
Program Review

Annual Summary
Report submitted to
DPAC

July 2018

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PROGRAM REVIEW COMMITTEE REPORT 2018

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Programs must analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness and identify areas of improvement. Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to collect and analyze effectiveness data, and assists administrative programs to report on outcomes assessments and describe any program response to the results.

Department Chairs also have access to Tableau – a software program that provides assistance in data analysis by generating reports which can be used in preparing six-year program reviews. The program review process and the documentation it provides is a resource for institutional planning, decision-making, and resource allocation. Through identification of overarching trends and needs noted in the Program Review Annual Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. To provide the most current information, the report covers a *calendar year* rather than an academic year. Thus, this report includes reviews submitted during the Spring and Fall of 2017.

Committee Membership

Chair: Vicki Drake, Faculty, Earth Science

Vice Chair: Erica LeBlanc, Administrator, Academic Affairs

Faculty:

Sharon Jaffe, ESL

Stephanie Amerian, History

Lesley Kawaguchi, History

Jo Hao, Design Technology

Vanessa Van Wormer, Dance

Lisa Farwell, Psychology (Fall 2017) **

Steve Hunt, Library (Fall 2017) **

Administrators

Katharine Muller, Academic Affairs (Fall 2017) *

Laurie McQuay-Peninger, Grants

Patricia Burson, Library (Spring 2018) **

Ferris Kawar, Sustainability (Spring 2018) **

* Last semester on committee

**First semester on committee

Resources

Christopher Gibson, Institutional Research

Brenda Antrim, Library

Nate Donahue, Art History

Programs Reviewed and Reports Accepted Spring 2017 and Fall 2017.

The following programs submitted a six-year program review report in either Spring 2017 or Fall 2017. All were accepted by a unanimous vote of the committee:

Spring 2017

- Earth Science
- Student Life
- Learning Support Services
- English
- Athletics

Fall 2017

- Disabled Students
- Health Services
- Human Resources

2017 Recommendations for Institutional Support for Specific Programs

The following Recommendations for Institutional Support for Specific Programs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

Earth Science:

- Review college's maintenance and support provided for the Planetarium Program, including staffing, budget and the reporting organization.
- Explore possibilities for external support for the Planetarium Program through the Foundation (e.g., corporate sponsorships, planetarium club).
- Consider the weekly teaching hours (WTH) allocated to the department and space allotted for the Photovoltaic program.

Student Life:

- The institution should review Board Policies and Administrative Regulations regarding the use of faculty advisors for student clubs and consider revising them to allow for more faculty to serve as club advisors.

- The institution should include, during planning discussions, those Associated Student supported projects that have campus-wide impact to ensure that coverage or contingency plans are developed.
- The institution should consider a tracking system for collecting data on service learning.

English

- Add whiteboards to dedicated English classrooms.
- Explore providing TIMS data for individual faculty.
- Investigate ways and possible formulas for providing consistent support to Instructional Assistants.

Athletics

- Support the department's strategies for improving the academic performance of and success achieved by athletes.
- Prioritize the automation of the eligibility verification process because it affects all disciplines and enrollment of a large population of students.

Disabled Students

- The college needs to consider providing sufficient institutional support for 508 compliance (this is not a DSPS issues but an institutional issue).
- When revising the Administrative Regulations, the college should ensure that the ARs related to DSPS services are done in consultation with the experts in DSPS

Health Services – Student Health Office and Center for Wellness and Wellbeing

- Support the integration of the Health Services Office and the Center for Wellness and Wellbeing facilities when other offices are emptied as a result of the moves to the new Student Services building.
- Consider the need for real-time data entry with Health Services' desire for additional desktop computers for exam rooms.

Human Resources

- Ensure that the Office of Human Resources (its structure, staffing levels, technological resources, etc.) are considered and incorporated in institutional strategic planning efforts.
- Support the pursuit of more diverse and qualified applicant pools.

Observations of Committee based on Overarching Trends/Needs

The following Observations of Committee based on Overarching Trends and Needs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

1. Ensure core course SLOs align with the related Program Learning Outcomes.
2. Ensure that all non-academic programs have Unit Outcomes that are assessed and measured on an annual basis. Ensure also that assessment results are evaluated and analyzed to inform decision making.

3. Develop a maintenance and replacement plan to address the level of custodial servicing and maintenance of facilities across all campuses. Additionally, provide sufficient staff for maintenance and support.
4. Develop a process for determining priorities to support and maintain effective student success initiatives should state funding decrease or end.
5. Engage in more targeted outreach with local high schools and middle schools to promote SMC as a viable and respected higher education option.

Executive Summaries from the Six Year Program Review Reports

The following pages provide the Executive Summaries from the programs reviewed during Calendar Year 2017:

Spring 2017

- Earth Science
- Student Life
- Learning Support Services
- English
- Student Health
- Athletics

Fall 2017

- Disabled Students Programs and Services
- Health Services
- Center for Wellness and Wellbeing
- Human Resources

PROGRAM REVIEW EARTH SCIENCE EXECUTIVE SUMMARY SPRING 2017

General Comments

The Earth Science department comprises both academic (transfer) and Career Technical Education programs. Four diversified – yet integrated – academic programs include Anthropology, Astronomy, Geography and Geology. The CTE programs fall under the umbrella of Sustainability Technologies and include: Solar Photovoltaic Installation; Recycling and Resource Management; and Energy Efficiency.

The department seeks to:

- promote students' intellectual inquiry using the Scientific Method;
- increase students' recognition of environmental and cultural diversity;
- expand students' intellectual curiosity about the evolution of humankind, the Earth and the Universe;
- develop students' basic discipline-specific literacy in the earth science courses; and prepare students for career opportunities in Solar Photovoltaic Installation, Energy Efficiency, or Recycling and Resource Management.

The department offers state-approved and departmental certificates in Recycling and Resource Management and Solar Photovoltaic Installation. The department also offers one additional departmental certificate (Energy Efficiency Specialist) and is in the process of developing a state-approved 19-unit for this occupation. There are also two Associate Degrees offered: AA/AS in Solar Photovoltaic Installation, and AA/AS in Recycling and Resource Management. The department has participated in creating two AA-T degrees (Geography and Anthropology) and is in the process of developing a Geology AS-T degree. They investigated the development of an AS-T degree in Astronomy but the transfer model curriculum template does not yet exist. The program has submitted new courses in Astronomy, Energy Efficiency, and Geology. New online Astronomy and Geography courses have been developed.

In terms of students served, the department serves more continuing and full-time students than the general college population and its students are younger (especially in the 20 – 24 year range) than the college's overall student population. The department noted an increasing number of Hispanic/Latino students are enrolling in its programs. Fewer of its students are enrolled in basic skills which may be attributable to the science-related math requirements.

The department has been very active in the pursuit and securing of grant and external funding from federal agencies such as NASA (e.g., MUEP MC31 NASA Grant); NSF (e.g., NSF S-STEM Scholarship Grant); and the Department of Education (HSI-UCLA/SMC STEM grant). Individual grants were also secured by several department faculty through the SMC Foundation's President's Circle Margin of Excellence.

In addition to grant funding, the department relies on VTEA funding to support field trips, guest speakers, equipment, Sustainable Works programs at local high schools, university partnerships, etc.

Program Evaluation

All disciplines within the department assess SLOs every semester and SLOs are revised as needed. SLOs are typically assessed through questions on mid-term and final examinations. One area of improvement mentioned was the development of hands-on, experiential activities in lecture-only classes as these activities were shown to have a positive effect in lab-based courses. This was also in response to a recommendation made in during the last six year program review cycle.

In addition to responding to this recommendation, the department responded to the other three recommendations for improvement made during the last six year cycle. These responses included:

- Documenting responses to SLO assessment, such as revisions to courses, programs or SLOs;
- Ensuring that Departmental CTE programs form an industry advisory board, which the department has done;
- Refining how data is presented to ensure clear comparisons and documenting how data analysis informs decision making.

The department documented several concerns in terms of space allocations for lab classes. Moving the Geography program to the HSS building has alleviated some of the issues associated with the shortage, but the department is anxious for the extension of the new Math/Science building. Likewise, lack of space is hindering the expansion of the Sustainability Technology programs.

Another frustration expressed by the department is the limited Weekly Teacher Hours (WTH) allotted to the department, especially after the department took on the Sustainability Technology programs.

Another concern is the condition of the Planetarium equipment and the Planetarium staffing level (it is currently supported by a part-time consultant). The Planetarium has been a tremendous boon to students and the community, through its weekly Friday night programs and the outreach to local K-12 schools but the Digistar equipment is so old that repairs are effected through the use of cannibalized parts from other Digistar projectors which is not sustainable in the long run.

The Earth Science Department has 13 full-time faculty (plus one position going through the hiring process) and 23 part-time faculty. The department notes that retirements in Anthropology, both actual and anticipated, will leave the department with only one full time faculty member in Physical Anthropology.

Another staffing need presented was for a lab technician to assist Earth Science faculty in the preparation of their classroom experiments. Faculty are currently serving this function for the most part as the student help is not satisfactory for handling fragile specimens.

Commendations

The Earth Science Department is commended for:

1. Writing an excellent six-year Program Review report. The report is comprehensive and easy to read. It provides an excellent overview of the program and its services.
2. Consistently assessing its various disciplines' SLOs and using the data to inform changes in

curriculum and departmental activities.

3. Continuously developing new curriculum and certificates as well as developing several AA-T and AS-T degrees.
4. Participating on various committees (Curriculum, Distance Education, Sabbaticals, Program Review, etc.)
5. Pursuing grants and other external funding sources, and the number and variety of grants the department has garnered.
6. Acting on every recommendation from the previous program review.
7. Supporting study abroad programs and hands on field experience.
8. Integrating experiential/applied/hands on learning activities such as field trips and research projects.

Recommendations for Program Strengthening

The Committee makes the following recommendations for program improvement:

1. The Advisory Board rosters for the Photovoltaic program (and any other CTE programs developed in the upcoming six years) need to be kept up to date.
2. The department needs to consider options for the Photovoltaic Solar Installation degree program (vis a vis enrollment, hours required for classes, curriculum, etc.).
3. The department should consider ways in which to integrate its CTE programs with its transfer focused disciplines.
4. The department might consider exploring the development of math modules (similar to those developed for the Photovoltaic program) for other disciplines in Earth Science where math presents an obstacle to students' academic success and progression in the discipline.
5. To capitalize on the success in drawing in Latino students with study abroad classes in South America, the Department might want to consider developing study abroad courses in Asia/Africa to attract more Asian and African American students.
6. The department should consider offering a Scholar's section of Astrophysics.

Institutional Recommendations

1. Review college's maintenance and support provided for the Planetarium Program, including staffing, budget and the reporting organization.
2. Explore possibilities for external support for the Planetarium Program through the Foundation (e.g., corporate sponsorships, planetarium club).
3. Consider the weekly teaching hours (WTH) allocated to the department and space allotted for the Photovoltaic program.

Program Review Executive Summary STUDENT LIFE Spring 2017

General Comments

The Office of Student Life (OSL) is responsible for providing guidance and support as well as a wide variety of extracurricular activities, programs and training opportunities designed to help student leaders develop knowledge and fundamental skills necessary to effectively govern and advocate on behalf of their constituents. Within Student Life, the SMC Associated Students (A.S.) is the officially recognized student government organization.

The OSL provides support and guidance to the student government Associated Students (A.S.) Board of Directors and Inter Club Council (ICC) leaders to develop the knowledge and fundamental skills necessary to effectively govern and advocate on behalf of their constituents.

District funding for the OSL covers the salaries for the administrators and staff and discretionary expenses (training, student help, and supplies). Other expenditures are derived from A.S. fees, which are managed by the elected A.S. Board of Directors with oversight from the Associate Dean of Student Life and the Director of Auxiliary Services who serve as the custodians of both the A.S. restricted funds (e.g. Big Blue Bus, Cayton Center, Investment, and New Technology/Student Success accounts) and unrestricted funds (e.g., general operating accounts). They also received a \$10,000 grant from the California Community College Foundation to support voter registration and other civic engagement activities.

Program Evaluation

The Office of Student life serves virtually all students at SMC who are interested in becoming involved in clubs and student government, attending campus activities, taking advantage of A.S. benefits, and/or performing community service. With the addition of the Food Security programs, they are also expanding services to low income and homeless students. Representation on the A.S. board is reflective of the student population and has seen growth in the participation of international students. The ICC club officers also reflect most segments of the student population.

Student Learning Outcomes were recently revised. One of the SLOs is assessed in multiple ways including pre/post tests and reviews of student performance among elected A.S. officers. The other SLOs have proven more difficult to assess and evaluate. The OSL does not yet assess unit outcomes associated with the administrative functions of the office but is considering adding one in the future.

The office has also begun to use the Community College Survey of Student Engagement Report (CCSSE). The 2012 report cited students' interest in a comprehensive service learning program, and the OSL is working with other college entities with service learning components.

An additional activity added since the last program review is the Free Lunch Voucher (FLVR) program which provides food to students in need and refers students to community resources.

Other accomplishments by OSL include the development and implementation of food closets, civic engagement activities, leadership and other workshops. The OSL has also reestablished a community service program and has hosted panel discussions and other activities/celebrations. The office has also been involved in various campus activities including Sustainability Week, Earth Week, and Bike Month.

In addition, the Office of Student Life assigns students to the various campus-wide committees that directly affect students such as the Academic Senate Student Affairs and Curriculum Committees, and DPAC College Services Subcommittee. The OSL administrators and faculty are also involved in a numerous committees and activities and the office partners with community based organizations such as the Westside Food Bank.

While the OSL is funded by the district, the office experienced a 50% decrease in its budget, as is the case for nearly all district organizations. The OSL notes that it's front desk is particularly understaffed, based on the number of students it serves, and relies extensively on student help during peak periods. Another challenge is administrative tasks currently undertaken by the full-time counselor; an assistant director is envisioned as the solution, which would allow the counselor focus on counseling efforts. In light of the ongoing fiscal crisis, the office is focusing on digitizing its systems, forms, and processes as well as reorganizing the office to operate more efficiently.

Commendations

The Office of Student Life program is commended for:

1. Providing a wide-variety of opportunities for students to become leaders on the campus through education and training (opportunities that go beyond those afforded through student government positions, by touching on culture, basic human needs, and civic engagement).
2. Offering community service opportunities to students especially those that address basic human needs (e.g., food closets/FLVR program).
3. Updating and revising SLOs to reflect Office of Student Life mission and goals in serving students.
4. Using the information from CCSSE survey to focus on the Community Service Program.
5. Increasing the diversity of the A.S. officers through outreach efforts to organizations such as Black Collegians, Veterans, etc.
6. Addressing the Brown Act requirements through training and the development of new compliance strategies.
7. Engaging SMC employees (OSL administrators and counselors) in myriad college activities and committees.
8. Successfully applying for a Civic Engagement Grant.
9. Undertaking the collection of additional, relevant data to inform program planning.
10. Streamlining and digitizing paper processes.
11. Significantly increasing international student involvement in A.S., with a focus on those in leadership positions.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Office of Student Life:

1. Continue accessing, evaluating, revising and updating the SLOs.
2. Work with Institutional Research to develop a Unit Outcome (UO) for the overall operational evaluation of the Office of Student Life.
3. Use the upcoming 2017 survey to respond to student needs (as was done with the previous CSSEE).
4. Develop a backup plan for maintaining or reducing current OSL programming/services in recognition of the college's worsening fiscal condition.
5. Determine whether the Office of Student Life is taking on effort that might fit better in other college functions/organizations and consider alternative approaches that address needs without impacting the OSL's budget and/or staffing resources.
6. Consider the sustainability for clubs and other initiatives that impact district resources.
7. Continue to collaborate with other college organizations that have a Service Learning component (e.g., Sustainable Works and Service Learning) to ensure that efforts between these entities are mutually supportive and aren't duplicated.

Recommendations for Institutional Support

1. The institution should review Board Policies and Administrative Regulations regarding the use of faculty advisors for student clubs and consider revising them to allow for more faculty to serve as club advisors.
2. The institution should include, during planning discussions, those Associated Student supported projects that have campus-wide impact to ensure that coverage or contingency plans are developed.
3. The institution should consider a tracking system for collecting data on service learning.

Program Review

Executive Summary

LEARNING SUPPORT SERVICES

Spring 2017

General Comments

The Learning Resources Centers offer tutoring, instructional assistance, guided work during arranged hours, and lab work in Business; Computer Science and Computer Information Systems; English, Writing, Logic, Economy, and History; Mathematics; Modern Languages; Sciences (Life, Earth, and Physical). An additional tutoring center, ALIS, was recently opened in the Library to serve as a multidisciplinary drop in tutoring center [postscript: this center has since been closed due to lack of funding].

The Learning Resources host both voluntary study such as tutoring and workshops, as well as labs where mandatory assignments are completed during arranged hours, with or without directed learning activities.

Tutoring is conducted primarily by SMC students and students from CSUN and Loyola Marymount (at a shared cost). Although volunteers contributed hours of tutoring free of charge in the past, stricter Human Resources regulations have deprived the Centers of this help.

In addition to tutoring services, Learning Support Services also manages the deployment of Supplemental Instructors (SIs) who conduct instructional sessions with students, augmenting what they learn in class. There was scant information in the six year report regarding the SI program, and although a separate report was developed, the final program review did not include this information.

The budget sources that support Learning Support Services include the district and several grants (Equity, STEM, BSSOT).

The program has defined a variety SLOs that respond to the Institutional Learning Outcomes. The SLOs have been sporadically assessed through surveys but the program will be conducting more robust assessments in the future.

Program Evaluation

Since the last six year comprehensive review, Learning Support Services has achieved several notable milestones: After an in-depth self-examination, the Learning Center Coordinators developed a comprehensive training manual. The program has also supported the provision of tutoring services to distance education students through the acquisition and implementation of SmartThinking, an online tutoring package. The Library also reconfigured one of its rooms to provide a drop-in tutoring center, ALIS. An online appointment system, WOnline, was also implemented.

Looking to the future, the Learning Resources administrators and Center Coordinators will use tools and processes to gather and analyze data to provide the departments with evidence-based reports on the Learning Resources Centers' activities and initiatives to better inform curriculum development and increase students' chances to succeed collaboratively.

The program also plans to work with Institutional Research to conduct focus groups with students to establish a baseline of student needs. Using that information as a baseline, the program intends to create a series of measures against which to measure their performance.

The program also needs to address tutoring services that are provided outside the umbrella of the Learning Resource Centers (e.g., tutoring through student support services programs such as Black Collegians and Adelante, and directly through instructional programs such as ESL who provide learning support services through their own Instructional Assistants). Another area that needs to be brought into the Learning Support Services umbrella is the Writing and Humanities Center which seems to operate independently of the other learning resource centers. The Dean over Learning Support Services is meeting with Department Chairs to better integrate LRC efforts with the instructional departments they serve.

As with nearly all SMC programs, the Learning Support Services has experienced staff shortages and requests additional staffing.

Commendations

The Learning Support Services programs are commended for:

1. Providing integrated support services for a diverse population of SMC students including peer tutoring, test preparation, development of study skills, and other forms of instructional assistance.
2. Addressing most of the Program Review Committee recommendations from 2010-2011 Six-Year Program Review.
3. Modifying SLOs to be more relevant to the Learning Resources current goals.
4. Recognizing the need for both SLOs and UOs to assess the pedagogical services and other Learning Resource Centers services (e.g., “customer satisfaction”).
5. Attempting to provide a more integrated approach to tutoring support service, including professional development and training, and piloting an integrated tutoring center in the library.
6. Expanding from just two centers to six from the time of the last six-year review, now serving twelve subject areas.
7. Organizing the efforts of the learning resource center coordinators, thus achieving some semblance of a centralized team approach.
8. Implementing the library tutor center, ALIS; albeit a temporary effort due to budget constraints, the creativity of the initiative is commendable.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Learning Support Services:

1. Develop a manageable number of SLOs and UOs that can be measured and assessed on an annual basis.
2. Develop and implement a plan for regular assessment of SLOs and UOs.

3. Work with Institutional Research on the development of SLOs and UOs, and how to effectively collect and evaluate that data to identify areas that need improvement.
4. Reduce the number of objectives and in doing so, develop objectives that can be completed, measured and assessed in one year. (And, if planning on six-year plans, break them into one-year objectives.)
5. Gather and assess data on students who use the various tutoring services; consider working with Institutional Research on another study to determine how students are using various services.
6. Develop program goals that are real rather than theoretical.
7. Develop strategies for integrating Learning Resources into the overall college community so that all members of the college community “recognize the value of academic support” and the program can effectively serve as a supportive resource for the instructional and student support programs.
8. Work with administrators of the Early Alert system to target information dissemination to the students who need tutoring and other learning support services.
9. Compare the CSSEE information being collected in 2017/18 with that collected in 2012 to see if there are areas of Student Learning Support that have or have not yet been addressed.
10. Develop a clearly articulated plan for collaboration with departments and instructors.

Program Review Executive Summary ENGLISH Spring 2017

General Comments

The overarching goal of the English department is to give students writing instruction, critical thinking experiences, and reading strategies that will enable them to find, develop, and clearly articulate ideas so that they can succeed in their academic studies, occupational aims and life aspirations. The English department is the largest instructional department at the college. Three program levels – transfer, developmental, and basic skills – address grammar and composition, reading, and literature.

The desire to help students succeed has led faculty to pursue a variety of strategies and projects designed to increase student success. They have secured funding for program development projects including the English Academy and Summer Jams, and for projects that address equity issues. The department has also developed new methods of instructional delivery and revised their curriculum to accelerate students' time to completing college-level English.

At the time of the last six-year program review report, two new, 5-unit combined courses had been designed to reduce the convoluted path to English 1. Six years later, the department has doubled the percentage of students who reach English 1 in three years (from 15.4% to 29.5%). The faculty, not content with this dramatic increase, has continued to examine its practices for evidence of barriers to student success, including the course sequence which is still quite long. English faculty have spent significant time discussing equity in success rates, best practices for teaching men of color, and how to adopt culturally responsive pedagogy. Another example of the department's proactive approach to improving its program is the work of the faculty who have restructured and streamlined the lab component of the C-level English courses, revising the lab book and adding new activities focused on helping students develop a growth mindset and improve students' college readiness skills.

Similar examinations of practice and pedagogy have been applied to Instructional Assistant led sessions; English 20 labs; the distribution of waivers that allow English 21A students to access English 1; and the Common Essay. Working with the Office of Institutional Research has afforded the department insight into the impacts of current practices and the impetus to restructure or redesign those practices, always with the goal of increasing student success.

The department has also been engaged in statewide efforts such as the Multiple Measures Assessment Project (MMAP) to increase students who place into English 85 and English 21A.

The department has worked hard to engage all faculty, full- and part-time, in the discussion and decision making processes. Faculty members have completed a variety of programs such as the Expository Reading and Writing Curriculum, the Faculty Summer Institute, and the Reading Apprenticeship online course.

