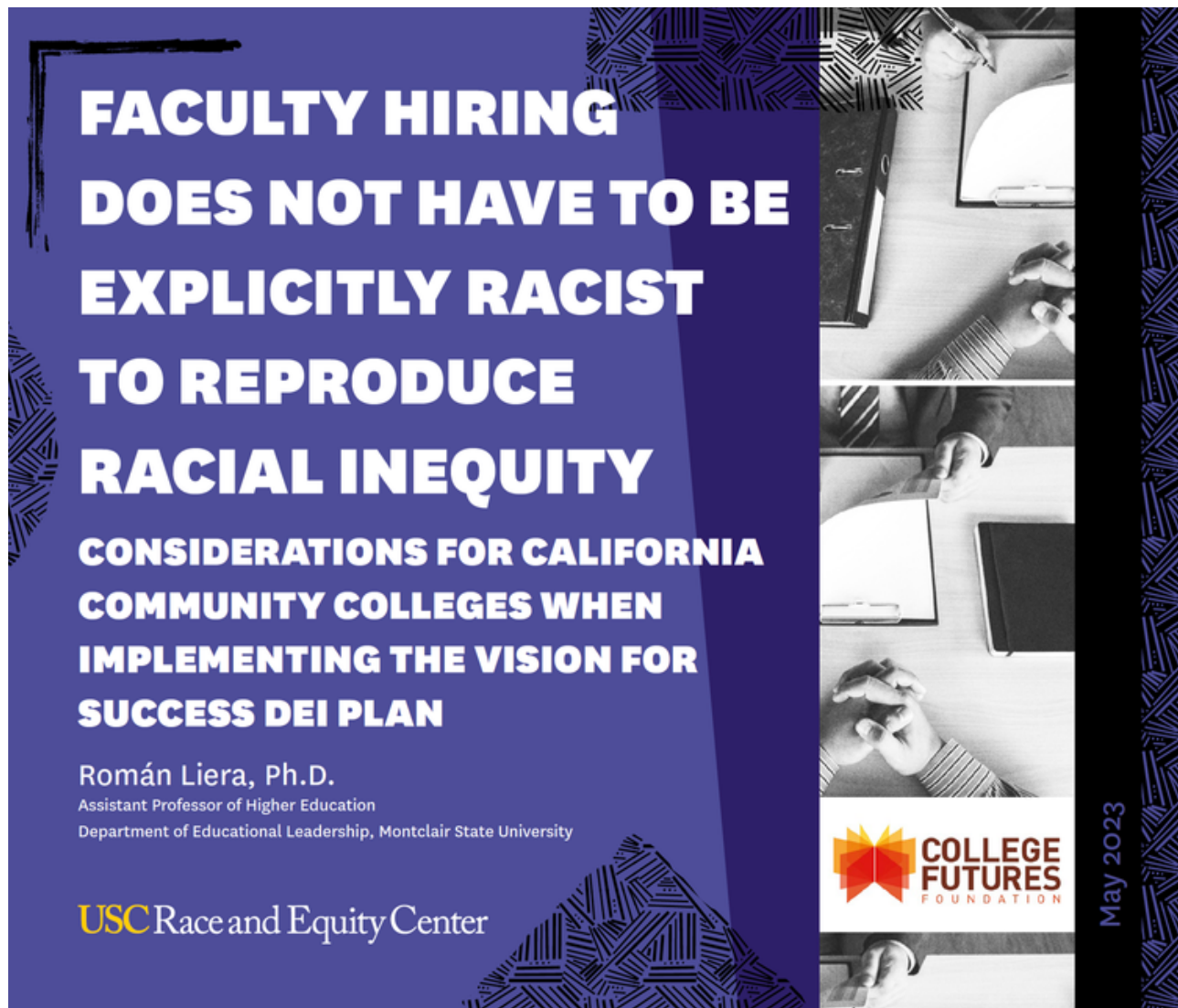
Nguyen has received various honors and awards throughout her career. The Mayor of Oakland named June 23, 1993 “Thuy Thi Nguyen Day” in Oakland for her service to the city. Nguyen has been inducted into the Castlemont High School’s Alumni Hall of Fame. In 2007, she was named one of eighteen “Best Lawyers Under 40” in the country by the National Asian American Bar Association. In 2016, for her leadership in creating an unprecedented community college pathway to law school initiative, Nguyen received the coveted Diversity Award from the State Bar of California – a statewide award given to an individual each year who has helped diversify the legal profession. In 2017, she was presented with the Trailblazer Award by the National Conference for Vietnamese American Attorneys.