A new college wide effort, Guided Pathways, will be a focus of the department in the coming years as the college works to develop contextualized curriculum, grouped around themes and meta-majors.

Program Evaluation

The English Department's Program Review report was exemplary – a model report that thoroughly documents how the department engages in continuous dialogue focused on improving student success and uses data effectively to inform planning and decision making. The department clearly understands the critical role it plays in supporting the Institutional Learning Outcomes (ILOs) and the relationship of program and course Student Learning Outcomes (SLOs) to the ILOs.

Over the last six years, and beyond, the department has shown campus leadership in addressing the high rate of students' placement into basic skills, particularly as those placement trends have impacted underrepresented students. The department has developed new accelerated courses, trained dozens of faculty in student-centered teaching practices, successfully sought grant funds for innovative programs to improve course progression rates, and worked vigorously with Institutional Research to refine its classroom and placement practices.

The department also participates in interdisciplinary efforts designed to engage students fully and lead to increased success. The department has contributed to the First Year Experience (FYE), Summer Jams, the Financial Literacy initiative, and themed classes that articulate with academic and career pathways, including STEM themed English 1 and English 2 courses.

The department responded to all of the recommendations from the last program review, sometimes with variation on the recommendation that led to better results for the department and the students it serves. For example, the recommendation to review the efficacy of implementing noncredit modules to support the new accreditation models was originally based on a form of acceleration known as the Baltimore Model of current enrollment under which students with B-level placement were enrolled in English 1 on the condition that the student also enroll in a noncredit support module. The results of the pilot were not entirely satisfactory, and the approach was abandoned in favor of other initiatives such as the English Academy and Multiple Measures Assessment.

Another noteworthy component of the department is the orientation and mentoring offered to new faculty. Going beyond the support from the department chair and a faculty handbook, the department devised a New Faculty Induction team, a group formed before Fall 2015 to support new instructors, part-time and full, as they adjust to life in the English department at SMC.

The English department is widely engaged in the life of the College. Since the last six year review, English faculty have participated on 38 Institutional Day breakout sessions, participated on the 2016 Accreditation Self Evaluation Report preparation, served on Academic Senate Joint committees including Curriculum, Distance Education, Equity and Diversity, and others.

The department notes that greater access to computer lab classrooms is needed to accommodate requests for access to technology, particularly in the remedial classes. Areas for part-time faculty to conduct office hours and additional white boards for classrooms were also mentioned in the report. The department is also grappling with the need for more full-time faculty and a replacement for the impending retirement of the department's long time administrative assistant.

Commendations

The English Department is commended for:

1. Developing a strong vision upon which the department clearly acts;
2. Developing accelerated courses;
3. Pursuing grants that support the department's commitment to student success;
4. Collaborating with Institutional Research and acting upon data to improve its program and offerings (for example, using research on the impact of waivers to narrowing of the equity gap for English 21A);
5. Creating the English Academy;
6. Comprehensively assessing SLOs through use of rubrics;
7. Focusing on the full spectrum of instruction (curriculum, tutoring, lab components etc.) and linking them through innovative materials, training, professional development;
8. Engaging faculty in myriad efforts to improve student success and close the achievement gap;
9. Collaborating with SMMUSD on the Expository Reading and Writing Course and other efforts to reach students before they leave high school;
10. Providing support to new department faculty, helping them acclimate to the department;
11. Providing leadership in guided pathways and interdisciplinary dialogue – with special emphasis on the Financial Literacy curriculum;
12. Developing overarching goals that encourage students to succeed in their academic pursuits as well as their occupational and life aspirations; and
13. Using contextualized instruction and themes to align English instruction with career interests.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the English Department:

1. continue to explore classroom practices and reading selections in the context of the data currently being collected;
2. explore options to further shorten the time needed for students to exit remedial course sequences;
3. pursue the renewal of conversations with the ESL Department regarding the Common Essay;
4. explore norming writing samples with faculty from other writing intensive disciplines (e.g., History);
5. investigate ways to ensure that students who are not taking advantage of FYE and English Academy are made aware of other options for obtaining waivers, and

6. work with Counseling Department and Assessment Center to identify students who might be eligible for waivers prior to enrolling.

Recommendations for Institutional Support

1. Add whiteboards to dedicated English classrooms.
2. Explore providing TIMS data for individual faculty.
3. Investigate ways and possible formulas for providing consistent support to Instructional Assistants.

Program Review

Executive Summary

ATHLETICS

Spring 2017

General Comments

The Athletics Department provides student athletes the opportunity to develop their skills in their chosen sports in a highly competitive environment. The mission of the Santa Monica College's Athletics Department is to provide the opportunity for student athletes to achieve personal excellence in both academics and athletics.

SMC is a member of the Western States Conference (WSC), California Community College Athletic Association (CCCAA) and the Southern California Football Association (SCFA). These organizations are the governing bodies that oversee athletics at the local and state levels. The program also adheres to the regulations and rules put forth by other organizations such as the NCAA, NAIA, FIFA, and the Federal Government.

Santa Monica College's Athletic Department receives funding from Auxiliary Services, the Foundation and the District. Their district budget includes the funding of positions and operating costs. The Auxiliary budget is generated through the rental of facilities and vending machine revenue, and the Foundation accounts income is generated through fund-raisers in the form of golf tournaments, discount specials, donations, restaurants and assorted individual initiatives.

Program Evaluation

The students served by Athletics tend to be male (71% male compared to 30% female), and in the younger age brackets (97% are 24 years old or younger). These statistics have remained fairly steady since the last six-year program review, while the ethnic breakdown has shown change: 37% are Hispanic (up from 28% in 2010/11) and 30% are African American (down from 39% in 2010/2011). The increase in Hispanic students may be due to the addition of Men's Soccer, but the program does not have an explanation for the reduction in African American students, although the current level reflects the general SMC population. The populations of other ethnic groups have remained fairly constant. A higher percentage of student athletes are first time students, compared with the general SMC population, (18% versus 12%).

A higher percentage are enrolled in developmental (basic skills) courses, when compared to the general SMC population (35% versus 24%). This requires more time for student athletes to complete their academic coursework which impacts their eligibility status as athletes. The Athletic Director is working to get student athletes to focus on their academic performance first, over their athletic performance. To do that he is working with the Director of Supplemental Instruction, and trying to get students to complete their basic skills courses first before they compete (i.e., place them in "red shirt" status) to delay the start of the "eligibility clock" until they are enrolled in college-level courses.

Other methods for addressing the academic performance of student athletes include requiring a comprehensive SEP to be in place before an athlete is eligible to compete and requiring student

athletes to meet with a counselor three times each semester. A mandatory study hall is another intervention method being considered.

Since the last program review, the Athletic program has endured a rapid succession of Athletic Directors but now has an AD who has been in place for a few years and has been able to implement several notable programmatic improvements. These include the implementation of an online tracking system for athletic injuries and physical forms, mandatory Title IX training for all coaches, monthly “coaches’ corner” meetings, and an outreach program with John Adams Middle School.

Notable achievements among the teams include the 2015 American Conference Bowl game victory and the American Pacific Division championship. The Women's tennis players won the 115th Ojai Tennis Tournament Team Title. Both Men's and Women's soccer teams qualified and participated in playoffs for the 2015 season. The Men's Volleyball Team competed in the State Championships for the second consecutive season. The student athletes performed well academically as well: during the 2015-2016 school year, 121 student athletes earned scholar athlete awards and 13 student athletes finished the fall semester with a 4.0 GPA.

The program addressed the recommendations from the 2009 six-year program review, including implementing strategies to address athletic eligibility infractions, tracking students who transfer or graduate, developing a long-term facilities plan, developing a recruitment plan, responding to violations, and ensuring SMC’s compliance with all governing boards.

Looking forward, the program will continue developing an automated online system that will help increase compliance with the CCCAA eligibility process and developing the student athlete academic success program that will provide academic support services such as tutoring, academic counseling and study hall.

The program notes the need for personnel to manage the statistical information that the CCCAA requires to be reported within 48 hours of a game and the high percentage of part time coaching staff. The program also noted the need for equipment (carts, a new sound system for the gymnasium, and a new scoreboard for the football stadium). The athletics facilities also need attention: the track needs to be resurfaced as a result of the wear and tear from athletic events as well as the other events held (e.g., SMC’s graduation, community events, and award events by other institutions). The Pavilion’s floor and paint also need to be addressed. The program would also like to have dedicated counseling staff and two full-time trainers.

Commendations

The Athletics program is commended for:

1. The success achieved by athletic teams.
2. The focus on student success and emphasis placed the academic performance of athletes which contributes to individual athletes’ academic achievements.
3. The department’s ability to function despite the turnover of several Athletic Directors.
4. The participation of department faculty and staff on community outreach programs such as the “Brother-to-Brother” and “Lunch Buddies” programs between SMC athletes and John Adams Middle School students.

5. The department's efforts in addressing the recommendations from the 2009-2010 program review despite the turnover in Athletic Directors.
6. The department's implementation of processes to ensure the program remains in compliance with various regulations and requirements.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Athletics:

1. Fully develop objectives that have defined steps that will lead to their achievement and the means to assess the outcomes of those objectives.
2. Include additional detail regarding the assessment of Unit Outcomes and how they are used to improve the program.
3. Include additional detail and analysis of data results regarding overall demographics for the program and include student success outcomes in addition to demographics.
4. Develop consistency in the implementation of grade check forms and other methods of student progress assessment.
5. Continue to develop relationships with area high schools.

Recommendations for Institutional Support

1. Support the department's strategies for improving the academic performance of and success achieved by athletes.
2. Prioritize the automation of the eligibility verification process because it affects all disciplines and enrollment of a large population of students.

Program Review

Executive Summary

Disabled Students Programs and Services

Fall 2017

General Comments

Disabled Students Programs and Services (DSPS) is designed to ensure that students with disabilities have equal access to all programs and activities on campus. The primary goal of the department is to encourage and promote independence in students, helping them achieve their full potential.

DSPS serves over 1,800 students each year. This level is up from previous years due to changes in Title 5 and federal regulations regarding how and under what conditions students with disabilities are eligible for services. In essence, students are eligible for DSPS services if they are enrolled at SMC, have a verifiable disability, are unable to benefit from the regular programs and services offered by the college due to the current educational functional limitations of a disability, and need accommodations to mitigate these disability-related educational limitations.

DSPS is divided into seven areas: Counseling, High Tech Training Center, Alt Media, Learning Disability Program, Acquired Brain Injury Program/Pathfinders, Deaf and Hard of Hearing Program, and ADA/504 Compliance.

- **Counseling:** DSPS counselors provide comprehensive educational, vocational, and personal counseling support services to all Santa Monica College students with documented disabilities.
- **High Tech Training Center:** The HTTC provides accommodations to DSPS students using technology to compensate for educational limitations resulting from their disabilities. The HTTC also offers computer classes as a support to help students prepare for their academic classes.
- **Alt Media:** Alternate Media refers to the acquisition of instructional materials in a format that is accessible to a student based on his/her needs.
- **Learning Disability Program:** The LDD offers appropriate accommodations for students with learning disabilities and helps students acquire compensatory study strategies.
- **Acquired Brain Injury Program/Pathfinders:** The Acquired Brain Injury Program (ABI) serves students who have had traumatic or acquired brain injuries or other non-progressive brain disorders after the age of 13. The Pathfinders program is housed at the Emeritus College, serving students who have had a stroke.
- **Deaf and Hard of Hearing (DHH) Program:** The goal of DHH is to ensure that deaf and hard of hearing students at Santa Monica College have access to effective communication in academic activities, campus events, and college community lectures.
- **ADA/504 Compliance:** the ADA/504 Compliance Officer ensures that disability-related accommodations are provided in a timely manner.

DSPS operates under both federal and state laws, particularly Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), and the California Code of Regulations (Title 5). Recently, the ADA has been revised as the American with Disabilities Act Amendment Act of 2008 (ADAAA). As mentioned above, the changes broaden the definition of disability and increase the DSPS's responsibilities. Changes to Title 5 have also changed the conditions under which services must be provided.

The DSPS program receives both federal and state funding. Funding is always an issue due to the high cost of services required to ensure accessibility to all students. In addition to government funding, the College augments the DSPS budget with approximately \$1.5 million each year.

Students served by DSPS are primarily part-time (66.5%), and a large percentage (32%) are enrolled in basic skills classes. The student population exceeds the general SMC population in several areas including success rates in English, Basic Skills, and transferrable classes. In the last six years, the success rate of students with disabilities enrolled in transferrable classes has increased from 67.2% to 72.6%. There has been a significant increase in students who are autistic or have learning or psychological disabilities.

Program Evaluation

DSPS has three SLOs that are assessed on a regular basis. Two of the SLOs are specific to all student services programs and these are assessed by all DSPS counselors who meet with students. A third DSPS program-specific SLO was developed to address the unique aspects of the services provided by DSPS. The department discusses the assessment results and devises improvements based on those assessments during their department meetings. The program notes that they need to be more consistent in assessing all three SLOs. In addition to the department-level SLOs, the various areas (described above) maintain specific SLOs that are appropriate to their specific services and functions or the courses offered.

Under Title 5, DSPS is expected to maintain an advisory board and has assembled one with a wide variety of public and private representatives, including members from local K-12 districts (Santa Monica High School and Palisades) and a four-year institutions (UCLA). The Advisory Committee met for the first time last April and were presented with information about the DSPS programs and services and representatives provided valuable input on a variety of issues, including the needs of students coming in from local high schools and those transferring to four-year institutions.

DSPS faculty and staff are actively involved in the college community and throughout the state, making both internal (flex day) and statewide presentations on issues pertaining to DSPS programs, regulations, and services.

The program has responded to the recommendations made by during their last six-year program review. One of the recommendations was for additional training of faculty and staff throughout the college. Training continues to be an issue for faculty who often feel ill-equipped to respond adequately or appropriately to the needs of students with disabilities. DSPS representatives have made numerous Flex Day presentations but the attendance has been low.

The DSPS program effectively responded to the challenges of multiple retirements and resignations. A recent change was the establishment of an administrative position for overseeing the DSPS unit in partnership with the faculty coordinator.

Among the challenges faced by DSPS are the changing needs of students with disabilities. For example, it is difficult to plan for how many interpreters are needed to serve hearing impaired students as that number has been impacted by students who do not use ASL, have cochlear implants or chose not to use interpreters. At the same time, the changing regulations have made it possible for students to seek out services without the level of documentation and counseling appointment requirements that were once in place.

Another challenge is ensuring that the college is providing the accommodations requested by students and adhering to the revised requirements of ADA 504 and Title 5. Students who do not feel that their needs are being met can complain to the Office of Civil Rights, but the college maintains a 20% FTE faculty representative who works to resolve these complaints before they get to that level.

Complaints about technological access are increasing and while compliance with ADA 508 is not under the purview of DSPS, DSPS works with other college departments (Distance Education, the College's web master, etc.) to ensure that the college's website is compliant and other instructional technology meets accessibility requirements. Additional faculty training is needed as more instructional content is used that must be made accessible to all students.

The program is deservedly proud of the accolades it receives from students about the depth and breadth of services it provides. The college provides more counseling services than other districts provide which attracts students with disabilities to SMC.

Commendations

DSPS is commended for:

1. Clearly documenting ongoing assessments of SLOs as well as developing a Program Learning Outcome specific to DSPS.
2. Ensuring disabled students have equal access to all programs and activities on campus through a variety of options (e.g., Counseling, High Tech Training Center, Alt Media, etc.).
3. Coordinating service delivery among multiple and quite varying units within DSPS.
4. Increasing the success rate of DSPS students in transferrable courses.
5. Earning a commendation from the Accreditation team for by the High Technology Center.
6. Responding to the recommendations made during the last six-year review (for example, the in-service training provided to the college).
7. Ensuring that all segments of the college, especially instructional faculty, are aware of and compliant with federal regulations.
8. Providing the post-stroke program (Pathfinders) through the Emeritus College and the increasing enrollment in the program.
9. Implementing a "same day" appointment system

10. Serving as a model agency for the state in terms of web accessibility.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that DSPS:

1. Consider widening the training provided for faculty and staff on how to respond to the accessibility needs students with disabilities by securing invitations to department meetings.
2. Deploy a training team to departments where students have made complaints to the college disciplinarian.
3. Work with the Wellness Center to provide referral procedures to faculty, thus equipping them with points of contact for various issues they might encounter when addressing the needs of students with mental and physical disabilities.
4. Consider expanding the Advisory Board membership to include representatives from private four-year institutions such as USC and LMU.
5. Work with Institutional Research to implement a student satisfaction survey.
6. Break down objectives into manageable pieces that are measurable and completable within one year.

Recommendations for Institutional Support

1. The college needs to consider providing sufficient institutional support for 508 compliance (this is not a DSPS issues but an institutional issue).
2. When revising the Administrative Regulations, the college should ensure that the ARs related to DSPS services are done in consultation with the experts in DSPS.

Program Review

Executive Summary

Student Health – Health Services Office

Fall 2017

General Comments

The Health Services Office provides an array of services to SMC students including health promotion and education, illness prevention and early intervention, and primary medical intervention for students who have paid the health fee.

Outreach services conducted by the Health Services Office include an Annual Health Fair that brings community partners to the campus to meet with students, educating them on healthy choices and prevention and early intervention; visits to Counseling 20 classes; and a variety of workshops held throughout the year, with representatives from UCLA and Westside Family Health Center providing information on a wide variety of prevention topics. They also participate in VIP Welcome Day, informing incoming students about the services available to them.

The Office also maintains a website, distributes informational material, and provides one-on-one, confidential conversations with Health Services Office personnel. They also help students understand the Affordable Care Act, and make referrals for students who lack insurance. The Health Services Office also works with F-1 International Students, making referrals to medical agencies as needed.

The Health Services Office cooperates with external agencies including the Los Angeles County Public Health Department, LA County clinics, and other agencies. The Office also administers TB tests for all employees at the time of hire and every four years thereafter. Flu vaccinations, Worker's Compensation reevaluation and referral, reporting of on-campus accidents, and administration of over the counter medications are other services provided to SMC employees.

Program Evaluation

The Office serves more females than males (62.7% versus 37.3%, respectively). In terms of ethnic demographics, Hispanic students represent the largest group served, followed by Asian/Pacific Islander. A vast majority of the students served are 24 and younger. Students with F-1 visas comprise the largest group of students served.

The Health Services Office has worked with Institutional Research on the assessment of its Unit Outcomes and relies on survey instruments to gather its data. Surveys were sporadically administered in years past but will now be administered twice a year in spring and fall and discuss the findings in departmental meetings.

The Health Services Office is funded primarily through the district and from the health fee that students pay, the international student insurance program, and revenue from direct services. In 2015, the Health Services Office increased its fee by one dollar and the increase allowed them to hire a Nurse Practitioner and upgrade their equipment. Hiring a nurse practitioner allowed the office to reduce the expenses associated with doctor-provided services, a savings which then

allowed the Office to hire a registered dietician. The sharp, prolonged decline in student enrollment is expected to have a negative impact the Health Services Office's budget.

The Office has experienced personnel changes including the recent retirement of the long-time Faculty Coordinator. A newly hired Director of Health and Wellbeing will assume the coordinator's responsibilities for managing both the Health Services Office and the Center for Wellness and Wellbeing. Other personnel changes include the addition of a full-time nurse practitioner and a registered dietician, as mentioned previously.

The program hopes to be located closely to or co-located with the Center for Wellness and Wellbeing when other programs eventually move to the new Student Services building. Another change desired by the Health Services Office include real time collection of data in the exam/treatment rooms, rather than at the end of the day, which would require additional technology resources (although it is unclear why this would require three desktops in each exam room as specified in the report).

Commendations

The Student Health Services Office is commended for:

1. Providing a wide range of services to students.
2. Establishing effective relationships with local healthcare agencies.
3. Reducing costs by hiring a Nurse Practitioner.
4. Providing a wide array of outreach (workshops, VIP Welcome Day, Counseling 20 visits, etc.) to ensure that as much of the on-ground student population is made aware of the services available through the Health Services Office.
5. Establishing partnerships with external organizations (UCLA, Red Cross, etc.).
6. Surveying users and collecting feedback.
7. Establishing culturally sensitive treatment protocols.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Health Services Office:

1. Develop a plan for merging the two centers with staffing and budget realistically based on the projected FTES.
2. Consider a name change that reflects the integration of the Health Services Office with the Center for Wellness and Wellbeing (e.g., Center for Health and Well Being).
3. Provide evidence of how data is used to inform decision making.
4. Evaluate the number and level of services that can be provided effectively given the decline in enrollment and concomitant decrease in health fee revenue.
5. Consider the pros and cons associated with the MediCal program, in light of the number of students who are covered by Medical.

6. Work with Institutional Research to develop a survey of all students to capture the specific reasons they seek services from the Health Services Office.
7. Explore options for improving the efficiency and effectiveness of services to optimize the use of staff.
8. Work with Institutional Research on the development of Unit Outcomes that can provide for effective data collection, assessment, evaluation and program improvement.

Recommendations for Institutional Support

1. Support the integration of the Health Services Office and the Center for Wellness and Wellbeing facilities when other offices are emptied as a result of the moves to the new Student Services building.
2. Consider the need for real-time data entry with Health Services' desire for additional desktop computers for exam rooms.

Program Review
Executive Summary
CENTER FOR WELLNESS AND WELLBEING
(formerly known as Psychological Services)
Fall 2017

General Comments

The Student Center for Wellness and Wellbeing (CWW), formally Psychological Services, provides a wide range of direct and indirect mental health services. Direct services include short-term, solution-focused, individual therapy; crisis intervention; training and psycho-educational workshops; drug and alcohol prevention; outreach; and faculty/staff training and consultation. The Center for Wellness and Wellbeing is funded 100% through student health fees.

The Center's staff includes 2.5 FTE licensed clinical psychologists and 2.5 FTE post-doctoral psychologists available to students five days per week. In addition, several special programs throughout campus also have licensed mental health clinicians who operate under the CWW umbrella of services. These special programs include Guardians Scholars, DSPPS, Veterans Resource Center, and Latino and Black Collegians. A new after-hours crisis line, Protocall, is a 24/7 to provide assistance to students when staff are not available to meet with students or when the Center is closed after-hours or during the holidays or month of August.

Community partnerships play an important role in the delivery of longer-term treatment for students in need. These include low-fee community counseling agencies, community psychiatrists, and county mental health providers. Community partnerships are key to ensuring that students who need long term treatment and case management, have access to this care.

Another important service provided by the CWW staff is consultation with faculty and staff who feel ill-equipped to respond to students who are experiencing mental health issues. The Director and Faculty Coordinator both sit on the Crisis Prevention Team (CPT) and the Director is actively involved with a professional organization, the Mental Health First Aid (MHFA).

Other outreach services include the Question, Persuade, Response (QPR) suicide prevention program, workshops delivered in various venues, and consultation services for faculty, staff and administrators.

In addition to district funds, the Center for Wellness and Wellbeing has received three years of funding from the SAMHSA (Substance Abuse and Mental Health Services Administration) Garrett Lee Smith Suicide Prevention Grant, but the three year grant will in in calendar year 2018.

Program Evaluation

The Center provides its services to the entire student population. While the number of students seeking services has skyrocketed (e.g., student encounters have nearly doubled this fall as compared to last fall 2016), the demographics of the students served have remained consistent over the last several years. Females comprise more than half of the students served by the center. Changes were noted in the number of Hispanic students served compared to other

student populations; this difference may be greater as it does not include students who are served by the Latino Center. There is also a greater number of students served by the center who identify as being homeless or “couch surfing.”

The Center has seen sharp increases in the use of its services and designed two recent objectives in response to student demand: increasing its walk-in hours and changing the first contact with the Center be in the form of a walk-in session rather than a scheduled appointment. These changes have eliminated the waitlist (which last year numbered as many as 50 students at a given time). Coupled with a redesign of the program’s paperwork processes, these changes have allowed the center to give priority to students who are experiencing a mental health crisis.

The center also changed its name to reduce the stigma associated with the term “Psychological Services” and has collaborated with other departments and programs on campus that have mental health professionals working with students.

Other aspects of program improvement sought through the Center’s defined objectives are still underway. These include merging the services of the Center with the Health Center, developing a more robust MSW internship program, and becoming a local educational agency that bills MediCal for the services provided by the Center and the Health Office.

The Center is looking forward to integrating its services with the Health Office, developing a final suicide prevention and post-vention plan, and fully implementing the MSW internship program.

Commendations

The Center for Wellness and Wellbeing is commended for:

1. Expanding its services to include a variety of access points including the walk in option and the new crisis line, the latter also helping faculty and staff who encounter students in crisis during evening-hours or on weekends.
2. Coordinating record keeping with other college service providers through a common EHR system.
3. Creating solutions for coping with the increased use of the Center’s services including the Master’s of Social Work (MSW) internship program and the many educational workshops provided to students.
4. Engaging in the external community; for example, the director participating on the Mental Health and Wellness Association (MHWA) board ensures that SMC is aware of and involved in statewide developments and best practices.
5. Establishing strong relationship with local Community Based and government organizations throughout Los Angeles County.
6. Providing training and consultation services to faculty and staff on how to cope with student behaviors both in and out of the classroom.
7. Providing workshops to students, which both educate students and make them aware of the services available to them.

8. Adapting communication methods that respond to the needs of students in the modes that students understand (e.g., using text messages for appointment reminders and using “telehealth” for the delivery of services).
9. Changing the name of the Center from “Psychological Services” to the Center for Wellness and Wellbeing to reduce “stigma avoidance” on the part of students and moving from “appointment only” to “drop in.”
10. Responding thoroughly to recommendations made during the last six year program review.
11. Successfully pursuing two grants: the nationally recognized three-year SAMSHA suicide prevention grant, as well as the recipient of the CA Community College Student Mental Health grant prior to the current SAMSHA grant.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Center for Wellness and Wellbeing:

1. Implement the student satisfaction surveys on an annual basis and use the findings to effect program improvements.
2. Ensure that mental health services provided by programs outside the Center are coordinated with the Center to provide an integrated, coordinated continuum of services to students.
3. Implement an interoffice satisfaction survey to ensure that each program is meeting the needs of other offices on campus.
4. Work with Institutional Research on Unit Outcomes that are useful for ongoing program assessment, evaluation and improvement.

Recommendations for Institutional Support

1. Support the integration of the Health Office and the Center for Wellness and Wellbeing facilities when other offices are emptied as a result of the moves to the new Student Services building.

Program Review Executive Summary Human Resources Fall 2017

General Comments

The Office of Human Resources (Human Resources) is responsible for all academic recruitment and all employee processing and evaluation. The office oversees the administration of benefits programs for eligible employees and retirees and ensures compliance with federal and state laws covering employment and unlawful discrimination.

The office is very active in the college community, through facilitated training programs for students and employees. Human Resources staff work in conjunction with the SMC Crisis Prevention Team; participate at SMC events such as Flex Day and VIP Welcome Day; and participate on various committees such as the Professional Development Committee, DPAC, Sabbaticals, Crisis Prevention, and the Title IX Task Force. Training from external groups is also coordinated by the office including CalPERS and CalSTRS retirement planning workshops and SchoolsFirst FCU, the new 403b and 457b administrator.

Program Evaluation

The office's Unit Outcomes were listed in the format of objectives rather than unit outcomes in the traditional sense. The office is strongly urged to work with Institutional Research to develop Unit Outcomes that can be assessed and evaluated. The objectives included improved communication with SMC stakeholders, development of a staffing plan, facilitation of training and professional development goals, improvement of employee relations, and working with Campus Counsel to improve legal compliance and reduce legal expenses. The report did not detail how these specific goals were assessed and evaluated, but the report, in general, did address most of them in terms of operational activities undertaken by the office. The report indicated that Human Resources uses district-wide and individualized surveys and evaluations to assess services provided to the college community, but did not provide the results of those surveys and evaluations or interpret the results.

Human Resources responded to the recommendations made during the last six year program review. One of the institutional recommendations for program strengthening was to support efforts by Human Resources and Payroll to align record keeping and differences in leave policies. The office has undertaken this effort and is working with Payroll on the Los Angeles County Office of Education's "Best Project" which is hoped to make processes more efficient and improve accuracy.

Human Resources is continually improving its processes in response to feedback from the field as well as to comply with federal and state mandates. For example, new federal and state requirements for Title IX compliance and Title 5 related issues have required the office to provide college-wide training and to develop new protocols and procedures. These training initiatives have extended to the college's students. Human Resources personnel spearheaded a "train the trainer" classroom educational program in which selected employees and students

volunteered to be classroom facilitators to lead discussions among students. The program initially provided presentations to Counseling 20 and 11 classes but has since expanded to provide classroom training to English and Social Science classes.

Other programmatic developments and improvements undertaken by Human Resources since the last program review include collaborating on the development of an electronic time-keeping system (myTime) to meet federal and state audit requirements; upgrading faculty evaluation orientation materials; updating internal policies and procedures on unlawful discrimination and sexual misconduct; updating the EEO plan; and developing a website on diversity, inclusivity and equity.

Since the last six year program review, Human Resources has streamlined processes related to timely receipt of new hire certification, extensions of assignments, student documentation, notice to new/rehired faculty and their department chairs. Human Resources continues to work collaboratively with Financial Aid to ensure that student paperwork is complete and processed timely for pay purposes. Human Resources has also improved outreach enabled successful recruitment processes which have attracted more qualified and diverse pools of applicants both for faculty and administrative positions.

Other improvements have been made in the benefits area. The benefits team have established methods to allow all team members to view and edit records in real time and share documents. They have also implemented a record keeping system to track retiree's benefits. The team also developed a benefits procedure manual to help train new staff members and maintain consistency in the department.

Human Resources uses surveys of employees who attend workshops to make improvements in the content of future trainings. Similarly, the office uses feedback to make changes to its operations. For example, Unlawful Discrimination, Title IX and Bullying forms were amended after review procedures and soliciting user feedback.

Human Resources has developed a new professional development opportunity for employees through a grant secured from the California Community Colleges' Chancellor's Office's Institutional Effectiveness Partnership Initiative (IEPI). This \$50,000, one-time grant is being used to develop the SMC Leadership Academy. Constituents from every employee group were invited and were represented in the Academy including academic administrators, classified managers, classified support staff, confidential support staff, campus police, full-time and part-time faculty.

In addition to enumerating additional resources (physical, technology/equipment, and human) that the Human Resources Office feels are needed to continue improving its operations, the Office of Human Resources expressed a desire to see various office functions better incorporated with the college's planning activities. This is a laudable pursuit and one that the college should champion.

However, while Human Resources is grappling with increased and ongoing demands for its services, the reality is that the continuing fiscal crisis will restrict the college's ability to provide the additional physical and human resources requested. Instead, the committee suggests that the Office of Human Resources assess what functions are absolutely necessary and consider the realignment of existing resources to provide essential operations and address increased demand for services.

Commendations

The Office of Human Resources is commended for:

1. Establishing the SMC Leadership Academy through the grant awarded through the CCCCCO's Institutional Effectiveness Partnership Initiative.
2. Developing programs that support diversity-focused recruitment of faculty.
3. Making changes to improve efficiencies and close gaps.
4. Partnering with IT and LACOE to develop electronic time keeping systems.
5. Expanding training offered to staff, including the creation of online modules.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Office of Human Resources:

1. Consider identifying which programs, services, and activities are priorities (for example, the development of an internship and mentor program may require significant staffing resources that are beyond current staffing levels which would be unsustainable during the college's current fiscal crisis).
2. Work with Institutional Research to develop effective unit outcomes to regularly assess, evaluate and improve the functions and operations of the office.
3. Develop a position control system to effectively track vacancies and assess the feasibility for re-deploying employee assets to fulfill needs without impacting the college's fiscal condition.
4. Pursue updates to the PeopleAdmin application tracking system.
5. Use data that is collected by Human Resources to direct program planning and improvement.
6. In the future, work with the Program Review Committee Chair and Vice Chair before submitting the Program Review report.
7. Track and use data to inform program improvements and include data-supported trends in future Program Review reports.
8. Break down objectives into manageable pieces that are measurable and completable within one year.

Recommendations for Institutional Support

1. Ensure that the Office of Human Resources (its structure, staffing levels, technological resources, etc.) are considered and incorporated in institutional strategic planning efforts.

2. Support the pursuit of more diverse and qualified applicant pools.

Summary Table of Program Needs

Program/Unit	Vice President Referral	Needs: Major Categories													DPAC S/C Referral					Comments/Notes				
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning		DPAC – Budget Planning	DPAC – Human Resources Planning	DPAC – Facilities Planning	
African American Center/Black Collegians	SS		●			●			●															
Alumni Relations	SS			●		●											●							
Art	I			●		●		●	●								●			●	●			
Athletics	SS			●				●								●								
CSIS	I			●	●	●				●	●						●	●						
CalWorks	SS			●		●											●							
Campus Police	SS			●		●		●	●						●		●			●	●			
Career Services	SS		●																	●				
Communication (Media)	I	●	●					●												●				

Program/Unit	Vice President Referral	Needs: Major Categories											DPAC S/C Referral					Comments/Notes				
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other		DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning
Communication (Film)	I	●						●													●	
Communication (Journalism)	I					●	●	●														
Communication (Comm Studies)	I			●				●								●				●	●	
Community Education	I			●												●				●	●	
Cosmetology	I	●																			●	
Counseling	SS		●	●	●	●									●		●				●	
Dance	I			●								●									●	
Design Tech	I	●			●			●				●					●				●	
Disabled Students Services Center	SS		●		●	●		●		●	●					●						
Distance Education	I				●																	
EOPS	SS													●								

Program/Unit	Vice President Referral	Needs: Major Categories											DPAC S/C Referral					Comments/Notes				
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other		DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning
Earth Sciences	I	●		●	●			●						●			●			●	●	
Education/ECE	I	●	●	●												●						
English	I			●		●					●			●		●				●	●	
Enrollment Services (A&R)	EM	●																				
Enrollment Services (Bursars)	SS				●	●										●				●		
Enterprise Services	B					●										●				●		
Events/Facilities Scheduling	GR					●					●		●									
Facilities	B																					
Foundation	B																					
Grants	I			●		●																
Health Sci – Resp. Therapy	I	●											●									

Program/Unit	Vice President Referral	Needs: Major Categories													DPAC S/C Referral				Comments/Notes			
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning		DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning
Health Sci - Nursing	I	●	●		●																●	
High School Programs	I			●																	●	
History	I	●																			●	
Human Resources	I																					
Info Tech.	EM			●		●		●			●	●									●	
Institutional Research	EM			●	●																●	
International Education	EM		●					●													●	
Latino Center/ Adelante	SS		●					●						●	●						●	●
Learning Support Services	I			●				●											●		●	
Library	I					●										●	●				●	
Life Sciences	I	●	●	●				●		●	●	●									●	

Program/Unit	Vice President Referral	Needs: Major Categories														DPAC S/C Referral						Comments/Notes	
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning		DPAC – Facilities Planning
Mathematics	I	●		●												●					●	●	
Reprographics/ Media Center	I																						
Modern Languages & Cultures	I	●					●		●			●					●				●		
Music	I																						
Office of Student Judicial Affairs/Ombuds	SS			●		●						●			●								
Personnel Commission	HR							●															
Philosophy & Social Sciences	I	●				●	●									●	●				●	●	
Photo/Fashion	I	●		●										●		●					●	●	
Physical Sciences	I	●		●		●				●	●	●		●							●	●	
Pico Promise	SS													●									

Program/Unit	Vice President Referral	Needs: Major Categories													DPAC S/C Referral						Comments/Notes		
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning		DPAC – Human Resources Planning	DPAC – Facilities Planning
Psychology	I																						
Public Programs: Community and Academic Relations	GR			●		●	●			●								●			●	●	
Public Programs: Web & Social Media	GR			●		●												●			●		
Public Programs: Public Info Office	GR																				●		
Scholars	I/SS					●												●					
School Relations	EM		●			●									●			●			●	●	
Student Life	SS		●	●						●								●			●		
Theatre Arts	I			●		●	●	●			●			●		●		●		●	●	●	
Transfer & Art.	SS				●																		
Transportation/Parking	SS					●												●		●			

Program/Unit	Vice President Referral	Needs: Major Categories													DPAC S/C Referral						Comments/Notes		
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning		DPAC – Human Resources Planning	DPAC – Facilities Planning
Veteran’s Center	SS																						
Welcome Center	EM	●	●				●			●				●		●			●	●			
Workforce & Economic Dev.	I										●												
NonCredit	I	●	●			●	●									●			●				

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Math Tutoring: As we prepare for moving into the new Student Services Building, we have recognized that we have truly outgrown our current tutoring space in the Counseling Complex. Between Summer 2017 and April 2018, the tutoring center received 1,800 visits. There have been situations where students have indicated to us that as much as they would like to receive tutoring from our phenomenal Math Instructional Assistant, they leave because there is not any space during high peak periods. Our space in the new building will hopefully help to resolve some of these issues but we are also hoping to add to the learning experience with the following items:

1. The need for a smart board and computer for the Instructional Assistant to use in his lessons/tutoring with students. This will help him with accessing websites and providing lessons for the students.
2. The need for tables (such as the ones in the STEM lab) that have tops made of dry-erase material. Students could work out problems with tutors or with their peers. This would allow for a better use of space and better way for students to see the problems individually.
3. The need for tablets (10) with a charging cabinet for students to use to access various websites (such as Khan Academy) to work out specific problems to enhance learning.
4. A storage cabinet with a lock to store books, calculators, and office supplies that the Math Instructional IA can use.

English Instructional Assistant: This continues to be an on-going request for a full-time English Instructional Assistant shared between Black Collegians and the Latino Center. We have seen the academic success outcomes for our students who have utilized the Math Instructional Assistant. We are hoping to see this position come to fruition as well. We currently have students providing English tutoring totally 15 weekly hours. In Fall 2017, we began later in the semester to offer tutoring (with only one tutor at the time at 10 hours per week) and he saw 36 students. During the Spring 2018 semester, we increased it to two students and we were able to have 60 students seen. This position is now even more critical as the English structure has changed. Many of the Black Collegians and Adelante students who would have normally placed in Basic Skills English will now be placed into college-level courses and will need the additional support that this position could bring. In addition, this position fits perfectly with the goals of Student Equity because of the subject matter, the goal towards helping students to get through English courses and the population that this position would be serving.

Student Help During the Summer: Student workers play a vital role in our office year-round. During the Fall through Spring sessions, we have been able to utilize Federal Work Study to support the cost of student workers and we supplement as needed with a very small student help budget that we have been given. We currently do not have enough of a budget to supply funding for student help hours in the summer when Federal Work Study is not available. The summer is also when we do our recruitment for the program, offer the most orientations, and enroll the largest population of new students to the program. The student workers are critical to the functioning of the office during this time and it is our hope to be able to increase our student help budget at some point to be able to have continuous funding.

Color Printer: Both Student Services Assistants for the African American Collegian Center and Latino Center create flyers on a regular basis. There is a need for them to share a color printer for the advertisements that they create for marketing purposes.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Math Tutoring Area:

Item	Cost	Total cost
8 dry-erase rectangular tables	\$604.37 each	\$4,834.96
14 Ruckus chairs	\$147.44 each	\$2,064.16
One Smart Board	\$1,618.99	\$1,618.99
Projector	\$1,360.00	\$1,360.00
Large cork board	\$80.00	\$80.00
Large storage cabinet	\$300.00	\$300.00
10 iPad Tablets (32GB)	\$329.00 each	\$3,290.00
Charging media storage cart	\$509.88	\$509.88

Color Printer: As mentioned in the first question in this section. The cost is \$960.00

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. **Instructional Assistant for English:** See question 1 as it relates to the English Instructional Assistant.

2. **Student Help:** There is a need for the Latino Center and African American Collegian Center to have budgets augmented for student help to work during the summer. Currently, we have been able to have assistance through SSSP to fund student help to work our front desk and to help check in students who see our Math **Instructional Assistant,**

Annual Alumni Relations	2017/2018 Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

This department continues to produce a great deal of student and alumni relations content, communication, and visual communication materials that are embedded in programs, activities, and events across campus departments and areas. This requires staff to meet the needs both of this area and the demand from other areas of the College including for marketing and Community Relations. We rely heavily on volunteers, which presents a challenge for maintaining continuity and continuing development in some projects to reach completion so we can continue to progress forward effectively. Additionally, a deficit of time and human resources is limiting our ability to take the successful programs and events we have demonstrated to their fullest potential. While we are creating synergy in the collaborative relationships we've developed across the campus, the deficit of time to accomplish goals hinders our efforts. That includes expanding and maintaining the Alumni spotlight campaign which made it possible for us to bring Nathan Myhrvold to campus (an alumnus and potential donor whose company is worth over 6 billion dollars in assets), critical follow up for Alumni /outreach recruitment receptions, as well as for events (i.e., SMC Everywhere, VIP Welcome Day, Homecoming) to the

next level to increase the relationships needed to maintain and expand our alumni engagement, and to further provide resource development for the college.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We continue to successfully conduct program activities at the Office of Campus and Alumni Relations using both the Alumni conference room and patio (i.e., Dale Ride Reception, Ambassador Program training and workshops, Alumni Receptions, etc.). To address the space limitations for some activities that have more students and guests than we can accommodate here, we have been fortunate enough to be able to rent the Pool Sundeck area when we need to accommodate more people. The limitations in funding and scheduling to rent space large enough for some of the program activities we run diminishes some of the opportunities to include potential guests that want to contribute further to the college. This sometimes includes limiting members from the campus community from being able to attend programs when we are simultaneously spending resources to work on gaining their participation and support. Once the assessment space need is able to be met with the new Student Services building, the multi-purpose room would serve tremendous value in providing a cost effective space to expand the programs we currently have and for the college at large to have a community space to host events. Additionally, we can save a great deal of money when the funding is available to use the kitchen space we have and install appliances.

Technology needs include:

There are several spokes to this wheel that are required to deliver a robust communication network and promotion tool to successfully develop and manage a global alumni network for Santa Monica College. A sophisticated database and CRM platform are still necessary for the baseline of a world-class digital infrastructure to reach our networking goals. We have begun to integrate some of the technology platforms listed here and need to continue the implementation process with the following in addition to the basic CRM platform and database integration:

- **Alumni Network/Mentor Platform** (CampusTap) provides an online platform for current students, alumni, faculty/staff, and members of the community to create profiles that detail the areas in which they can be a mentor and/or mentee. This is designed to engage our enrolled students, and larger community of alumni, faculty/staff, and friends of the College, to foster involvement with alumni, and promote a strong relationship with our future alumni to bridge the transition when they leave to go from being future alumni to becoming actively engaged alumni.
- **Website** (Hands Svcs) Currently used to provide portal for: alumni engagement, promote the alumni brand to the community internally and globally; generate content including alumni news, alumni spotlights, future alumni spotlights, events, and activities; generate revenue from merchandise sales; and to solicit nominations for alumni awards, giving and resources, to fulfill the mission and vision of the SMCAA.
- **Email and Event Svc** (Constant Contact) Currently the only service being used to send Alumni email blasts, newsletters, and event invitations. This will phase out when CRM and Alumni Directory is implemented.
- **LinkedIn:** Full service account for client search, tracking, and campaigns will feed content to Mentor platform, Mobile App and can access LinkedIn profiles through Salesforce CRM. However, we have discontinued use of this platform since we don't have the human resources to get the value out of it.
- **Crowdfunding (Amplo):** provides an online platform for fund-raising campaigns.
- **Tracking** (GradCast) tracking capability and communication outreach for constituent data information on job placements and transfer destinations.

- **CRM** (i.e.,Salesforce, Blackbaud,) and integration with CampusTap Alumni network mentor platform.
- **EverTrue App** (EverTrue) provides secure access through smartphones and tablets to a mobile network application for alumni to make connections, gain job opportunities, find local alums when they travel or move, integrate with alumni communities' social networks and gain access to professional history and industry data through a preferred partnership with LinkedIn
- **iCapture** Currently being used to collect iPad surveys and event check-in onsite.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Office of Campus and Alumni Relations is in need of additional human resources support to help manage and execute the multiple programs and services currently and slated to be offered. The lack of staff limits our ability to expand and meet the needs of the campus to match demand. Director Deirdre Weaver, one administrative assistant and one student services assistant, currently staffs the department.

We are in need of the following positions:

- Database Communication Analyst
- Alumni Relations Coordinator – Alumni
- Visual communication specialist
- Counselor (5 hours a week) – available to support ambassadors and PA program.

Annual Athletics

2017/2018

Instructional/Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Develop an automated eligibility process that allows for real time monitoring and tracking of student athletes eligibility status.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Location for study hall/tutoring center and computer lab specifically for student-athletes. The goal is to have this additional resource available for the 2018-2019 academic year.

Cart for athletic training staff to transport injured student athletes.

Two-way radios for use during athletic events.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

The athletic department currently has two part time athletic counselors that provide counseling services to our student athletes. Athletic Counseling is an important element of athletics due to the strict educational requirements set forth by the CCCAA and NCAA. The counselors help the students with: developing their student educational plan (SEP), graduation & transfer requirements, and the maintaining eligibility requirements needed to participate in athletics at the community college level and at the NCAA level if the student will be participating upon transferring from SMC. Due to the specific academic requirements of the CCCAA, NAIA and CCCAA the counselors need to have a thorough understanding of the eligibility requirements of each of these entities.

Annual
Business

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Supplemental Instruction (SI) program was introduced in Accounting 1 in 2012 with one section and based on positive results in terms of student success was expanded to three SI supported sections by spring 2014. The accounting team plans to further expand the SI program among Accounting 1 and also include Accounting 2 in the coming year.

We are in the process of developing non-credit classes both as stand alone programs (Bike maintenance) and also to serve as support for our credit offerings (Non-credit Customer Service, Non-credit Supply Chain Management). In addition, we are expanding our dual enrollment offerings. Continued support through SMC channels is necessary and appreciated. For example, professional development in these areas could speed the development and approval process and help create effective practices to deliver quality programs to our community. I hear that there may be either a non-credit summit or flex day activity which we would welcome and attend.