Also in 2017, Nguyen was honored as part of the Carnegie Corporation’s “Great Immigrants” tribute in the New York Times. The tribute is aimed at recognizing naturalized citizens, including former refugees such as Nguyen, who have helped advance society, culture, and the economy.

Nguyen earned her B.A. in Philosophy from Yale University and J.D. from the University of California, Los Angeles School of Law, where she was a member of the inaugural class of the Public Interest Law and Policy Program. Nguyen is a Paul and Daisy Soros for New Americans Fellow.

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**USC Race and Equity Center Report Release: May 2023**



**USC Race and Equity Center Latest Report:** "Faculty Hiring Does Not Have to be Explicitly Racist to Reproduce Racial Inequity: Considerations for California Community Colleges When Implementing the Vision for Success DEI Plan" by Román Liera, Ph.D., Assistant Professor of Higher Education, Department of Educational Leadership, Montclair State University.

[Read the full report here](#)

[Watch the announcement video here](#)



Dr. Román Liera is an Assistant Professor of Higher Education in the Department of Educational Leadership at Montclair State University. He was born and raised in the San Fernando Valley in Los Angeles County, where he attended Los Angeles Pierce College before transferring to San Diego State University to earn a Bachelor of Arts in Psychology and a minor in counseling and social change. He then moved to New York City to attend Teachers College, Columbia University, where he received a Master of Arts in Higher and Postsecondary Education before moving back to Los Angeles, where he earned a Ph.D. from the University of Southern California. Dr. Liera designed his research program to study racial equity and organizational change in Higher Education. Specifically, he draws on qualitative research methods to understand how organization processes, norms, and practices perpetuate racial inequity. He anchored his scholarship on a theoretical understanding of university and college campuses as racialized organizations with cultures and structures constraining administrators and faculty efforts to advance racial equity. His current research projects focus on understanding how racism operates in doctoral student socialization, the academic job market, faculty hiring, reappointment, tenure and promotion, and presidential hiring. His research appears in the *Journal of Higher Education*, *American Educational Research Journal*, *Teachers College Record*, *Review of Higher Education* among others.

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**6/28, 7/26, and 8/30/2023 - Race Relay: Community Dialogues**



SMC recently held Race Relay, a multimedia production that was a collaboration of several groups on Campus. We would like to personally invite you to help us continue the conversation and share this opportunity widely.

As a part of the Race Relay experience, "passing the baton" to the community is a key and integral piece to the movement. This is where the real work for our community begins, and we hope you will join us in helping to cultivate a safe space to discuss race. Our goal is to continue the conversation monthly and it is not required that you attended the performances. We welcome all who want to join us and engage in dialogue centering race. All we ask of participants is to come with an open mind that is willing to explore, practice active listening, utilize your own personal experiences, and be willing to engage in conversation.

This event will take place in our newly opened Student Equity Center (Located on SMC Main Campus, Cayton Building, Basement). Be one of the first to get a sneak peek of the space before our Fall Semester Grand Opening.

**Race Relay Dates:**

- June 28, 2023



- July 26, 2023
- August 30, 2023

Race Relay conversations will start at 5:30 p.m. on all the above dates.

RSVP for a Dialogue Session Here

RSVP is not required; however encouraged to help know how many participants to prepare for.

Questions can be emailed to the Student Equity Center at [studentequitycenter@smc.edu](mailto:studentequitycenter@smc.edu)

***In collaboration with the SMC Public Policy Institute; SMC Associated Students; SMC Division of Equity, Pathways & Inclusion; SMC Student Equity Center, SMC Community and Academic Relations, Santa Monica Bay Area Human Relations Council, and the City of Santa Monica.***

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## **Thurs. 5/4/2023 - 10 a.m.: Increasing Enrollment and Success for College Men of Color (CORA)**

**Community colleges across the U.S. have experienced significant enrollment declines during the COVID-19 pandemic.**

These declines were particularly concerning for men of color. For instance, community college enrollments for Black and Native American men dropped by 26% and 24%, respectively. However, many colleges have struggled to return enrollments and retention to their pre-pandemic levels.

This webinar focused on recommendations for enrollment and student success efforts designed to support community college men of color. Our presenters included **Drs. Frank Harris III, Marissa Vasquez, and J. Luke Wood.**