2018 G1.1 Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year.

Instructional Classroom Resources: Traditional desks used in many of our classrooms hinder modern teaching methods. We are in need of modular furniture that supports group activities. Ideally, furniture that can be positioned for traditional lectures and then easily rearrange for project and team learning activities.

Adaptive Learning Tools: In house development or co-creation of adaptive learning tools that can be used in Accounting is critical to student success. Successfully establishing a foundation in accounting requires that students practice problems repeatedly (emphasis on repetition). Students in accounting have different skill sets and they need custom tailored materials to help them grasp the concepts, which adaptive learning can provide. In addition, memorization of rules and the application of that rule (and then practicing that rule, over and over again) is required for success. Since the repetition of concepts in areas like accounting can be boring, adaptive learning (that incorporates gamification or tools like the technology seen in artificial intelligence) can break up the monotony of practicing the material which can encourage students to practice it more. That being said, we have recently applied for a Perkins grant to help jump start this initiative and have had preliminary discussions with AI companies entering education. Offering non-traditional time patterns and class sizes will be required to pilot these tools.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The following items were reported in the 2014 Program Review, and continue to need attention. In addition, new issues have been added to the list (*italicized*).

Room	Ceiling	Paint	Other
B251	Two broken ceiling tiles Two damaged ceiling tiles		<i>Dirty walls, hole in wall, exposed electrical</i>
B259		Paint peeling off wall in back left and back right corners of the room	Two water leaks in back left corner
B261	One ceiling tile missing One damaged ceiling tile		
B255	One missing ceiling tile One broken ceiling tile		Two water leaks in back right of the room
B254	One damaged ceiling tile One broken ceiling tile		
B252		Back wall paint peeling and cracked	
B207	Three missing ceiling tiles Two damaged ceiling tiles	Left and right walls paint peeling	<i>Stained tiles</i>
B201	Four damaged ceiling tiles		
B101		All walls heavily damaged	
B107	Three ceiling tiles missing One damaged ceiling tile		
BUS 220 (Business Dept. Office)	Water damaged tile near B220D		
Women's Restroom		Paint peeling off back wall	Water leak in back corner
Men's Restroom		<i>Black stains on floor</i>	

In 2014, the classroom in B-254, was developed into a Smart Classroom, through grant funds. Faculty members who use this room have requested additional training, as well as additional hanging rails for the collaboration boards to be installed above the SmartBoard. This way, boards that can be written on with markers can be displayed in a central location in the room. A hanging rail installed above the whiteboard (to the left of the SmartBoard) has been requested.

There are a number of possible updates to the Business Building. Some of them could be transformational. The Business Building is slated to be part of the latest bond measure. More information to come.

On a practical note, the District has been very responsive to our "emergency requests" to address specific timely issues in our building. For example, during Winter Term we had a substantial water leak in one of the classrooms. Eric LeBlanc immediately addressed the issue. On a similar note, I took her on a tour of our public bathrooms and received assurances that a bathroom update/remodel was in the works.

I anticipate additional maintenance requests during the coming year as they become apparent. After this building was last remodeled after the 1994 earthquake.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Despite the hiring of three new faculty this spring (one new Business Communication faculty, one Business Law faculty, and one Tax Accounting faculty), the department will continue to experience faculty attrition, as three to four more faculty are expected to retire in the next few years. In addition, one of our faculty members, Fran Chandler, was elected Senate President; consequently, we will be short one faculty member for the duration of her term. The hiring of new faculty is critical in enabling the department to effectively meet students' educational needs, implement department projects and curriculum/programs, participate in college committees, and support the College's strategic goals.

A few of the classrooms in the department received upgrades in technology, including B-254 which was provided with an Egan SmartBoard and iClickers. The brief two to three hour training provided for each new technology was insufficient to enable faculty to effectively incorporate the new technology into their teaching. More technology-oriented professional development is needed for effective use of classroom technology to benefit student learning.

From our Full-time hiring request 2016 plus additional recent updates. Final District hiring decision pending.

The Business Department is in transition. There have been a number of retirements in the last few years. General Business professor and Department Chair, Joy Tucker, retired last year. Recent retirements in Accounting (Pat Halliday & Teri Bernstein) will negatively impact the momentum and successes in our CPA program and our Financial Literacy initiatives. There has been no full-time leadership in the areas of Global Trade & Logistics and Small Business & Entrepreneurship. A number of faculty have spoon fed these areas resulting with some success, but these areas of study have never reached their potential.

Two years ago we received three new full-time faculty. These positions have addressed leadership in the following areas of study. Dana Nasser replaced our full-time law professor who retired in 2013 and handles all law related courses and is in the process of developing areas of study in law that were abandoned during budget cuts. Steven Sedky has taken the reigns of our Business Communication and Marketing programs. In addition, he is the lead faculty member for our long-time association with the Rotary Club of Santa Monica, Rotaract (aka our Business Club). Steven essentially replaced Lynette Shishido who retired in 2013. Cesar Rubio was hired to lead our tax program. Until Cesar's arrival, this program had no full-time leadership since Michael Schapa's retirement in 2010. Cesar is already developing a tax preparation program for our students and community.

We recently learned that another of our full-time business instructors is going on an indefinite limited work schedule beginning Fall 2016 due to medical issues. In addition, we have two additional full-time faculty that have expressed that they will be retiring in the next couple of years.

2018 G3.3 If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Full-time Faculty

There are 13 full-time faculty in the Business Department—six in Accounting, six in Business, one in Business Law. One of our Business faculty is on a 50% load (partial retirement). We have requested three additional full-time faculty. Our request has been submitted on a separate form.

Tutoring for Students

We currently have tutors available in Accounting and Business. We now offer a number of Administration of Justice classes, including: Introduction to Administration of Justice, Concepts of Criminal Law, Legal Aspects of Evidence, and Criminal Investigation. Students have requested tutoring services. We are requesting additional resources to add Administration of Justice to our tutoring services starting in Fall 2018.

Reimagine the Department Administrative Assistant (AA) Role

I know it is the role of the Personnel Commission to address classified job descriptions and specifications, so my comments are brief. From 2003 to the present, I have served as Department Chair on two different occasions. During that fifteen-year timeframe, the role of the Department AA has pretty much stayed the same (actually there are a number of activities that are no longer handled by the AA). The responsibilities of the AA do not reflect the new role of the Department office and new responsibilities that are a result of digital communication with the public and our students. I am available to elaborate when appropriate.

Annual Business Services	2017/2018 Instructional/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Business Services relies heavily on the technology resources available through the Los Angeles County Office of Education, LACOE. Currently LACOE is in the process of implementing a new integrated Financial & Human Capital Management system. We have been and will continue to be involved in the planning and

implementation of each module of the system. The Budget module went live in April of 2018. The Finance module is scheduled to go live July 1, 2019 and the Human Resource and Payroll module will follow on January 1, 2020.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

Annual CSIS

2017/2018 Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

For the past 5 years our Computer Lab has no longer been open on Sundays. Given that almost 60% of our students are part-time students, who hold jobs on weekdays; those individuals miss the opportunity to use the lab to complete their assignments, thus impacting their success. We have collected signatures from 330 students who are petitioning to opening the lab on Sunday.

Another long-standing need that has not been addressed is regarding the CIS 39 (Microsoft Outlook) course's requirement for an Outlook mail server to host student accounts. The department needs the assistance of Academic Computing, Information Technology and Network services to make this possible. The CSIS Advisory Board recently confirmed the importance of this course in the workplace and hence this course was moved into the core course listing for the Computer Business Applications certificate. It is also a required course for the new Business Information Worker (BIW) certificate. The BIW is a pathway developed in conjunction with industry partners that identifies the in-demand skill sets for entry-level office work.

The Computer Science discipline currently has a very limited amount of WTH (Weekly Teaching Hours) in which to schedule its different classes and meet the diverse needs of students in the transfer and vocational track. Many of our course offerings are only offered with one section per term and these sections fill up 120 days prior to the start of the semester. Additional WTH is needed to grow our program.

The Department's curriculum also requires dedicated server space for our Web development and database application classes. Therefore, it is critical that staff have sufficient training to support and maintain these servers.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our program relies mostly on teaching software usage and software development, so the quality of the software (using latest editions) and computers (speed and memory) we use in the office and the classroom has a high impact on our pedagogy. All of our classrooms are equipped with projectors, instructor workstations and Windows-based or Mac-based workstations. Many of our students utilize the computer lab housed in the Business building to complete their assignments. Maintaining and upgrading all this equipment and software presents many budgetary challenges, especially in the current budget climate. While we utilize federal CTE Perkins grant funds to the extent we can, this funding cannot be used to maintain existing facilities. Clearly, it is necessary to have an annual dedicated budget for equipment and software to maintain our level of excellence.

Additionally, we have developed a Student Tracking System. If this software is setup properly, it uses the current list of all the department students, and compiles a list of all students missing one or two courses of all department certificates, then outputs that list and or send those emails to encourage them to register for the missing courses to receive their certificates. Our current use of the software is limited due to not having the proper permissions setup for us by Academic Computing.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

There is a huge need for consistency and innovative leadership in the Office Technology discipline. Based on current labor market data, careers in the Office Technology area have a tremendous growth potential that should be explored. The curriculum in this area is very diverse ranging from Medical Billing and Coding to Legal Office Administration. A new faculty member in this area will help the department keep up-to-date with the ever-changing professional and technological requirements of this discipline.

Our Computer Science discipline has a significant percentage of courses being taught by part time faculty, due to the retirement of Ken Geddes last year, Dan Hurley this year and Harold Rogler next year. In addition, WTH (weekly teaching hours) in Computer Science have greatly increased during this period, making our ratio of sections taught by part-time faculty to be at a record high rate. In Spring 2018, only 36% of our course sections are being taught by full-time faculty. Any new program we wish to pursue cannot currently get implemented without additional full-time faculty. It is critical that we have additional full time computer science faculty.

The Computer Information Systems discipline offers the greatest number of courses in our department. With no new faculty hires since 2001 and the loss of Bernard Johnson, Bill Zimmerman, Diane Gross and Craig Hammond, we have a limited number of full time faculty teaching our CIS courses. Social media and web development are growing fields, and our Advisory Board has advised us that a full time CIS faculty specializing in these areas would significantly enhance our program.

A classified tutor is needed because currently all of our tutors are students taking 12 or more units who have completed some of the classes in prior terms. It is fairly easy to find tutors for our beginning classes using this method, but it is very difficult and almost impossible to find qualified student tutors for the vast majority of the classes we offer. We would like either a full-time or even a part-time tutor to add professionalism, reliability and consistency to our tutoring program.

Operating system software, server software and other backend programs need to be updated on a regular basis. To support the new Macintosh equipment as well as the constantly changing PC computing environment; the computer lab staff needs additional training. As new Academic Computing Technical Specialists are hired particular care should be made to select applicants with strong technical background in all operating systems.

Annual
CalWorks

2017/2018

Instructional/Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

No issues or needs identified for 2018-19.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional capital resources that CalWORKs can use to support its current operation would be the technology and equipment to transition to paperless student files. This would include a professional grade scanner and the contracting with Viatron to professionally batch scan the current files and the document conversion of current forms to electronic forms. This transition would allow the program to not need file cabinets, which would also assist with the lack of storage space issue. Upgraded computers and monitors will be needed as well as the current models are at their 5-year mark.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

It has been many years since CalWORKs has had a Job Developer. This position is a critical position for the CalWORKs program. Currently, the Child Care Director, with support from the Student Services Assistant serves a major function previously performed by the Job Developer, monitoring and tracking expenditures for CalWORKs students working in Federal work-study or Student Help positions on the campus. While this function is extremely important for State data and reporting purposes, the needs of this population extend far beyond that. The CalWORKs program is considered a welfare-to-work program that hopefully leads a participant on a path to self-sufficiency. As such its goals are twofold. One is to ensure a student is prepared educationally to compete in the workforce. Two is to make sure that students are also ready professionally to enter the job market. The previous Job Developer was able to assist students with learning or improving basic work skills such as general appearance and dress, punctuality, oral and written communication abilities, working with peers and supervisors, and workplace behavior, all of which are important in getting and keeping a job. The Job Developer also helped students with writing a resume and job interview skills. Without this position, the CalWORKs program is not able to provide these comprehensive services and the students are not being adequately served.

Jenny Trickey will be retiring in Spring 2019. Depending on the budget climate for CalWORKs at that time, leadership will determine if the job developer position can be created and supported by the CalWORKs budget.

Annual

2017/2018

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The areas where we will need the most assistance in the form of institutional resources are:

1. Financial assistance to fund upcoming vacant captain's position and open officer position.
2. Financial assistance to fund the technological projects.
3. Cooperation with Maintenance to secure emergency preparedness trailers
4. Funding with AS and Student Affairs for year two of the LiveSafe App
5. Maintenance agreement with Telecomm regarding police radios or aquisition o f new radios.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Among items that will need to be replaced:

1. New Police Station as indicated in the Bond
2. Bulletproof vest replacement for expired vests
3. Improve the dispatch center capabilities with radio equipment that will not fail or have redundant capabilities
4. Emergency preparedness equipment to fully stock the emergency trailers.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Though most of our staffing needs have been met, we continue to see positions eliminated or frozen due to retirements or new job classifications. Currently, one officer position has been eliminated and the Capains position is in jeopardy of not being replaced. Administrative duties will fall upon the Chief and sergeants and many compliance related duties will fall to the wayside.

Annual
Career Services

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Nothing at this time

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We are currently in the que to receive new computers

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We need additional full-time Career Counselors; at a minimum 1.

With the implementation of Guided Pathways, career counseling/planning plays a very large role. This can't be done with part-time career counselors alone. The campus will be relying heavily on the Career Center to front load career counseling to incoming SMC students. This will inform students decision making about which pathway they want to enter.

The Student Success Act of 2012 still mandates that community college students need to have a college major by the end of their 15th unit. While this goes against typical Adult and Career Development, the Career Services Center has worked diligently towards this benchmark.

We also need additional Employment Advisors to support the efforts of the campus to place students in internships to gain work experience, and employment as they finish their career certificates, and AA degrees

The Career Services Center serves the entire campus and this is difficult to do with an all part-time career counselor pool. Another fulltime career counselor will both see students and help me with my efforts in reaching the undecided students. Also, having more full-time career counselors would add continuity and regular availability that having part-timers does not.

Annual
Communication

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Media Studies

We continue to sub-program three areas (radio, TV, and sports broadcasting) along with Promo Pathways and now LA-HiTech, we are still finding it challenging to adequately support each area of the program without relying on the volunteer hours of our part-time faculty. Many of the campus events that media production covers take place outside of class time so the adjunct-faculty has to volunteer time to oversee their students on the equipment.

These are very popular programs that lead to high paying work for our students in an industry that lives in SMC's backyard. Additional lab support and production lab hours for the classes are critical for not only growing the program to continue to meet industry needs and demands. We want to maintain an already excellent program but also allow it to expand as we see more opportunities for growth in this field.

FILM STUDIES

FILM PRODUCTION

Our industry partnerships coupled with an experienced and committed faculty with a strong teaching philosophy that integrates the theoretical with the applied have yielded a program that has garnered numerous successes in its first few years. This year, the program had its fourth student short film, *Life in Color*, accepted into the official competition of the American Pavilion at the 2018 Cannes Film Festival, joining three other films with this distinction, including *Solidarity*, *Cora*, and the Lesbian/Gay/Bisexual/Transsexual (LGBT) comedy, *Spaghetti Romance*. These four films are among the fourteen award-winning short films that the Film Production program has released since the program began in 2013. Several of these films have gone on to receive regional, national and international recognition, including *Solidarity*, which was the first film to come out of the program. *Solidarity* was a finalist for the 2013 British Academy of Film and Television Arts (BAFTA) US Student Film Awards. It also won one of the top awards at the Munich International Festival of Film Schools. In 2016, *Cora* also made the shortlist for the 2016 BAFTA US Student Film Awards and the prestigious Panavision Limelight Award at the Ojai Film Festival. In 2017, *Muñecas*, written and directed by Ozzy Ozuna, an undocumented student participating in the DACA Program, won the Social Impact Award at the Marina del Rey Film Festival and Best Short Film at the Prague Independent Film Festival.

These films are the direct result of the Film Program's Film 33 class, Making the Short Film. Film 33 includes both a lecture and a lab component, during which students identify a unique directorial vision and narrative point-of-view, apply the appropriate cinematic style, and realistically schedule and budget the production of short films. Students then use the skills that they develop in class to produce a short film on location, under the direct supervision of their instructors, which ensures that the learning process happens all the way through, from inception to completion. Rather than asking each student to develop his/her own film, students work together collaboratively to develop one film with students submitting their own scripts for consideration. Once a script is selected, each student assumes responsibility for one or more pieces of the production process. This collaborative effort works to develop both leadership and teamwork skills, as well as film production skills.

Each film costs approximately \$25,000 to produce, including filming and post-production costs, as well as above and below the line costs. At the moment we are receiving \$15,000 from the Hollywood Foreign Press Association, the students raise \$3,000 themselves through a crowdfunding campaign (e.g., Indiegogo), and SMC is currently funding \$5,000 per class.

We are respectfully asking that this support (\$5,000 per semester) continues, since these films directly translate into jobs, internships, and successful transfers for our students, not to mention that they have helped put our SMC Film Production program on the map domestically and internationally.

In addition, we would greatly benefit from having an operational budget of an additional \$5,000 per semester to be used as discretionary funds to help fund the other filmmaking classes:

Film 31, Film 32/32L, Film 34/34L (NEW CLASS), Film 40, and Film 50.

Impromptu expenses arise in relation to these classes, and faculty often have to absorb these costs. To name but a few examples:

1. Yearly service of the RED camera: cleaning, sensor calibration (pixels), software update, lubrication, thread repair;
2. C-stand lubrication;
3. Light repairs;
4. Professional lens cleaning, maintenance (focus and iris mechanisms) and occasional repair;
5. Boom pole repair: internal cables need to be replaced.

CRITICAL STUDIES

We plan to revise our existing Film Studies 6 ("Women in Film") course to give it a wider framework in the teaching of gender & sexuality issues as applied to the cinema. The course will be revamped and renamed "Gender in Film", and the course's content will include the study of both male and female gender issues/topics in film.

We have already developed and are presently offering Film Studies 2 (History of Motion Pictures) and Film Studies 1 as online courses. Enrollment in and student demand for these classes has been huge. In the years ahead, we plan to expand our online course offerings to include other IGETC and UC-transferable courses in our motion picture critical studies curriculum, including online versions of Film Studies 5 (Film & Society), Film Studies 6 (Women In Film), Film Studies 8 (The Popular Film Genres), and Film Studies 11 (Literature into Film).

In keeping with the college's goals to establish a wide range of multidisciplinary and interdisciplinary studies and course offerings, we plan to develop and teach specialized Film Studies courses which will allow for interdepartmental cross-listing and which promote team-teaching arrangements. Presently, two of our motion picture critical studies courses - Film Studies 6 (Women in Film) and Film Studies 11 (Literature Into Film) - are cross-listed with other departments. Once we get approval to offer the currently-in-development Film Studies 29 (Motion Picture Business) course, we intend to have this class cross-listed with the Business Department. In the coming years, we also plan to offer specialized themes in our Film Studies 5 (Film & Society) course that can be cross-listed with other academic disciplines' offerings and/or team taught by faculty in different departments. Such Film Studies 5 course themes as "Psychology & Film", "Philosophy & Film", "History & Film", "Politics in Film", etc. naturally lend themselves to these kind of interdisciplinary teaching alliances. Because one of SMC's most important institutional missions is to emphasize serving the community through addressing the needs of a variety of students, including those who drop in for a course or two, attend for career technical education, and enroll for transfer purposes, we believe that offering more interdisciplinary courses in our Film Studies program will broaden the educational experience for those students who do not plan to continue with further formal film education after their community college experience.

Journalism

It would be helpful to set up a meeting with the counseling department so that they fully understand the journalism program at the college. I have heard anecdotally of incorrect information being given to students about the program. There seems to be a major emphasis on transfer from the college, but this often encourages students to hurry through their SMC experience and not take courses outside of general education patterns in search of possible careers or interests such as journalism. It would be helpful if the college promoted journalism and other media production programs with the same enthusiasm as it does its successful transfer efforts.

In order to create a broadcast journalism pathway there is a need for non-linear editing licenses for all computers and future laptops in The Corsair newsroom, in addition to licenses for full-time or adjunct faculty who may teach a section of video editing themed for multimedia and news content. It would also be helpful to update all existing still cameras and lenses to keep up with industry photojournalism technology and trends, including securing several 360 cameras.

In addition, there is a need for several laptops (5-10) the students can use as courses take place in the main newsroom and Corsair staff move into the adjoining conference room for news content production. We also need licenses and software for a broadcast news management system and complimentary teleprompter system such as iNews or AP ENPS to support and facilitate a course enabling students to produce a weekly live online

newscast. Software and equipment to enable students to learn and produce podcasts would also be helpful as our program grows in a 'digital first' direction as recommended by our advisory board in the 2015-16 academic year.

COMMUNICATION STUDIES

Debate Team: The Debate Team continues to grow and thrive with the funding from a variety of sources, but that funding uncertainty is always a threat to future Debate Team success. The team is on their third year of a district budget (\$8300 for the first year, then \$4300 for each of years two and three) but we know district budgets are never guaranteed. They are ending their second of three years of the \$5000 per year Chair of Excellence grade from the SMC Foundation. When that grade expires at the end of \$2019, the Debate Team will no longer have the funds to attend the National Phi Rho Pi Debate Tournament. And the Associated Students has been supportive, but their ongoing support is never guaranteed, especially since they generally prefer to not fund academic programs that they feel are more appropriately funded through the district. In order to increase budgetary certainty for 2018-2019, the Debate Team coaches will continue to ask the Board of Trustees directly to continue their support, to ask the Associated Students for some support, to raise money for the SMC Foundation endowment, and to apply for grants like the yearly Margin of Excellence grant. The minimum the Debate Team needs each year to maintain our participation in local and national tournament tournaments is \$13000 (\$3000 for local tournaments and \$10000 for the National tournament).

Speech lab: One of the Speech Lab's major hurdles has been securing a space for it. Now that the Speech Lab has a designated room in the library, the goal is to provide uninterrupted assistance to students in need of public speaking practice. Up to this point, the Speech Lab has been staffed by part-time professors under the guidance of full-time faculty, Delphine Broccard, who also recruits and puts together the semester's schedule. Moving forward, the goal is to maintain and increase part-time faculty volunteers as the department promotes the Speech Lab to other disciplines. Through SMC's tutor scheduling appointment system, we will be able to better assess the role of the Speech Lab in helping students with their oral presentation skills.

Full-Time Faculty Hire – Last year, the program submitted a proposal to hire a full-time faculty member. This year, the department will submit a new proposal with an updated rationale for the need of full-time faculty in the Communication Studies program.

Guided Pathways – In light of the new student experience redesign initiative, the Communication Studies program will be one of the first to map a series of course sequences to help students get on, stay on, and learn on the Communication Studies degree track.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Media Studies

Media research, analytics and emerging technologies, such as virtual reality and 360 video projects, are dominating the conversation at professional conferences and industry at how they are used for brand integration and digital content creation. Structuring criticism and practice of this new media is important to remain on top of trends and in the waters of a realm that many of our industry partners near the SMC campus are currently navigating. The Media Production program could use additional equipment to shoot VR and 360 video so that our students can remain current in the industry.

In terms of media research and analytics, the Media Production program is developing a class to support this area of new interest by industry since digital content is reliant upon measurable numbers of the success of their campaigns. We have noticed a recent trend of VR technology used to market everything from movies to games to an audience. This kind of class will support our needs for program currency and give our students access to the jobs that are opening up in this area of the industry.

FILM STUDIES

FILM PRODUCTION

Now that 4K technology has indeed become the standard of the film industry, both our Advisory Board and the Film-Production instructors believe that at some point we will have to acquire a second RED camera to be used in the various film-production classes in which 4K technology is being taught: Film 31, Film 32/32L, Film 33/33L, Film 34/34L (NEW CLASS), Film 40, and Film 50, all of which will now roughly serve 350 students per semester --an increase from 200 last semester!

Such purchase would allow us to allocate our original RED camera exclusively for the making of our thesis films. At the moment the RED camera is experiencing too much wear-and-tear, which unfortunately is not a self-sustainable scenario.

Journalism

Securing additional licenses for the entire Adobe suite, most importantly Adobe Premiere would help in advancing the program's goal to offer a course in multimedia editing, or to incorporate that learning outcome into existing courses.

Also, investing in a news operating system, including several licenses, such as AP ENPS or iNews in order to teach students how to produce live television newscasts with tools currently used in the industry. Finally, it would be helpful to secure a teleprompter system compatible with the news operating system of choice.

As we have moved in to the CMD as of Fall, 2017 there is a need to better coordinate between the audio production facility at the CMD for opportunities for journalism students to engage in audio story production and storytelling. This would be especially useful for students of Journalism 15, Introduction to Multimedia Storytelling, and Journalism 16, Newspaper production.

It would be useful to update the online magazine production course and to begin teaching this class again as there currently is no class teaching this form or digital longform storytelling.

In addition, as we move into the CMD, there will be a need for several laptops (5-10) the students can use as courses take place in the main newsroom and Corsair staff move into the adjoining conference room for news content production. Software and equipment to enable students to learn and produce podcasts would also be helpful as our program grows in a 'digital first' direction as recommended by our advisory board in the 2015-16 academic year.

It would also be helpful to update all existing still cameras and lenses to keep up with industry photojournalism technology and trends, including securing several 360 cameras.

COMMUNICATION STUDIES

The Speech and Debate Team needs the squad room (the former Corsairs space) to be stable and maintained. The Speech and Debate Team students work many hours outside of class time, and need regular space for practice and research.

Additionally, funding is required to furnish the Speech Lab:

- *A table*, where the Speech Lab worker would sit and meet with the individuals visiting the Lab
- *A minimum of three chairs* – one for the Speech Lab worker; and two for the individuals visiting the lab (keeping in mind that presentations often include more than one person)
- *A tripod & recording device* – during the Speech Lab appointment, the recitation of a speech or presentation would be taped and critiqued; a person would have the option of having his/her taped recording emailed (in addition to receiving the written feedback by the Speech Lab worker)
- *A laptop or desktop* – this would permit the Speech Lab worker to check the online calendar system to verify the number of appointments s/he has during his/her shift; the computer would also serve as a research tool as the Speech Lab worker helps the individual select a speech topic, find additional resources for a speech or project, upload and email taped recordings of presentations, etc.
- *A bulletin board* – public speaking tips & reminders would be displayed and handouts would be made available regarding public speaking in the “real world” (i.e. interviews)
- *A podium* – a majority of formal speaking occasions make use of a podium, thus, it is important to give those individuals utilizing the Speech Lab the option to practice their speech/presentation in this manner
- *Basic office supplies* – pens, pencils, note pads, paper & printing funds for handouts and feedback forms, etc.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Media Studies

Media Production is still in need of additional lab support. Currently we have one lab technician, Brad Lemonds, who does a tremendous job supporting our wide variety of broadcasting classes as well as providing support for college-wide interests such as filming athletic games and theater productions. However, we have been instructed to limit Mr. Lemonds hours to under 40 which is virtually impossible if we are to still offer our students a professional training experience. An additional lab person would give us the support we need and allow the lab to open more hours while students can also have real-life broadcasting experiences out in the field. With only one lab support person, we have to choose between the two constantly.

FILM STUDIES

As stated elsewhere in this Program Review, we are planning on creating a number of new Film-Production classes and are very much hoping to receive institutional support so that these classes can be implemented in the near future; for instance:

- hiring of adjunct instructors;
- classroom space in the new CMD complex;
- more equipment that can be allocated for specific classes rather than sharing it, which causes considerable wear-and-tear; e.g., tripods, lamps, C-stands, etc.

In addition, now that Film Production has moved into the new Center for Media and Design (CDM) and we have settled down and gotten our bearings in the new facility, we would very much like to petition for another full-time faculty member in Film Production.

This position will provide support for our A.S. degree and certificate in achievement in film production, the demand for which has not only grown exponentially but has now also exceeded our current infrastructure, forcing the need to create new courses and more sections of existing courses that demand the cohesiveness of vision and consistency in practice brought about by the appropriate full-time instructor.

A new full-time hire in film production will enhance SMC's capacity to achieve its mission and goals by increasing the number of program graduates who successfully gain entry-level jobs and internships in the motion picture industry. It will also contribute to increasing the number of certificates within film production, as well as to create new pathways of specialization in a wide range of above-the-line (producers, directors, screenwriters) and below-the-line (cinematographers, editors, gaffers, operators, and assistants) positions across a wide variety of platforms ranging from theatrical feature films and television to producing digital content for the Internet. Likewise, having another full-time faculty will give us more opportunity to engage in further activities of partnership development and outreach that impact student success, help close the gap in student outcomes, and bring more equity into the filmmaking profession, which has been traditionally and culturally defined by its lack of diversity and opportunity. Student demographics vary from semester to semester, but based on 2016-2017 enrollment data, the following provides an overview of students enrolled in our film production capstone class:

- 44% of students represent racial/ethnic groups that are traditionally underrepresented in higher education;
- 38% of students were female;
- 14% of students were international students and attending classes with an F1 Visa;
- 52% of students received need-based financial aid; and
- 4% were U.S. veterans.

These statistics are already above the standard for the motion picture industry, but we want to continue improving them every semester to be one of the top film production programs in the nation in terms of providing a high level of affordable education and making significant films that reflect our students' unique backgrounds and social perspectives. Hiring another full-time instructor who shares these values will be an invaluable step in that direction and will double up our potential.

Assignments for the new full-time hire will cover a range of courses in film production and production planning. This position will participate in curriculum course development; supervise production within class and on-set outside of class; work closely with the existing post-production programs in a spirit of interdisciplinary collaboration; develop strategic connections with film industry professionals, studios, and corporate partners to further strengthen the program; work with the film-production industry advisory board; serve as the main faculty adviser of the Student Filmmakers Club; and collaborate with the department chair and current film production faculty lead to provide SMC students with a seamless, full-range filmmaking track consistent with relevant, state-of-the-art industry standards.

Journalism

It would be great if a teacher of InDesign at SMC could provide a one-day workshop on using the program at the beginning of every semester so that editors would be better prepared to take on this task. Perhaps the college could provide a small stipend for a teacher to be able to do this.

In addition, funds to get either full-time or adjunct faculty certified to teach adobe premiere for multimedia news, not only to Corsair staff, but also creating a section of editing themed specifically for video news content.

Also, reaching out to SMC's human resources department each semester to have a representative conduct a workshop on issues related to title IX, such as discrimination, sexual assault and sexual misconduct for the staff of The Corsair. This is something we did in the Spring 2017 semester.

COMMUNICATION STUDIES

The Communication Studies program is growing. Courses, such as Public Speaking, Argumentation, Intercultural Communication, are popular and attract many students. We offer a large number of sections, too many of which are taught by adjunct faculty. Our need for a new faculty member is supported by both the numbers and the facts. For example, Com St.11 ranked as the 8th most enrolled course at the College this past Fall 2016. In the preliminary study of this Spring semester's net Communication Studies courses mentioned above, 57 of the 81 total Communication Studies courses taught were Oral Communication courses (70%). Of these courses, 14 were taught by full-time faculty and 43 were taught by part-time faculty members. In other words, 24% of Oral Communication courses were taught by full-time faculty and 75% were taught by part-time faculty members. With recent proposals by the Academic Senate to increase hiring of full-time faculty to fulfill the 75/25 rule, this Oral Communication instructor will teach many courses currently taught by adjunct faculty, including Public Speaking and Argumentation, both of which are in high demand.

The Communication and Media Studies Department would like Administration to also consider hiring a Director of Forensics part-time position that include directing the Debate Team, develop advanced debate curriculum and teach the debate classes (Comm St 22). Other parts of their assignment would be to coach, fundraise, travel, and focus on the growth, sustainability, and success of the Speech and Debate Team. It is very important that we hire someone to have a sole responsibility of coaching/teaching speech and debate to make our program sustainable, and to compensate that person for the large amount of extra work and extra hours required to properly produce and coach our competitive Speech and Debate Team. A full time faculty member with 10 other classes will also find it difficult to produce and coach the Team on top of those 10 other classes.

Annual
Community Education

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

As Community Education is under increasing pressure to generate revenue to remain self-sustaining the department will need to augment its operating model to include more consistent cohort ETPL funded training. The development of this type of structure will necessitate dedicated facilities including a computer training room and additional staff.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

To expand the departments training to support the department's need to increase revenues the following capital resources will be needed

- Dedicated computer classroom
- Computers
- Cisco IT training equipment
- Ability to create and deliver in-house developed non-credit training (use of online training platform)

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

To adequately staff the Community Ed department for growth and position it as a career training provider that offers courses that bridge to the College's for-credit academic program the department will need to replace the support staff that the department loss during 2017.

- Addition of 1 full time W&ED Project Assistant

Annual
Cosmetology

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The faculty are striving for professional development and participating with the Santa Monica college community and the regional community to ensure student success. Further development of the marketing materials and the Barbering Program increase the work load of the current faculty. The skin care program's enrollment is trending upward. The current full time faculty has a skill set outside of these areas in terms of being an industry expert. We are able to address issues but need an industry expert in these areas as the program grows and new programs develop. An additional new full-time faculty member would be extremely helpful in the development and planning of a barbering program, updating marketing materials and assisting in the Esthetics Program.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

N/A

Annual
Counseling

2017/2018
Instructional/Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- Since Fall 2011, the Counseling department has experienced thirteen retirements of full time counselors and two additional FT counselors have been reassigned to administration. We have therefore lost **fifteen** FT counselors over a seven year time span, an average of over 2 FT positions per year.
- In this same time period, we have been able to hire twelve new counselors, but despite these new hires, we are still down by three full time positions. Although the department received five new hires for Fall 2017, the exact same number of full time counselors retired as of December 2017!
- Our ratio of Full Time to Part Time counseling hours is presently a very insufficient ratio of approximately 34% FT Hrs 66% PT Hrs, excluding non-instructional hours for DSPS faculty and Psychologists.
- Full time counselor time is critical in **providing leadership and support** for not only the state mandates of Student Success Act of 2012 and the student equity initiative, but Counseling is now fully immersed in the development and implementation of Guided Pathways Movement on campus.
- Full time faculty are key to the future development of the MyEdPlan online review process, revamping of all online counseling services provided, implementing interventions for at-risk students, providing proactive outreach for underrepresented students, etc
- Full Time Counseling faculty are the mentors, trainers and evaluators of the extraordinary number of adjunct counselors, (111 adjunct counselors!) our department has been called upon to maintain in the past three years, due to SSSP and Student Equity mandates.
- The Counseling department has been asking for a dedicated student services programmer for several years. We have several initiatives that are stalled due to all of the competing requests made of MIS. We cannot make improvements in many of our services without consistent, dedicated support from a programmer/developer.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Space is an ongoing issue. As we add more counselor positions and/or classified positions to assist in the provision of services mandated by SSSP and the Guided Pathways redesign, we need adequate private office spaces with a computer, printer and phone for every counselor to work int. We cannot continue to add new adjunct counselor positions/classified positions in our currently allocated spaces on campus.

- In order for counselors to do their jobs and facilitate successful enrollment for students, we need adequate computers, printers and programs that support counseling transactions. So far, “SSSP funds” have adequately provided for the necessary technological support each year. But we are concerned about how this need will be supported in the event that SSSP funds are reduced or redirected to some other need on campus. Technology is a critical basis for the work that we do.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

"SMC has the largest Counseling staff of any community college in California".... but the second part of that proclamation should be "and **2/3 of the total counseling hours available are provided by adjunct counselors**" As stated earlier, a ratio of 34% FT hours to 66% PT hours is truly unacceptable, especially for a department like Counseling, which is called upon to be part of nearly every new initiative and program that is created on campus.

Moreover, about 50% of our counselors are funded by "soft-money" (categorical sources) as opposed to district-committed funds. Some of these funds can be reduced at any time. Losing fifteen of our full time counselors during the period of Fall 2011-Fall 2017 is a significant reduction of not only Full Time faculty for our department, but also **essential leadership** in programs and initiatives around the campus. The Student Success Act of 2012, the SMC Equity Initiative and the Guided Pathways movement all require that full time counselors not just counsel students, but also provide leadership and direction for a variety of "new and innovative" services and strategies for increasing student success.

We are also under much pressure to expand services so that distance education students have “equal access” to counseling services. Regular accountability and reporting of the efficacy of all counseling services is now required. This type of innovation and accountability is typically initiated and maintained **by full time faculty members**, who are fully invested in the institution and are regularly available to interface with all necessary campus and institutional partners.

Annual
Dance

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Please see #2 and #3 below.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As there is such high volume of students through our studios on a daily basis, sanitation becomes a major concern. We have not had adequate custodial service support to maintain cleanliness in our studios. We do everything we can on our end to maintain healthy, clean spaces (no food or beverages permitted in studios, shoes off before entering, etc.) however; Dance Department faculty have to purchase their own cleaning supplies and spend valuable class time cleaning the studios (particularly sweeping the floors). This class time

spent cleaning is obviously detrimental to our student's learning. It is imperative that the studio floors be cleaned on a daily basis as many of the dance forms we teach require bare feet. "Floor work" in many dance forms also entails contact of various exposed body parts (included hands, arms, legs and faces) with the floor. This issue was addressed by the Program Review Committee in our six-year evaluation (2014/15). The Program Review Committee recommendation for institutional support follows: **Develop a plan to provide all day support for maintaining the cleanliness of the Dance studios to address the health and safety of the students.** To date, no such plan has been developed and the health and safety of our students *and* faculty remains at risk.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

New Full-Time Faculty Member:

The SMC Dance Department maintains one of the most diverse and successful Community College dance curriculums in the nation. We are in process of obtaining accreditation through the National Association of Schools of Dance (NASD), developing a new CTE program in Commercial Industry dance, and strengthening pathways into SMC via outreach programs. With the loss of one full time faculty, our current capacity is seriously jeopardized. We are dedicated to strengthening our students through multicultural curriculum by offering 19 sections of World Dance (Asian, African, Mexican, etc.) and Commercial Industry Dance (Jazz, Tap, Hip Hop, etc.) classes. All of these courses are taught by PT faculty and the diversity of our curriculum is not reflected in the diversity of our full-time faculty (SMC Faculty/Staff Diversity Report 2014/15). We seek a full time hire to instruct and mentor World, Commercial Industry and Modern dance to ensure student success in genres that are critical for transfer and in the field.

One of the fundamental components a new hire will fulfill is leadership of our World Dance Performance class, *Global Motion*; an AA degree requirement. This course has been taught by two PT faculty members for over 10 years. As we examined previous productions along with course completion, we have documented lower participation of dance majors, and student success has waned in the World Dance Performance class compared to our Contemporary Dance Performance class, *Synapse*, which is directed by two FT faculty members. In addition this new hire will develop the CTE Commercial Industry dance curriculum and establish affiliations with industry professionals to develop career pathways and employment for our students.

The service commitments formerly assigned to the exiting faculty member included recruitment strategies, guest artist coordination, curricular development, outreach, college committee work, and contributing toward national accreditation. With the full time faculty 18 hrs/wk - load factor (.875), we are challenged to fulfill the needs of our department beyond instruction. This new hire will maintain and develop the breadth of our program and departmental requirements including scheduling master class and residencies, advising student research, and mentoring transfer and career auditions. Institutional data reveals that we have an average 400 declared dance majors, and we are consistently stretched beyond capacity to adequately accommodate this number. Currently, this equates to approximately 100 dance majors per semester that each full time faculty member is assigned to for individual mentoring (in most dance departments the average number of advisees per full time faculty member is 25). Without a new full-time hire, the average number of advisees will rise closer to 133 per full-time faculty member; an unrealistic charge. Even more alarming, our graduation rate is disproportionately low, indicating the department needs to strengthen retention infrastructure. In response to this data, we have developed a new advising system within the past year in an effort to develop a pathway for successful completion of the dance major in preparation for transfer. The first two years of education in preparation for transfer to a four-year college are vital for foundational training and retention. Without the new

full-time hire, we risk greater loss of retention, and fewer students attaining their degree, transfer, and career goals.

Our Department continues to elevate the profile of SMC through vital connections beyond the scope of our community into national and international arenas, including outreach to over 1,800 SMMUSD students, presence at the American College Dance Association, and tours to Beijing, China, Chile, Italy, and New York City. These experiences underscore respect for the inter-relatedness of the global environment and engagement with diverse peoples, while attracting future students. The new hire will ensure diversity representation and implement essential programs for our department by providing quality mentorship and guidance with emphasis in World, Commercial Industry and Modern dance.

Permanent accompanist:

We have been functioning with only one permanent part time (20 hour per week) accompanist since the retirement of our second permanent accompanist in 2008. We seek two additional permanent part time (20 hour per week 8-month accompanists) to service our largest class offerings of ballet and modern (15 sections, Spring 2018). Because accompanists are hired as provisional workers they are limited to work no more than 90 days per fiscal year. It is difficult to hire and maintain qualified accompanists who then need to be let go due to the limited hours they are permitted to work. Currently the Department has 1 permanent part time accompanist and 10 provisional accompanists. Working with this large number of provisional accompanists requires a substantial amount of administrative effort to schedule, rotate, track and submit hours. The additional permanent hires will ensure that classes run smoother, the learning environment is enhanced and less time is spent for the administrative staff to oversee hours/payroll.

Annual	2017/2018
Distance Education	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Continuing to follow the 6-year PR review recommendations the DE department/program will remain focused on the three items listed below.

The committee acknowledges the tremendous efforts and successes of a small Distance Education department and recommends consideration of the following to further strengthen the program:

- 1. Expand evaluation efforts to more systematically identify faculty professional development needs and evaluate the effectiveness of faculty training.*
- 2. Review the existing unit outcomes and assess whether they adequately address program goals.*

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

n/a

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

Funding to continue to support Canvas faculty peer mentors.

Funding to continue to support online tutoring for online students.

Annual
EOP&S

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

One issue impacting EOPS/CARE at this time is that of office space. The Guardian Scholars Program is also housed within the EOPS office space. Since EOPS has grown by almost 20% over the last three years, the increased traffic and need for staff has made the office feel very small and confined. And the new DREAM Program is currently being housed within EOPS as well. The Director of Special Programs has been working with the Vice President of Student Affairs to identify additional space for the Guardian Scholars program and the DREAM Program either within the new Student Services Building or outside of the new building so the EOPS office space is not drastically impacted.

In addition, the State Chancellor's Office has changed the EOPS funding formula in 2017-18. It may drastically impact the amount of funding EOPS/CARE will receive, for the negative in the next couple of years. The program will then need to secure other funds in order to keep the program functioning at its current level.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The EOPS/CARE program will be due for new computers and monitors in 2018-19. The current categorical budget will not be able to support this expense.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The program had one of the two Student Services Specialists retire in December 2017. The Director of Special Programs is developing a staffing plan to determine if refilling that position, or reclassifying the remaining Specialist to a higher classification, will better fit the needs of the department. That decision will be made in the 2018-19 academic year.

Annual
EOP&S

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in

institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

One of the challenges facing the program is that the Angell Foundation grant ended in June 2016. Since Santa Monica College is committed to serving the foster youth that attend the college, the program and college leadership will need to develop a plan to financially institutionalize the program. The Santa Monica College Student Equity Plan specifically identifies foster youth as an underrepresented population and a priority group to support in terms of access, college success, and educational goal completion. Therefore, the current funding committed from Student Equity categorical funds is a good first step to sustaining the Guardian Scholars Program. Unfortunately, Student Equity funding at the state level is not a guarantee. The program is also working with the SMC Grants Office to find other funding sources to sustain the program.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As previously mentioned, the Guardian Scholars Program is housed within the EOPS/CARE office. As a result, having three programs in an office space that was originally designed to house two programs has created some space issues. And as the program continues to grow, space will continue to be a concern. The program leadership has been discussing a future goal of the program having its own space on campus. This space would allow for program staff to have adequate offices, where students can have access to computers and other educational materials, but most importantly, a space where foster youth can develop community and a home, when oftentimes those are the two things they lack.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

No additional Human Resources needs are predicted for 2018-19.

Annual ESL	2017/2018 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

In a nutshell, we need more full-time faculty. Since 2014, our numbers have dropped significantly due to a death and retirements. We currently have 8 full-time faculty. One of the eight no longer resides in the L.A area, and therefore participates in departmental duties long distance (she does an excellent job). We are looking at three more faculty retiring in by 2020, which is right around the corner. That will leave us with five full-time faculty members. We are in desperate need of more hands on deck. There is so much to be done within the department as we are confronted with the consequences of AB 705 (we may need to create a new assessment tool) and the college wide adoption of Guided Pathways. We seek to play an integral role as the college adapts to these changes. Several of us are already serving on support teams for Guided Pathways and are actively engaged in AB 705 discussions with our ESL colleagues across the state.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We cannot express our concern regarding our deteriorating facility strongly enough. Last year we noted the following: Paint is peeling from the walls, water lies in pools on the rest room floors, rusted fixtures on the sinks drip water, carpets go for months without being cleaned, clocks fall off the walls. Update: The student bathrooms have been re-done and a new toilet was installed in the faculty restroom. However, the inside of the building still looks pathetically run-down due to big chunks of paint missing off the hallway walls. We were fortunate enough to receive a grant last year to purchase a large wall map and a showcase to hang in the hallways of the building. We also purchased large California travel posters and frames. They are ready to be put on the walls, but we were hoping the walls would be refreshed with a new coat of paint before we have them put up by maintenance staff.

Most difficult for us is continually battling the cigarette smoking that goes on outside our front doors. When the doors open the smoke comes right back into our offices. MOST students are very good about walking away from the doors and windows when asked, but this requires constant monitoring. We have tolerated the appalling conditions for many years and attempted to make the best of the situation. Fortunately, we have a computer station in each classroom, we have gotten versa boards in most classes, and we feel that we are effective in our instruction in spite of these conditions. We would like to see more effort made to improve the conditions under which we teach. Seventy percent of our students are international students, who bring in precious funding for the college. We try not to whine about it, but it does not seem right.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As of the spring of 2018, we have 8 full time and 30 part-time faculty members in our credit program and 15 part-time faculty members in our noncredit program. The noncredit program also now has two part-time counselors and two office personnel. One FT faculty member retired in summer 2015 and a second in July, 2016, and a probationary faculty member left in Spring 2016. Many of our part-time instructors are actively engaged in department and college tasks, including organizing and monitoring a language exchange program in collaboration with MLC Department, participating in the Day of Welcome, and providing workshops for students on a variety of topics. Two part-time faculty members are now assisting in coordinating levels (11A/B & 21B). As full-time faculty participate in community and statewide efforts and collaborate actively with other initiatives and governance responsibilities across campus, more full-time faculty members will be needed to replace the retiring faculty members. All of our full-time faculty play key roles within the department, and the loss of 4 in the last 4 years has concentrated many tasks into fewer hands. Moreover, it has been difficult to find qualified part-time faculty. Thus, we will need at least one or two more full-time faculty. Three others look to retire within the next year and a half. The ESL Department shares a secretary with the Dance Department, leaving us with office help on a part-time basis only.

Annual Earth Science

2017/2018 Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in

institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Geospatial Technology Program:

There are three concerns regarding to the new Geospatial Technology program:

- The purchase of software licenses, including ArcGIS and ENVI. Though we are applying for funding from other resources to cover the cost, we would appreciate the college supporting us since those are essential software for the courses we are offering, including GEOG/GIS 20, 23, 25, 26 and 27.
- The classroom space for geospatial technology courses. BUS 250 (with 25 seats) is the only classroom we currently can use for geospatial technology courses. It extremely limits the number of students who intend to learn geospatial technology and the number of classes we could offer in a semester. We would appreciate the allowance of using other computer labs for our classes.
- We have the need to hire 1 – 2 part-time faculty in the coming year to help teach the courses in the geospatial technology program.

Earth Science Department (all programs)

As the department as grown, it has been forced to offer an ever increasing percentage of its courses outside of its dedicated room allocation. The space difficulties experienced by the Earth Science Department are clearly a pattern that many departments are facing, however it is inappropriate for a science department to be teaching outside of its allocated space. Science classes must extensively utilize equipment, hands-on material, and various demonstration materials in lab and lecture courses. Transporting these materials to various locations on campus presents a burden for the instructors, a terrible toll on the equipment and a diminishment of the quality of the class for the students.

If the amount of dedicated room space is compared among the science departments on campus, it is extensively clear that Earth Science space is not even close to the standards of Life and Physical Science departments (see Table 1 below). Earth Science has a massive 54 WTH per dedicated teaching space whereas 32–34 WTH per teaching space is the norm in the other sciences. Additionally, course enrollment in the Earth Science Department has increased over the past five years. Examining *Table 2. On-ground Course Enrollment per Department (fall 2015)*, indicates clearly that over the past five years, the Earth Science Department has instructed a large number of the students in our limited lab and lecture space. Our enrollment numbers are significantly higher than the Physical Science Department, and slightly less than the Life Science Department. Furthermore, Earth Science courses have greater numbers of students enrolled/section than the other two science departments at SMC.

The Earth Science Department is enthusiastically awaiting our move to the new Science/Math Complex ("Phase 2"). We hope to centralize the elements of Earth Science, teaching labs, prep room, GIS lab, lecture rooms, planetarium, observatory, environmental center, elements of the Sustainable Technologies Program (such as specific courses in Recycling and Resource Management and Energy Efficiency) and faculty/staff offices into one location that will unite us with our science colleagues on campus. However, the department faces an immense dilemma waiting for the expected facility expansion for the Science Complex.

The central problem is laboratory space. We currently have two teaching labs on the first floor of Drescher Hall, the Geography lab/lecture room in HSS, and our shared GIS classroom in the Business Building (B250). The teaching labs are engaged with laboratory classes or lab related classes from 8 am to 10 pm throughout the week. The shared GIS classroom in Business is small, only 24 seats, and only classes using the computers are scheduled there. Moreover, the dedicated lecture rooms are also entirely occupied from morning to night leaving some Earth Science classes to wander the campus. Transporting these materials to various locations on

campus presents a burden for the instructors, a terrible toll on the equipment and the hands-on material (i.e., the osteological remains in Anthropology 1), and a diminishment of the quality of the class for the students. Even lecture classes in Physical Anthropology need to be taught in either the Drescher lab rooms or lecture rooms – the materials cannot be transported across campus.

The utilization percentages for classrooms range from 100% in higher demand time slots to 86.7% at lower demand time slots. In order to teach science classes effectively, equipment, demonstration materials and laboratory space are essential. This limitation in space effectively stops the Earth Science Department from expansion, diversification and healthy growth. We, indeed, recognize that we are not the only department across the campus to experience this impact in facilities and space. However, we are probably the only *science* department with this critical space problem.

In the interim while we wait for the extension and completion of the Science Complex, the Geography program moved their lectures and labs into new rooms in HSS building. The Geography Lab is fully functional, with hot plates, instead of gas, for experiments. Students and faculty alike appreciate the additional lab space which means the Geography program can offer four lab sections per semester, in addition to all the other geography courses. The moving of almost all the Geography program courses has opened up the labs in Drescher Hall, allowing Anthropology to expand its lab offerings to four sections per semester. Additionally, both the labs in Drescher Hall have undergone renovation in terms of installing overhead projection systems and teacher stations. These new teaching devices have enabled Anthropology, Astronomy and Geology professors to enhance their lectures and labs by accessing and employing a variety of media to present course material to the students. However, we are still juggling lab classes between the disciplines.

Planetarium needs:

The Digistar 2 projector in the Drescher Planetarium was installed in 1998, and uses a 1990's-generation computer for operation. It is already experiencing fatigue and failure, and finding replacement parts is becoming more difficult. The eventual retirement of this system is inevitable. Whether we decide to purchase upgraded digital equipment or revert to a more durable opto-mechanical planetarium, using multiple low-cost digital projectors, is an expenditure that needs to be planned for in the future.

Sustainable Technologies Program:

In terms of space requirements, the STP is given a dedicated classroom and one storage closet for learning materials and construction materials. When the program was created in 2009, the STP was allocated two dedicated classrooms and a storage room. Subsequently, one of these classrooms was removed from use of the STP by administration, which has had negative impacts on the program through limiting potential course offerings. As the program has matured, demonstration models and display materials have been created and have started to impact an already overcrowded classroom situation. An expected expansion or accommodation is necessary to continue to provide high quality programming in a safe and engaging manner.

Programmatically, Sustainable Technologies Program brings together a number of training programs under one umbrella and provides an overarching structure by which students can pursue educational and career opportunities in the various green fields. By including these programs under one umbrella, SMC is recognizing and embracing the interconnectedness of these various fields, and encouraging students to think of green careers as outside the traditional silos of STEM programming. Each of these program tracks will prepare students for immediate employment upon graduation, as well as provide them with the resources and support that they need to transfer to a baccalaureate institution. For entry-level work, there are nine tracks in the Sustainable Technologies Initiative:

1. **Recycling and Resource Management (12-UNIT AND 18-UNIT EXISTING, SUSTAINABILITY PROGRAM)**
2. **Photovoltaic Installation, Design and Sales (12- UNIT AND 19-UNIT EXISTING, RENEWABLE ENERGY PROGRAM)**
3. Energy Efficiency Specialist (13-UNIT EXISTING, 19-UNIT IN DEVELOPMENT)
4. Wind Energy Technician
5. **Solar Thermal Energy Technician, RENEWABLE ENERGY PROGRAM)**
6. **Geothermal Energy Technician, RENEWABLE ENERGY. PROGRAM)**
7. Sustainable Building Consultant (PLANNED for SUSTAINABILITY PROGRAM)
8. Business Applications – Entrepreneurship and Logistics (PLANNED for SUSTAINABILITY PROGRAM)
9. Landscape (Water) Efficiency Technician (PLANNED for SUSTAINABILITY PROGRAM)

The first two tracks are in place. A 13-unit Energy Efficiency Specialist was approved in Spring 2014. A 19-unit Energy Efficiency Specialist Certificate is in the process of being developed. The fourth track, Wind Energy Technician, along with the fifth and sixth tracks, Solar Thermal Energy Technician and Geothermal Energy Technician, respectively, will be developed to address the anticipated growth markets in the energy sector. Along with tracks two and three (Photovoltaic Installation, Design and Sales, and Energy Efficiency Specialist), five tracks comprise the new Renewable Energies Program, and require a substantially larger investment in equipment and curriculum materials, which has delayed its launch and for which we are now seeking funding. Tracks seven, eight, and nine round out the Sustainability Initiative’s long-range goals, and are planned for development and implementation at some time in the future.

Weekly teaching hours put CTE and Transfer classes in competition: As noted, in the program review above, the STP program faculty, administrators and Industry Advisory Board are interested in offering more classes and growing the sustainable technologies program. However, the Earth Science department is limited in the number of WTH provided. Not only does this make it difficult to offer the entire sequence in a timely manner, it also is a disadvantage for growing institutional support for the program as faculty are reluctant to give up transfer courses for CTE.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Geospatial Technologies Program

We have applied for the NSF GEOPATHS funding to support the growth of geospatial technology program. We will apply for CTE funding for the same purpose.

Storage for STP – specifically Solar PV and Energy Efficiency classes

The Solar PV and Energy Efficiency courses are currently offered at the SMC Airport Campus. We have experienced a reduction in classrooms and storage space since the Airport Campus is being used as a "swing

campus" while various buildings are being remodeled. Currently, AET has been moved to Airport Campus. Renovations to create office space, more classrooms, etc. all resulted in the STP program losing space. In order to provide state-of-the-art training that is industry-standardized, we need very large pieces of equipment (i.e., mock roofs, inverters, solar panels, door blowers, etc.) all of which require secure storage space.

Adequate storage: We need space for the very large pieces of equipment necessary for the program and area in the parking lot or elsewhere outdoors to perform lab exercises. Although the storage space issue has been somewhat ameliorated by allowing the PV program access to space carved out of space during the AET renovation and subsequent move to Airport Campus, this is a temporary measure. Finding adequate funding for shelving and bins for organizing equipment was another challenge. We were able to secure monies and, as a result, shelves and bins were installed over the winter 2011 intersession. The tools, equipment and other supplies are now out of their packing boxes and stored in labeled bins. Limited storage hinders faculty from developing and offering classroom- ready lab setups.

Funding of CTE:

We require continued administrative support to purchase and replace the high quality equipment, tools and materials necessary to sustain the Solar PV Installation and Energy Efficiency programs. VTEA/Perkins funds are designed to grow and expand CTE programs. We use those funds to purchase new equipment to support new courses within and beyond Solar PV Installation and Energy Efficiency. The funds are not to be used for maintaining programs – such as replacing equipment and tools that are worn out or broken.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Full-time Physical Anthropology Professor:

Since 1999, Anthropology has maintained a staff of four contract anthropologists (two physical anthropologists, one archaeologist, and one cultural anthropologist). Last year, one of our physical anthropologists, Dr. Suellen Gauld, retired at the end of the Spring 2017 semester. Dr. Gauld has, for many years, shepherded the development of physical anthropology and served as an exceptional instructor and mentor to hundreds of SMC anthropology students. Her retirement will greatly impact our program, especially if she is not replaced with another full-time hire. When full-time physical anthropologist Dr. Jan Austin retired in 2015, her position was replaced as the college acknowledged the importance of this program. If Dr. Gauld's position is not replaced, this will leave the Physical Anthropology program with only one full-time faculty. This will obviously make it difficult to maintain the high quality Physical Anthropology program that is currently in place at Santa Monica College, a program that has taken decades to develop.

Physical Anthropology is a highly specialized subfield of anthropology that addresses the evolutionary biology and adaptive characteristics of our species. Our curriculum, which currently represents almost half (49%) of all Anthropology course offerings, is successful and strong (Fig. 1). Introductory lecture (ANTHRO 1) and lecture/lab (ANTHRO 5) survey courses comprise the largest components of the program (48 WTH/semester). In addition to these flagship courses, we offer two content-focused classes: ANTHRO 9 (Paleoanthropology) and ANTHRO 10 (Forensic Anthropology). Our classes display strong enrollment (sections fill early in the enrollment period), high retention rates (>80% - and consistently higher than SMC college-wide percentages), and excellent student success (high mastery of SLO assessment criteria. ex. Anthropology 1 averages 2010-2015: SLO 1 = 85.8%; SLO 2 = 84.1%; Anthropology 2 averages 2010-2015: SLO 1 = 89.2%; SLO 2 = 89.1%).

Physical Anthropology courses, in particular ANTHRO 1, 5, 9 and 10, are structured around specialized content that requires extensive knowledge of the primate and hominin fossil record, skeletal anatomy, and methods of skeletal analysis. Although the percentage of physical anthropology classes taught by adjunct instructors traditionally has been kept at or below 40%, the number of WTH allotted to part-time faculty has increase to 75% since Dr. Gauld's position was not replaced. Furthermore, given the paucity of hourly anthropology instructors who possess the training necessary to teach ANTHRO 1, 5, 9 and 10, we would likely end up having to reduce the number of sections we offer.

We expect a new hire to be able to teach all Physical Anthropology courses, but we are particularly concerned that this individual has the requisite skills to teach multiple sections of ANTHRO 5 and ANTHRO 9. We also expect a new instructor to share the responsibilities of maintaining, curating, and improving our extensive and impressive collection of human and primate skeletons and hominin fossil casts, as well as to be an active participant in our department's association with the STEM program. To accomplish these tasks, direct the program's development, and mentor its students will require the efforts of more than one contract faculty member. If the College wants programs like ours to remain a robust component of the SMC academic curriculum, it must support them with sufficient full-time faculty.

Full-time Astronomy Professor:

Since 2000, the Astronomy Program has had three, full-time Professors of Astronomy - Gary Fouts, Michael Schwartz and Simon Balm. During this time the number of astronomy classes offered has increased from four to ten as well as the addition of online offerings of our most popular classes, Astronomy 1 and Astronomy 2.

In the Fall of 2017, after nearly thirty years of service, Professor Gary Fouts retired leaving the two remaining full-time astronomers to sustain this greatly expanded program. While the Astronomy Program is fortunate to have a talented pool of adjunct instructors, the retirement of Gary Fouts has put a servere strain on the program. As a result we have had to reduce the breadth of courses offered. It is vital that a full-time replacement for Gary Fouts be found as soon as possible so the program can continue to thrive.

Santa Monica College is situated at a very special crossroads in time and space in which we find ourselves at one of the past, present, and future epicenters of the global aerospace community. LA County is home to major university hubs in Astrophysics such as Caltech and UCLA, as well as two important NASA space centers, and dozens of world-class industrial headquarters including SpaceX, Raytheon, Boeing, Northrup Grumman, Lockheed Martin, and the Aerospace Corp. These facilities support a total space science workforce of nearly 100,000 and represent technical employment opportunities for our students to target for internships and local career advancement. Astronomy is a quintessential interdisciplinary STEM field of study as our subject draws heavily upon background knowledge in physics, chemistry, math, computer science, engineering, and many other disciplines. We believe that the College would be best served by recruiting from a pool of highly-talented astronomers with strong foundations in laboratory optics, experimental design, image-processing techniques, observatory operation, computational simulation, research-oriented coding, and public outreach. We believe that SMC has the potential to draw from a rich pool of applicants that do possess many of the skills that we envision for our bright future.

We therefore ask the College to support us in our request for a new faculty member so that the Astronomy Program continues to make an outstanding contribution to student success.

Full-time Planetarium Administrator/Director:

Previous Program Reviews suggested the department should investigate training for the maintenance of the Digistar, and identify a potential trainee. We request a position of Earth Science Lab Technician be created. Such a person would be trained to help maintain the Digistar, as well as expand the public program to more

time periods, possibly including Saturday shows, and assist in the setup and take down of Geology, Astronomy, Geography and Anthropology labs. The Planetarium is reaching a point where it needs someone dedicated to maintaining the Digistar and investigating new equipment options.

The Drescher Planetarium is an integral part of the Earth Science Department serving three basic groups: SMC faculty and students; Santa Monica and surrounding Los Angeles community residents; and school groups – both public and private from pre-school through college level. Additionally, Earth Science faculty and staff have worked with planning committees from other colleges interested in building their own planetarium who want to see how SMC's Planetarium works.

The Earth Science Department had a full-time Planetarium Director who unfortunately passed away. Subsequent requests to replace the Planetarium Director were unsuccessful due to budgetary constraints. The position "Planetarium Staff Administrator" was re-established in 2006 and revised in 2008 (see attached SMC Classified Specification Bulletin). Although this Classification Specification Bulletin will need to be updated to accommodate changes in the technology (for example, we no longer use 'slides' in presentations), it is an excellent tool for illustrating the type of works that are NOT being performed for the Planetarium, and certainly highlights the urgency we feel for preserving the generous gift from the Drescher family in establishing the Planetarium and providing the funding for its initial development.

The request for a Planetarium Director/Lab Technician has become a pressing matter for a number of reasons. First, the new Science Complex addition will include a new Planetarium, as well as an observatory. SMC is committed to provide a first-rate Planetarium and a dedicated Planetarium Staff Administrator is crucial to assure the new Planetarium is optimized, and to ensure quality control in all areas: equipment, design, function, marketing, programming, maintenance, utilization, scheduling, and more.

Second, the Drescher Planetarium is currently using 1990's computers to run the Digistar 2 projector: the oldest of this type of system still operating and, as a result, is now showing significant signs of aging. There are very few spare parts still available for this projector. SMC has already spent large sums of money shoring up this projector, but without a dedicated Planetarium Director, routine maintenance and monitoring of the equipment is not possible.

Third, our attendance at Planetarium shows, while steady in terms of school programs, is not growing in terms of Friday night public shows. When we had a dedicated Planetarium Director, our public and school show audiences grew significantly through extensive marketing and promotion, with most shows "sold out". Additionally, we were able to attract top-flight scientific lecturers from local institutions including Cal Tech, JPL, and UCLA. These guest lecturers would draw crowds too large to fit in the Planetarium, and would be held in the Science Building lecture halls. Without a full-time Planetarium Staff Administrator, our Planetarium shows are limited in scope, dependent upon an hourly lecturer who is only compensated for the time he is presenting the shows. There is no allowance for him to perform maintenance or monitoring of the Planetarium, beyond his contracted shows. He is constrained in his ability to expand the program, to develop new shows, to provide adequate marketing of the Planetarium, or even to having access to the Planetarium outside his scheduled presentations.

Lab Technician:

Qualified and trained lab technicians would be a great asset for the class room and lab sessions. It is very difficult to monitor 30-35 students who are working on a variety of lab exercises both inside and outside the classroom. Having a lab technician would greatly benefit the overall safety of the lab classes, as well as providing another resource for students who are working through their assigned tasks. It is critical that a fulltime Earth Science Lab Technician be hired in the immediate future.

Additionally, we are the only science department on campus that does not have a lab technician to help set up and take down labs. Anthropology labs set up and take down require a minimum of 25 minutes. This cuts into the overall time faculty have to prep for each lab class. Having a full-time technician who is trained in setting up and taking down the lab materials will allow faculty more time to meet with students, prepare lectures and labs, and increase efficiency of the lab.

If one surveys the other science departments at this college, it becomes exceedingly clear that the classified support in the Earth Science Department is not in accordance with the general college pattern of support in the sciences. Additional classified staff, specifically a technician is critically necessary in order for the department to maintain its academic standards with current equipment, technical applications, software, and laboratory applications.

In addition to our pressing need for a Planetarium Staff Administrator, we are also requesting a lab technician. A lab technician is critically necessary in order for the department to maintain its academic standards with current equipment, technical applications, software, and laboratory applications. Between the years 1990-2000 we increased the number of lab sections by 120%. Even with the downturn in the economy from 2008-2012, we still increased the number lab sections by 64% from 2000-2016 (see attached Planetarium Director document).

A quick poll of the Earth Science lab instructors indicates that it can take an hour to set up and take down labs each week. Not every lab class meeting requires this much time; however, in our Geology 4 lab courses, for example, there are 5-6 specific labs that require this time for set up/take down. The Physical Anthropology labs have similar time requirements for set up/take down; for example, the labs using the Skeletal, bones or cast collections need extra time. This is especially true for setting up and taking down Lab Practicums. However, given that the lab classrooms are also scheduled for lecture classes and are therefore in constant demand, instructors find that they are spending vast amounts of time outside their normal teaching hours to prepare and organize their labs for their classes. They are also working on limited timeframes – setting up and taking down labs between classes, for example. Since the lab sections are scheduled in between lecture classes, it is not possible to leave a lab set-up between classes. All lab equipment, materials, bones, casts, etc. must be replaced after each lab section is finished, so the next class coming in will have full use of the classroom. Moreover, our lab classrooms are not dedicated to single disciplines; for example, a Physical Anthropology lab may be followed by a Geology or Astronomy lab/lecture class. This provides more impetus to make sure all lab materials and equipment have been removed and returned to their proper location in our Earth Science Preproom, DH 134.

Instructors are responsible for the ordering, organizing, maintaining, and repairing all materials (i.e., skeletal, bone, and cast collections, rocks, minerals and sediment samples) and equipment (i.e., microscopes, infrared/thermal camera, dissolved oxygen meters, etc.) used in the labs. Our labs are often taught by adjuncts that are not financially compensated for the time they invest in keeping our lab materials and equipment in good working order, as well as the time setting up/taking down the labs. As a result, we are finding our Earth Science Preproom becoming disorganized with many different instructors attempting to access, set up, take down and put away lab materials between classes. Moreover, the equipment is not being properly monitored or curated. We have an impressive set of bones and casts that are used in all the Physical Anthropology classes (lecture and lab). These are very fragile and, without a proper lab technician to curate them, the bones and casts are rapidly disintegrating. We wrote a number of grants to obtain these materials, which makes them irreplaceable using our normal Earth Science budget funds.

Because of time-commitment issues in offering our existing labs, creating new challenging, robust and rigorous labs for existing lab courses is not being pursued as vigorously as we would prefer. Additionally, we would like to offer new courses that would be lab- based, such as Oceanography with Lab and Introduction to Weather with Lab. These are standard lab courses offered at other community colleges, and are fully-transferable to UCs and CSUs, yet, without additional support, we cannot offer them.

As an alternative to hiring a lab technician, the Earth Science Department was offered more ‘student help’ monies. While this was initially welcome, it has become quite problematic in terms of hiring competent students to act as ‘lab technicians.’ Student help workers are hired semester-to-semester with little to no continuity between semesters. Faculty spend the semester training a student to set up/take down labs and handle sensitive equipment, only to find that student is not available for the next semester. Training a student takes a great deal of time – the same time commitment required for the instructor to set up and take down labs themselves. We have not gained anything using student help and, as a result, many faculty have declined using student workers to substitute for a trained lab technician. In addition, a number of faculty have commented that careless student helpers have actually resulted in damaged equipment and a loss of resources - which costs the college money to repair and/or replace this specialized equipment. As stated earlier, much of our expensive equipment and materials were purchased using specialized grant funds and are not replaceable using our limited Earth Science lottery or equipment budgets. A student worker is a poor substitute for a trained, professional lab technician, and furthermore, is a potential safety hazard for faculty and students alike while concurrently being a liability for the college.

The additional costs incurred would be the salary and benefits for the individual (40 hours/week) for 11 months. Historically, the salary and benefits were shared between the Earth Science Department and Events. The Earth Science Department does not receive any of the revenue generated by the school or public shows in the Planetarium: all revenue from the Planetarium is allocated to the Events. Hiring a full-time Planetarium Staff Administrator will most likely result in an increase in the revenue generated by offering more public shows. The increase in revenue can be utilized to offset some of the salary.

We have office space in the Earth Science Department office that is available for the Planetarium Staff Administrator/Lab Technician. A computer and phone will be necessary to assist the Planetarium Staff Administrator in scheduling school shows, designing new Planetarium shows, accessing and updating the Planetarium webpage, accessing and responding to the Planetarium voicemail system and other administrative duties.

Annual Education/ECE	2017/2018 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].
1. One of our goals is to maintain a Lead Tutor/ Mentor in our Teacher Resource Room. We think this has been resolved with our department submitting a noncredit course in "Early Childhood Communication Skills." It has been a long time sitting in the Chancellor’s office and just recently has been approved. We hope to begin offering this in the Fall 2018 semester.
2. We need institutional support to maintain a full-time dedicated ECE counselor. Our students benefit tremendously from being able to seek guidance from a counselor who understands the various pathways in our department, which lead to certificates, transfer degrees, and employment. Our dedicated ECE counselor understands these pathways and can offer not only academic and social-emotional guidance and support, but also, perhaps most importantly, navigational capital to help students progress in our department and succeed in meeting their academic and professional goals. We also need a dedicated ECE counselor who understands the ins and outs of the child development permit matrix. Our students benefit tremendously from having access to our dedicated ECE counselor and we need institutional support to help us maintain this resource for future students.

3. To maintain program effectiveness, we need to add 2 new faculty members to our Team. We are currently in the process of hiring an Early Intervention faculty member and we have just submitted our Full Time hire request for an Education faculty member. Having a full-time faculty member to lead each of these divisions within our department (Early Intervention and Education) is critical for maintaining program effectiveness and ensuring that the quality of our program continues to improve through continuous innovation. The addition of these new faculty members will enable us to properly analyze department and college data, design programmatic changes, as well as stay involved with all the industry and community programs in order to remain a vital education program and grow to our full potential.

4. We need institutional support that will enable full-time faculty to engage in activities (e.g. planning meetings, joint professional development, etc.) that will support our collaboration with Growing Place, the vendor selected for the Santa Monica Early Childhood Lab School. Importantly, these activities must begin before the Lab School opens to build strong relationships based on mutual understanding and shared vision/goals. Once the lab school is open, these activities must continue as they are critical for ensuring the ongoing success of the Lab School.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our faculty have been actively involved in the Center for Teaching Excellence Institutes and workshops and have learned many teaching strategies to foster student success and engagement. Many of the strategies include collaborative work rather than the traditional didactic teaching model. Currently most of our classrooms reflect the traditional teaching model set up with separate desks placed in rows. This presents a challenge for our faculty who are eager to use the new techniques learned about active learning. We would like to equip at least 1 classroom (besides our ECE demonstration classroom) on the 3rd floor Bundy with furniture that allows for more flexibility in movement and room configuration.

The facilities at Bundy Campus need better care and maintenance to be a pleasant and productive learning environment for students. Lack of cleanliness in the facilities has been a persistent problem on Bundy campus for the past year.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As stated previously, we need to add 2 new faculty members to our Team. We are currently in the process of hiring an Early Intervention faculty member and we have just submitted our Full Time hire request for an Education faculty member. Having a full-time faculty member to lead each of these divisions within our department (Early Intervention and Education) is critical for maintaining program effectiveness and ensuring that the quality of our program continues to improve through continuous innovation. The addition of these new faculty members will enable us to properly analyze department and college data, design programmatic changes, as well as stay involved with all the industry and community programs in order to remain a vital education program and grow to our full potential.

Adding full-time faculty members to lead our Early Intervention and Education programs is especially important given some of our new and upcoming certificates. This year we started offering a Transitional

Kindergarten Certificate and we have submitted our proposal to the curriculum committee for an AA-T in Elementary Teaching along with a certificate for becoming a Behavioral Technician.

Annual
Emeritus

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

There have been a lot of student complaints that students who get earlier online registration appointments fill up the most popular classes and then there is not much left of interest for students with later online registration appointments.

A limit is needed on the number of classes that students can register for during their online registration appointment. This way, students with later online registration appointments should still have some classes of interest left to take. After the week of online appointments has passed, then an open registration period would commence for students to register for their remaining classes.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Emeritus is in need of upgrading software to keep the computers up to date for the computer class room, room 208 (costs about \$24K), and replacing the tables and easels in the art rooms.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Two additional student workers are needed to assist the Emeritus campus operations.

Ongoing professional development would be helpful for staff and faculty. Emeritus faculty should be encouraged to attend Campus Flex Day and Emeritus specific Flex Day

Annual
English

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

In 2017, the English department saw the retirement of seven full-time faculty members just as it undertook the development of a radically new course sequence and placement framework. While the department has been incredibly fortunate this semester to conduct a search for one new full time faculty member, we have requested four additional new full-time hires to start in the '19-'20 academic year. The department finds itself with an historic low ratio of full- to part-time faculty, precisely when local and state-level changes call for intense

deliberation, collaboration, and reflection on policies, curriculum, and pedagogy--actions best served by faculty whose employment contract actually includes such activities.

In light of the fact that part-time faculty will continue to hold the majority in English for a long time to come, the department asks for continued support for faculty development activities around the new English 1 with 28 (co-requisite) curriculum.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The demolition of Liberal Arts and proper substitution of smart classrooms could not come sooner; the English department requests that the college specifically plan to include fixed media stations, including document cameras for featuring student work, in any and every classroom created to replace classroom space lost in the demolition of the Liberal Arts building.

English 1 with 28, the new co-requisite course created in light of AB 705, consumes considerably more classroom space than a three unit course, and it is possible that the department may need to offer additional sections of English 1 with 28 to meet demand--possibly oustripping our regular classroom allotment. The department asks for support scheduling additional sections of English 1 with 28 should student placement and demand indicate such a need.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The department's objective to sustain a community of practice for instructors in the English 1 with 28 classroom would be a tall order without funds for faculty reassignment and stipends for part-time instructors. The department asks for continued support with funds from the BSSOT grant or, perhaps, a future fund created by the state for the implementation of AB 705 or guided pathways.

Nearly every initiative around basic skills improvement over the last decade has indicated "high expectations, high support" as a strategy for greater student success, and that concept almost always includes some form of tutoring. The English department has developed an embedded tutoring model that it would like to sustain across all sections of English 1 with 28, and for that model to work, we will likely need additional Instructional Assistants.

The English department continues to need new full-time faculty to perform critical department duties and support student success in English 1.

Annual
Enrollment Services

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The implementation of the new student ID card is well underway. This will create much needed efficiencies, reduce waiting time, and be great for students. Financial aid, loans and refunds will now be processed quickly and this will substantially reduce the time it takes for students to receive aid.

2. If applicable, list additional capital resources (facilities, technology, and equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

There may be needs identified during the move to the new Student Services building.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

No additional staffing anticipated.

Annual Enrollment Services

2017/2018 Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Admissions & Records

Since April 2016, the Admissions & Records Office has experienced significant and major personnel related challenges stemming from the loss key personnel owing to retirements or internal or external professional growth opportunities (i.e., promotions). By April 2018, a total of 10 positions in Admissions were vacant, including three staff members of extended medical leaves or unpaid leaves. Fortunately, Senior Staff approved the replacement of an Admissions Supervisor--although A director position was denied despite the duties calling for that type of position. Two clerks and an evaluator were also approved. However, a Senior Student Services Specialist desperately needed was denied, as was the Administrative Assistant for Admissions & Records.

Admissions has operated the same hours it has for years, despite having less staff. To meet work demands, the Dean has been forced to approve hundreds of hours of comp time, as it is the only way to handle ongoing obligations without directly incurring a financial cost for overtime.

2. If applicable, list additional capital resources (facilities, technology, and equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None at this time.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

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Since April 2016, the Admissions & Records Office has experienced significant and major personnel related challenges stemming from the loss key personnel owing to retirements or internal or external professional growth opportunities (i.e., promotions). By April 2018, a total of 10 positions in Admissions were vacant, including three staff members of extended medical leaves or unpaid leaves. Fortunately, Senior Staff approved the replacement of an Admissions Supervisor--although A director position was denied despite the duties calling for that type of position. Two clerks and an evaluator were also approved. However, a Senior Student Services Specialist desperately needed was denied, as was the Administrative Assistant for Admissions & Records.

Admissions has operated the same hours it has for years, despite having less staff. To meet work demands, the Dean has been forced to approve hundreds of hours of comp time, as it is the only way to handle ongoing obligations without directly incurring a financial cost for overtime.

Additionally, while a temporary replacement has been approved for the Dean's administrative assistant, the Personnel Commission failed to act upon the approved PBAR to process while the permanent employee was on leave.

Assessment:

If we continue to assess students at Santa Monica College, we will need to still request temporary staff to help during group testing as well as peak times.

Annual	2017/2018
Enterprise Services	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The big plans center around completing the implementation of the new Student ID card (Fall 2018) and beginning the implementation of the new License Plate Recognition/Parking Sales/Citations Management system (Fall 2019).

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

All expected equipment needed for these two new systems are included in the budgets that have been approved at all necessary levels.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

We may need to assess staffing for the new parking system, but at this point we do not anticipate any major changes.

Annual
Events & Facilities Scheduling

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

We have a clear need for improved custodial services including more frequent detailing and maintenance of floors and surfaces for public venues such as the new East Wing Music Hall and the Broad Stage.

An examination of the Broad Stage acoustics is again starting up but should not result in major capital requests in the coming FY.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We are currently evaluating replacement of aging technical systems and equipment and will be developing a replacement schedule in the new Academic Year.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We want to continue to send technical staff to LDI once a year and provide other professional and technical training in lighting, audio and projection services.

Annual
Grants

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The most pressing issue impacting the effectiveness and efficiency of the Grants Office is a lack of staff to write grants and/or provide pre-award and post-award support to grant writers and the grant managers. For several years now, the Grants Office has received informal and formal feedback from end users, other program administrators, and even the Board of Trustees that additional staffing in the Grants Office is necessary. However, for multiple reasons, the Grants Office did not take action on this feedback, encouraging the college instead to strengthen first the offices that support grant development/grant management, including the Office of Institutional Research and the Fiscal Services Office. Now, though, the time has come to pursue additional staffing in the Grants Office.

For the past two years, the Grants Office has benefitted from additional grant writing assistance, funded by the Foundation in 2014-2015 and by the College in 2015-2016. This additional assistance helped to increase the number of applications submitted during the academic year and significantly increased the number of proposals submitted to private foundations. In addition in 2015-2016, the additional grant writing support ensured that the College was able to submit several federal proposals while the Associate Dean, Grants, was engaged in the accreditation self-study process. However, even though the accreditation self-study process is complete, the Grants Office will still benefit from additional support.

As noted in the user response surveys, there are several areas in which the Grants Office is not meeting user expectations, particularly with regard to prospect research (researching grant opportunities), disseminating information regarding grant development/grant management to the college community, and post-award management and reporting activities. With regard to prospect research, there is a great deal of concern by multiple offices on campus regarding program sustainability – how are they going to maintain their programs once grant funding ends? While this is technically a program concern or a division concern, the Grants Office (as well as the Foundation) can provide additional support in this area, although program staff must take the lead and begin developing sustainability plans several years before funding ends. Grants are generally not a good strategy for maintaining ongoing operating costs, but there are ways of packaging program activities to address funder needs and interests.

The Grants Office can improve its capacity for disseminating information about grant development/grant management to the college community through enhanced web site communication and/or faculty/staff workshops. The need to do this was noted as part of the Grants Office's 2014-2015 Annual Program Review response to projected trends that could impact the office's activities in the next five years. That report noted a need by the College to be proactive in its responses to increased accountability measures on the part of funding sources. As a review of past program review reports indicate, the Grants Office established a web site presence several years ago, but most of the information on that page is static and in need of updating. In addition, very few individuals on campus are aware of its existence. Likewise, the Grants Office offered workshops for grant managers, as well as those interested in applying for grants, several years ago but discontinued these workshops as other work took priority.

Activities in support of post-award management are closely aligned with the need to disseminate information regarding grant development/grant management to the college community. At this time, while the Grants Office is available to provide technical assistance upon request, post-award grant management is decentralized at Santa Monica College. The programs, departments, and divisions that pursue grant awards are responsible for the successful development and implementation of their grants. The Grants Office is available to manage small grant awards and/or serve on implementation teams, at least during the first year after grants are awarded. However, grants that require ongoing assistance are often a second priority to grant development.

Each of these activities can be carried out by the Associate Dean, Grants, if she has additional writing assistance, or by a program assistant, while the Associate Dean, Grants, allocates the majority of her time to grant writing. At this time, given current funding concerns, it is more realistic to request additional grant writing assistance, which can be funded through a professional services/consultant contract and can be used as necessary. A program assistant would be hired through the Personnel Commission and would become a permanent member of the College. In addition, the Grants Office does have access to the program assistant who works for the Santa Monica College Foundation, as well as the program assistant who supports the Division of Academic Affairs.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Grants Office will be able to expand and enhance existing services to the college community, including both grant development and grant management services, if it is able to maintain additional grant writing support offered in years past.

Annual

2017/2018

High School Programs

Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

As the Dual Enrollment program increases the number of classes it offers at the high schools more resources will need to be allocated to helping students get enrolled. Additional help will need to be provided to process the increased number of Dual Enrollment applications.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None to note.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None to note.

Annual

2017/2018

History

Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Our need for more fulltime faculty is becoming increasingly urgent. We have eight fulltime members, three of whom are eligible to retire, with one planning to do so at the end of 2018/9 and another within two years. Two other full-timers are probationary; and two just earned tenure this year. Given this gap between senior and junior members, much of our focus has been mentoring and supporting our new members as they have taken on department leadership and become contributing members of the campus community, working to serve students on multiple levels and in multiple ways. Our achievement doing so underscores the value fulltime faculty bring

SMC. The realities of adjunct work do not facilitate the single-institution, in-depth commitment that a fulltime position does.

More specifically, the hiring positions we are requesting this year anticipate the two retirements. Together, they will impact our highest-demand course on US race and ethnicity and our emerging department focus on environmental history, in synch with SMC's own environmental focus. Both areas support Global Citizenship as well.

In brief, our need for fulltime historians reflects our department's goal of being active SMC citizens, participating in shared governance and contributing to campus initiatives. With upcoming retirements, we urgently need to begin hiring now to continue to be able to do so.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As stated in G.1, our need is for fulltime faculty, to stabilize our department as we experience retirements, build emerging areas of study, develop sustainable models for internships and other student projects, and promote equity through consistency in instructing and supporting students.

Annual	2017/2018
Human Resources	Instructional/Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Annual	2017/2018
Information Technology	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The MASTER PLAN FOR EDUCATION identified the need for a comprehensive Master Plan for Technology. Information Technology Services will draft the 2018- 2023 Master Plan for Technology. The plan will provide the district direction for technology planning over the next five years by identifying goals, strategies and intended outcomes. Inputs will include Accreditation documentation, other district plans, district-wide technology assessments, survey data, and a review of previous technology plans. The draft plan will be reviewed by the Technology Planning Committee before submission to the District Planning & Advisory Council. Annual updates to the plan will be completed and reviewed by the Technology Planning Committee.

The replacement of the Student Information System has been a critical need for the past several years. A plan to replace the existing WebISIS system needs to be established and implemented before it reaches end-of-life support.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

During the past year, several staffing changes have occurred providing an opportunity to assess the Information Technology organizational structure. These vacant positions include, MIS Director, Director of Network Services, Logistics Manager and Manager, Media & Reprographic Services.

Annual Institutional Research	2017/2018 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Annual International Education	2017/2018 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- The IECC needs additional scanners in order to keep up with the growth of its on-line counseling service. On-line counselors have consistently reported delays in getting out responses to students when

they need to scan in information to send to students. One to two-day delays are not uncommon. Currently, there is only one multifunction copier/scanner for the entire office and when available involves a multi-step process for scanning and e-mailing information to students. IECC counselors are requesting a minimum of five dedicated scanners for on-line counseling (one for each work-station) that will be less time-consuming to use and readily available during their assigned on-line counseling times.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Electronic solution to facilitate collection of documents from passports to check-in forms for newly arriving F-1 students. These enhancements may be in the form of iPod Touches or other technology identified by MIS that would assist with a process that is still paper based and requires staff time to upload the documents to webextender. It currently takes several weeks to upload the paper check-in documents which include student emergency contact details collected from new students. The IEC would like to streamline this process.
- The IECC needs five desk-top scanners, as described above.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Additional counseling hours to support Group Counseling and other planned initiatives such as on-line counseling, on-line Disqualification Petitions, MyEdPlan reviews and expansion of abbreviated to comprehensive educational plans are needed to maintain these services on a permanent basis. Due to the expansion of services and tasks that need to be completed during the Group Counseling sessions, one to two additional counselors are needed for each session. Whereas in the past, these sessions involved one counselor doing a presentation and two others assisting with planning a first semester schedule written on paper, today, these sessions are much more comprehensive and require a minimum of four to five counselors, depending on the group size. Counselors now need to plan a two or three session comprehensive electronic education plan, assess SLOs on line and input counselor notes. It is no longer reasonable to expect all tasks to be completed with only 3 counselors. Whereas most student services areas receive an augmented budget through SSSP to take on additional important retention tasks, IECC is not eligible to receive SSSP funding.
- An additional Student Services Specialist – International is needed to support the new prospective students attracted by our increased Marketing efforts.
- An additional Student Services Assistant may be needed if our enrollment begins to grow again, as expected.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in

institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

As discussed in previous program reviews, many of our classes have great risk for injury. Instructors of these classes should have qualified teaching assistants (TAs) that can assist in the classes. We have brought back rock climbing on our new wall in the CPC and surfing. Years ago, both had fees for the students to take the classes. Now we don't have any charges other than the cost of the unit for the class. The safety issues with rock climbing have been addressed and we are able to fund TAs for the classes. We have one teacher/qualified instructor per 6 students in our classes.

We added back surfing last fall and are offering it this semester, too. The surfing class is another example of a class that should have multiple TAs. One faculty member watching 24 students in the water is risky. The City of Santa Monica provides a lifeguard on the beach, but we still need at least another qualified person helping with the class.

Our self-defense classes also need TAs. In both KIN PE 41W and 41M one instructor cannot physically test 30+ students in a class. To properly demonstrate techniques, a qualified assistant is needed. There should be more than one person to test students.

We have students enrolled in PRO CR 19 that serve as teacher's assistants in some of these classes. The students learn about teaching and coaching these activities and assist the instructor in the class. This gives them some practical experience in the field. Students that enroll in this class are usually students in our Athletic Coaching certificate program. With more eyes watching the students in the water or practicing techniques, there might be less chance of injury. Still from a safety perspective, we need to find ways for qualified assistants to help our classes.

As for faculty needs, please see section 3 below.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The new building with its bond money has allowed us to purchase new equipment. This equipment gets a lot of use and will need to be serviced and replaced regularly. The replacement of such equipment is something that should be a permanent item in the college budget. Equipment will wear out and need to be replaced. Many pieces of our equipment are a few thousand dollars each. When they wear out, they are not safe to use. For us to continue to offer many of our classes, we need to have this equipment.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The department continues to need full-time faculty that are able to fully commit themselves to the growth and development of the department. Over the past 25 years we shrank from about 19 to 4. Three years ago we hired the first full-time faculty member in 15 years. We added an exercise physiologist two years ago and a head coach for men's basketball this year. We also had one full-timer retire last fall giving us 6 full-time faculty and 57 part-timers. We offer about 135 sections each semester.

Of our **18 intercollegiate sports**, only **two are coached by full-time faculty**. The coaches are faculty members that teach classes for the college as well as coach their teams. It would best serve the students to have full-time head coaches available to them. Athletic teams train year round in preparation for their competitive seasons. Student-athletes must make academic progress to be eligible to play. Coaches serve as mentors for their athletes. They meet with them regularly outside of the gym and field. Student-athletes are among our most successful students! Having a full-time coaches for benefits everyone.

This spring we have requested a Head Coach for football, an Aquatics specialist and a full-time Kinesiology instructor. A football has 80 to 110 student-athletes on the team. The Aquatics speiaclist would coach one water polo team (10-15 athletes) as well as the men's and women's swim teams (25-40 athletes). The Kinesiology instructor would teach many of our majors classes. (Kinesiology is one of our most popular majors that we transfer to the CSU system.)

Also, please see above in section 1, the paragraph regarding the need of TAs for specific classes.

Annual	2017/2018
Latino Center / Adelante	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

MATH TUTORING

Our existing shared tutoring area for Adelante and Black Collegians is cramped, has limited student and classified staff, and doesn't have sufficient supplies or adequate furnishings to properly service the more than 3,100 visits received during Spring 2016 to Winter 2017 and 1,800 visits from Summer 2017 to April 2018. When the tutoring area is full, students will often arrive and then decide to leave when there is no seating or table space, or when they are advised that tutoring will occur on a rotating basis among those present because of the high volume. **We know we could serve more students, and serve them better, if we had the following:**

Ideally, the tutoring lab in the new Student Services building would be in a "smart" room, with a screen and dedicated computer that can be used to make presentations and access apps and sites that support instruction. We estimate the need for 10 tablets and a charging media storage cabinet for student use while in the tutoring area. This would allow students to access a multitude of math apps, math websites, and instructional videos. Our ever decreasing supply budget doesn't allow for the purchase of these items, nor for the purchase of enough dry-erase/white board materials. Tables and chairs designed for instructional purposes would help make better use of space, including the purchase of multiple tables with white board table-tops, improving the use of available space and promoting collaboration among students not to mention reducing the use of scratch paper which can be very costly. Many of the chairs we have are hand-me downs and have missing or loose parts. There is also a need to have a storage cabinet to store 20 math books, calculators and other math materials that the math IA could lock at the end of the day. We need a smart board with its projector and a large cork board for a posting area, where we can post important announcements and showcase student work. Finally, a computer and printer for the full-time Math IA are absolutely essential in order to respond to student emails, campus emails, write tutoring reports, and check-in students for tutoring.

English Instructional Assistant

Both the African-American Collegiate Center and the Latino Center are requesting a shared full-time English Instructional Assistant. Currently, the only English tutoring service offered by the Centers is two Work Study students for a total of 15 weekly hours. Together, they saw a total of 60 students in Spring 2018 and 36 for Fall

2017. During Fall 2017, the Centers only had one College Work Study student working 10 hrs/week, and no English support prior to that.

The 2016-2017 Student Equity Data Report for Santa Monica College (2017)(<http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Student%20Equity/BoardReportEquity2016.pdf>,6/27/2018) presents institutional research data which shows that Black and Latino students continue to experience equity gaps--often exhibiting some of the largest gaps among student groups--in the areas of successful course completion, successful basic skills/ESL/ English and math completion, and transfer. Furthermore, the lower income students within each ethnic group tended to have wider gaps than those from higher incomes.

Developing college-level English writing and analytic skills is important to success in other college courses that require written analysis (note skills advisories in the bulk of our humanities, arts, and social science courses), and to meeting AA and transfer course requirements. We must continue to improve and make available any resources that enhance and support the learning experience to these specific student groups. Students of color are placing in English 1 and the supporting English 28 at a disproportionate rate. In its 2014/2015 Annual Review, the SMC English Department recognized the importance of focusing on culturally responsive pedagogy and giving students a one-to-one experience with instructional assistance. Students need the additional support services of tutoring because they are not ready to enroll in regular English 1 without its corresponding support course and tutoring.

The LC/AACC Instructional Assistant-English will target Adelante and Black Collegians students and practice this type of responsive instruction, where a student-centered approach: explicitly recognizes and values the student's background, encourages the IA to develop a personal connection with students in order to promote a collaborative learning experience, and provides explicit instruction in a variety of visual modes to improve understanding and expression. These are among the effective practices identified in a comparative analysis of studies from fields of multicultural literacy education, special education, and ESL instruction (Piazza, Rao, Protacio; 2015).

SUPPLIES BUDGET

In addition to the amounts requested to fund supplies for our Math instructional support, we need an increase in our supplies budget to adequately fund our other existing services. We need three office shredders for counselors to shred confidential student records. We also need to buy enough dry erase makers and cleaning supplies for the white boards to last the entire academic year for the Math tutoring area and other program presentations.

CAMINO AL EXITO COUNSELING HOURS

The Latino Center needs an increase in summer counseling hours in order to have all Latino Center counselors participate in our summer bridge program. The Latino Center has been allotted 270 counseling hours aside from 180 hours for the Program Leader, However, as a Hispanic Serving Institution and because of the number of counseling visits that the Center has during the summer, the Program Leader can't reduce the number of counseling hours during the summer in order to staff Camino al Exito. Camino al Exito Summer Bridge needs its own counseling allotment. Latino students are one of the groups at highest risk of not completing their studies and dropping out of college. The Camino al Exito summer bridge program targets this very student population; it is for first generation Latino students who have just joined the Latino Center. It aims to connect Adelante students to their cohort and continuing Adelante students. In addition, they have the opportunity to interact with Latino faculty, Latino Center counselors and staff. It gives them a sense of security and family, and demonstrates to them the human resources available to them.

VIEW SIGN-IN

For the past three years we had been piloting a database system that was customized to our specific needs in Adelante. However, this year the company has grown and is now charging a usage fee. We had to withdraw from use due to lack of funds. This database ran reports and was customized to the specific needs of the program. It saved the Student Services Assistant a tremendous amount of time. We now use a simple Excel chart which does not give us the information the database provided us. This database kept track of students in the program and it kept track of program requirements fulfilled and their status in the program.

STUDENT HELP

The Latino Center does not have funds during the summer for Student Help. Student workers assist during the most critical times in our program. The summer is when our recruitment and enrollment periods occur. The majority of the new students to the program enter during the summer time and the majority of the new students into our program are first-time freshmen. The first-time freshmen need a great deal of support and follow-up services as they learn the process of enrolling in classes, understanding how to navigate Corsair Connect, learning how to purchase books, and understanding policies and procedures.

COLORED PRINTER

We need a color printer shared by both Student Services Assistants for both the Latino Center and the African-American Collegiate Center. They often print out flyers for program activities and workshops and currently only have a black and white printer that breaks down more often than not.

MARKETING MATERIALS

Marketing a Center and Program is very important in terms of program participants. It would greatly assist the Center to have the nice glossy and color program bulletin like the Scholars Program. The marketing is to assist with informing students, parents, and members of the community not just about the Adelante Program, but about ALL the other services and resources provided by the Latino Center. The Latino Center recently ordered 15,000 flyers in the color glossy paper that were paid with SSSP funds in order to promote StudentLingo. It would be very helpful and proactive to have fabulous Latino Center marketing materials to give to students, parents and community members from a Hispanic Serving and Equity-minded Institution like SMC.

RESTORE DISTRICT FUNDED PART-TIME COUNSELING HOURS FOR FALL AND SPRING

During fall 2017 the Black Collegians and Latino Center hired three full-time counselors. One counselor was hired exclusively for Black Collegians and two male counselors' assignments were each split in half to work for both programs. However, the college policy is that for every full-time counselor, the program has to reduce their part-time staff by thirty-two district funded hours. This policy hurt the Latino Center in terms of solid counseling hours. The two full-time counselors have various assignments in addition to counseling, which is expected of full-time faculty. They are heading our male initiatives, student workshops, parent workshops, field trips, and evening workshops in addition to campus wide committee work and club advising.

The overall enrollment of students at SMC may have dropped, but not the number of Latino students enrolling at SMC. In fact, the headcount and proportion of Latino/Hispanic students has increased from 35.8% in 2012-2013 to 40.3% in 2017-2018. We have had to turn students away due to lack of counseling appointment availability; we have less appointments available now, than when we had the 32 weekly hours of part-time counseling. In Fall 2016 we saw 1,455 counseling appointments and it was down to 1,370 in Fall 2017 due to having to block mostly full-time counselors. When the Latino Center had 32 hours of part-time counselors they were blocked sporadically. Latino students are at highest risk for not completing college and we have had to

turn them away due to no available counseling appointments. As an HSI that is focused on equity, district funding to restore counseling hours needs to be considered.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

MATH TUTORING AREA

As stated in question 1 of this section. The Black Collegians and Adelante Program have outgrown their tutoring area. We need new technologies and new furniture for this new area. The following are quotes we have researched for the items requested in Question 1.

- 8 dry-erase rectangular tables at a cost of \$604.37/each
- 14 Ruckus chairs at a cost of \$147.44/each
- One smart board at a cost of \$1,618.99 and a projector at a cost of \$1,360.00
- One large cork board at a cost of \$80.00
- One large storage cabinet at a cost of \$300
- 10 iPad tablets 32GB at a total cost of \$3,290.00
- 1 charging media storage cart at a cost of \$509.88
- One computer and printer for the full-time Math IA. (IT has not gotten back to the Program Leader about a cost analysis for these two items by the time this report was due).

SUPPLIES BUDGET

We need an increase in budget supplies in order to buy three additional paper shredders and dry erase makers, erasers and cleaning supplies to last the entire academic calendar.

- The estimated cost for ALL these items from Office Max is \$787.02
- The estimated cost of ordering the dry erase supplies from Office Max is \$150.00

VIEW SIGN-IN

As stated above in Question 1. We have a need to enter and maintain a database of information to track program participants and fulfillment of program requirements. For the past three years, the Student Services Assistant has been using a database free of charge, but this year the company charged a fee to use, maintain and troubleshoot this database called "View Sign-In". The yearly cost of this data base is \$2,000.

This database--or any other database that has someone that can maintain and trouble sho--is necessary in order to maintain and report data. The college has not yet decided on a replacement for ISIS, but we have specific needs that might not be met with the new platform the college will replace ISIS with.

COLORED PRINTER

In question 1 of this section, the need for a colored printed was given and the following is the cost through Office Max, \$960.00.

MARKETING MATERIALS

In question 1, the reasoning for professional bulletins, flyers for the program were stated. The following is what was paid by SSSP for 15,000 flyers paid for our StudentLingo online workshop promotion, \$693.47.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

STUDENT HELP TO ASSIST MATH IA AND FRONT DESK DURING SUMMER SESSION

As already stated in Question 1 of this section, in addition to physically outgrowing our shared tutoring area for Adelante and Black Collegians, we also need additional staff. Currently we only have one full-time Math IA but he needs additional support. We are asking for an increase in the Student Help Budget by \$1000. This is a shared Student Help Budget for both the Latino Center and the African American Collegiate Center. The increased budget will be used to hire more Student Help math tutors in order to serve more students.

In addition, there is also a need to hire Student Help during the summer to staff the shared front desk of both Adelante and Black Collegians. The reasoning for this is already stated in Question 1. The budget we need is \$7000 (\$3500 for each) for the Centers.

RESTORE 32 WEEKLY HOURS OF PART-TIME COUNSELING FOR FALL AND SPRING SEMESTER

The reasoning for this request has been stated in the response to question 1. The Program Leader is requesting a restoration of 32 weekly part-time hours to the Latino Center counseling budget for Fall and Spring.

CAMINO AL EXITO COUNSELING HOURS

The reasoning for a request in counseling hours to staff the Latino Center Camino al Exito Summer Bridge Program has already been stated in Question 1 of this section. In essence, the Program Leader is requesting 40 counseling hours in order to have all the Latino Center counselors participate in the summer bridge program to welcome students and parents, participate in workshops, and establish a counseling relationship with the program students and their parents.

ENGLISH INSTRUCTIONAL ASSISTANT

The reasoning for requesting a shared English IA for both the African-American Collegiate Centers is explained in Question 1 of this section. The Program Leaders for both Centers have requested both a Math IA and an English IA. The Math IA was approved and hired in April of 2015, but not the English IA. Both Centers, as demonstrated in Question 1, are in desperate need of this position, especially now that the college is working to equitize our institution.

Annual Learning Support Services	2017/2018 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The budget needs to be re-evaluated. The tutoring budget has remained the same over the past 5-10 years. The minimum wage has increased and this has put a strain on the amount of student workers that can be hired and the hours that they can be paid for.

With the new rules surrounding basic skills courses we are expecting an influx of students who will utilize our tutoring centers. We anticipate the need to hire more tutors and we will need an increased budget to do so.

We are also planning on supporting the new pathway redesign.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. We would like to have ongoing professional development in the areas of Equity and tutoring best practices for our student tutors and Instructional Assistants.
2. We need additional student tutors in each area.
3. We need more Instructional Assistants in both Math and English.

Annual Learning Support Services

2017/2018 Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

1. We would really like to get a designated space for SI. We currently share a space with STEM and are not able to have fully functioning SI sessions.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We would love to have continued professional development and be able to attend the SI annual conference every year. Being able to stay abreast of what's new and what others are doing will keep us to stay current on best practices and help us to be able to better support our students.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Security, as mentioned earlier in this report, remains a critical issue for the Library, there are over one million users in the building annually. Students are often disturbed by other students and community members, arguments and even fights have broken out. In evenings and weekends the Library has only two staff members on duty for the 96,000 square foot facility. Existing staffing is insufficient to support library activities. This is discussed further below. **The 2017/18 updates follows:**

- There has not been any increase in security in the Library over this past year.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Library has two servers, one of which is virtual. There is a pressing need for additional virtual server space to replace the Library Ezproxy server which allows students remote access to library databases and other online resources. In addition, the Library has existing virtual server space that is insufficient and needs to be expanded because of changing software requirements. These services could be outsourced at additional cost to the College if it is not feasible to maintain the existing servers locally.

Additional student seating in a variety of configurations is desperately needed, as discussed below. This is due to replacement and reconfiguration. **The 2017/18 updates follows:**

- The EZproxy server was replaced by a virtual version and is now much more reliable and stable. It was decided to retire the other server and outsource by subscribing to outside services to replace those we had been providing ourselves. This too will lead to greater reliability and stability.
- Some of our worn out leisure chairs were discarded and individual study carrels were moved into the area where the worn chairs had been. The move of the carrels not only looks more aesthetically pleasing than the worn out leisure chairs, they have the added bonus of creating a more quiet space for study.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Library is open 70 hours per week, and has a classified staff of four Library Assistants who staff the Circulation Desk. This is not adequate for staffing the Circulation desk and we will be requesting additional positions to remedy this problem. **The 2017/18 updates follows:**

- The Library requested a replacement for our Lead Library Assistant, Circulation who retired in December 2017. The replacement position was approved, and the job will be posted on 3-24-2018.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Multiple new full-time faculty are needed to ensure that the department keeps up with current trends in science education, including student involvement in research as well as relevant field studies experiences. We face this challenge with the potential loss of 41% of our full-time faculty, with three retirements in the past year and multiple leaves and expected retirements in the next one to three years. Without replacements, the ability to meet the demand for our courses with the rigor and consistency needed to maintain our program will be severely compromised.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In order to maintain our program as it currently exists, we need updated faculty computers, as well as updated "smart classroom maintenance" in our labs and lecture halls. Wireless presenters and microphones are also needed for each instructional space.

Equipment needs for existing courses include heated water baths and digital blood pressure monitors to support the Authentic Learning laboratory exercises being developed for Biology 3, an additional ELISA Plate Reader and associated software to detect immunity-based reactions for Biology 22, torso, joint, reproductive organ, and endocrine models for Anatomy 1, and plasticized (preserved) human sections and organs for Anatomy 1 and Anatomy 2. (Due to the high cost of acquiring the number of anatomical models needed, these will also be included in the 5-10 year plan, section G2, question 2.) Locked cabinetry is needed in at least one lecture hall to house anatomical models. Ventilation needs to be improved for the Anatomy labs to minimize exposure to fumes from preserved dissection specimens.

Facilities and equipment are also needed to support Nutrition 8-Principles of Food with Lab, a course required for the AS-T degree in Nutrition and Dietetics. The laboratory component for this course will be conducted in a kitchen facility at John Adams Middle School. While the space has been offered to us at no charge, there are associated equipment and personnel needs. Lottery funds are available to cover a one-time cost of \$3000 to outfit five student workstations with kitchen utensils and small pieces of equipment. Each semester, \$3200 will be needed to compensate two JAMS employees, a food services director and a custodian, who must be present during our use of the school facilities. We are determining the feasibility of using a Nutrition and Wellness fund at the SMC Foundation to provide these salaries for the Fall 2018 course offering.

While we have been fortunate to acquire state-of-the-art educational equipment for many of our laboratories, we are in need of repair and maintenance funds to keep these instruments in prime working order. A service contract for maintenance of all the departmental microscopes is crucial for optimal functioning of these costly instruments. Our current funding level allows yearly cleaning on a rotating basis, with repair of only a few microscopes at a time. This is not sufficient to maintain the functionality of over 300 instruments that are in routine use throughout every semester and intersession. We also need funding for calibration of micropipettors, keeping 72 instruments for measuring small volumes in good working order.

A current facilities need involves maintenance of the department greenhouse and adjacent yard, both located behind the Center for Environmental and Urban Studies on Pearl Street. Greenhouse repairs include replacing missing air-conditioning unit panels and broken glass panes while yard maintenance would involve tree-

trimming and fence repair. There is currently no regular maintenance schedule that includes the greenhouse facility and yard.

Finally, when the new Math/Science Complex is completed, we will need to remodel/redesign a few of our current laboratory spaces to complement the functionality of the new facility and accommodate the changing needs of our students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In courses across the Life Sciences disciplines, adjunct faculty teach a high percentage of the weekly teaching hours, impacting Allied Health, General Education Biology, Majors' Biology, and Nutrition.

Percent of Weekly Teaching Hours Covered by Full-Time Faculty
(Percentages less than 75% included)

Discipline	Course	Fall 2018 WTH	% FT WTH
Allied Health	Anatomy 1	99	30
	Physiology 3	48	44
General Education Biology	Biology 2	36	42
	Biology 3	123	39
	Biology 9	27	22
	Botany 1	24	63
	Zoology 5	27	56
Majors' Biology	Biology 21	24	25
Nutrition	Nutrition 1	39	54

In addition, recent and expected retirements and leaves contribute to hiring needs distributed across multiple disciplines within the department, as indicated in the following table.

Discipline	Faculty Member	Courses Taught	Retirement, Leave or Reduced Workload	Retirement Date Anticipated
Allied Health	Kay Azuma	Anatomy 1 Physiology 3	Reduced Workload started in Fall 2015	Spring 2019
	Maria Dell	Anatomy 1 Anatomy 2	Retired 12/2017	
	Lucy Kluckhohn-Jones	Microbiology 1	Retired 12/2017	
	Mary Lynne Stephanou	Anatomy 1 Physiology 3	Retired 6/2017	
General Education Biology	Kay Azuma	Biology 2 Botany 1	Reduced Workload started in Fall 2015	Spring 2019
	Maria Dell	Biology 2	Retired 12/2017	
	Thomas Chen	Biology 3	Reduced Workload starts in Fall 2018	
Majors'	Thomas Chen	Biology 21	Reduced Workload	

Biology			starts in Fall 2018	
	Mary Colavito	Biology 21 Biology 22	Banked Leave for 2018-2019	Spring 2019
	Dawn Vaughn	Biology 21	Leave as of 12/2017	
Nutrition	Cynthia Gonzalez	Nutrition 1 Nutrition 3 Nutrition 7		Spring 2021

We were fortunate to receive two full-time faculty in General Biology-Environmental Science that joined the department in Fall 2016. One of these professors also contributed to Majors' Biology but left in December 2017 due to family relocation. In the current hiring cycle, we were approved for an Anatomy/Physiology instructor to help cover two full retirements and a reduced workload for those disciplines. For the next hiring cycle, we have proposed a single position in Majors' Biology/General Education Biology since full time involvement in that area has been reduced to 25% of weekly teaching hours due to leaves and pending retirements. This position is crucial to maintaining the rigor and currency of the Majors' Biology curriculum. Responding to curricular changes at transfer institutions has been an essential, continuing role for faculty teaching these courses. In addition, the design of laboratory experiments to encourage the development of data analysis skills is key to preparing students for upper division biology study. A team of dedicated faculty members is needed to design and implement updated lab exercises that illustrate key course concepts and foster scientific reasoning.

Technical staff are indispensable for maintaining our robust laboratory program. Unfortunately, it has been difficult to maintain the optimal complement of five technicians. For the past three years, the number has fluctuated between 3 and 5. While we had vacancies, our dedicated group of three technicians carried the load for four to five staff members to ensure that the laboratory materials were adequately prepared for the students. Between October 2017 and February 2018 we were fully staffed, but the latest employee hired did not successfully perform during the probationary period. We have made a request for a replacement based on the demonstrated need for five technicians to support our laboratory instructional program.

Increased staffing is also needed at the departmental administrative level. We currently have one administrative assistant who serves the department half time, devoting the other half of her time to the Physical Sciences Department. The duties of this position continue to expand, most recently including processing of increasing numbers of prerequisite waivers. Given the close relationship between the Life and Physical Sciences Departments, it is important to have a lead administrative assistant in charge of both areas. However, we believe hiring a second assistant to work with our primary person even half time will go a long way toward helping both departments function more efficiently.

We would like to build on the success of Supplemental Instruction in Biology 2, 3, and 21 to support students in the Allied Health disciplines. Having SI Leaders in Anatomy, Physiology and Microbiology would enhance student success in these essential prerequisites for the SMC Nursing Program.

Regarding professional development, additional faculty training is needed to address "student emergencies" including both physical health as well as mental health scenarios, Faculty also need training with plans to better address the needs of students with learning disabilities, or simply those lacking the skills required for success in college courses. Our DSPS colleagues have been generous in providing discussion sessions and workshops to suggest strategies for better serving the diverse student population and we will continue to avail ourselves of these opportunities. Another identified need is continued support for professional development courses such as @One training.

Faculty who teach laboratory courses also need yearly safety training and monitoring for exposure to chemical hazards in the workplace. The hiring of a Chemical Safety Officer is essential to ensure that effective training and safety monitoring occur with appropriate regularity.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

To comply with the requirements of AB 705, the math department must review and revise our entire curriculum by fall 2019. The department will be making significant changes to course offerings, teaching methods and the learning support available to our students. To make this transition as successful as possible and to meet our current obligations to staffing department and campus-wide activities and initiatives, the department will require significant support and resources from the college including, but not limited to:

- Financial support for course and faculty development
- New full-time faculty
- Reduction of class size
- Increased math lab staffing
- Significant investment in new technology to support adaptive learning methods
- Addressing facilities issues
- Increased hours for DSPS testing

Support for Course and Faculty Development

There is an immediate need for financial support for curriculum and faculty development. Direct financial support is needed to attend conferences and trainings. Release time is needed to complete the extensive work required to bring our curriculum into compliance with AB 705.

Katie Hern and Myra Snell, of the California Acceleration Project, write in *Toward A Vision of Accelerated Curriculum and Pedagogy*, that they hope their paper can, "Inspire administrators and policy makers to recognize the magnitude of the change involved and commit to integrating meaningful, sustained faculty development into their reform efforts."

According to the AB 705 timeline provided by the Chancellor's Office, during the spring 2018 semester the department should be involved with "curricular exploration and development consistent with the law and engaging in professional development and learning to support the curricular changes." These changes, also discussed in section D-2, will require the elimination of most of our developmental courses, a redesign of Math 54, Math 21, Math 2 and Math 26 to include remediation for underprepared students, and require most faculty to teach in new ways. This cannot be done without first attending meetings and hearing from other faculty who are more experienced with accelerated learning and new remediation methods. Committees will then need time to complete the course redesign and to create co-requisite course materials, including sample assignments and activities, for Math 2, Math 54, Math 26 and Math 21.

Once the course revisions are complete, all faculty (30 full-time and nearly 100 part-time) will require training to teach in the new system. Training will include understanding of the new course sequences and new course outlines, incorporating concurrent learning support and collaborative practice into all classes. Other colleges have accomplished this by having faculty leaders who are given reassigned time or stipends to educate their fellow faculty. Successful programs expect both full-time and part-time faculty to attend the trainings, providing a stipend for their participation.

Based on the experience of other math departments, where Statistics is already an open access course, we expect the demand for Math 54/Math 21 sections to increase by a factor of between two and four. Currently,

the department plans for between 35 and 40 sections of Math 54 each semester, so we are now planning on demand for a minimum of 70 sections in fall 2019. To find enough instructors to cover these classes, the department expects to hire both new full-time faculty (see below) and to offer a professional development for current faculty. Faculty, who do not currently teach Math 54 or Math 21, would be able to develop expertise both in the course material and in the course teaching methods prior to teaching Math 54 or Math 21.

New Full-Time Faculty

Important and necessary support will come in the form of additional full-time faculty. As it is the 30 full-time math department faculty cannot keep up with the work required to meet the needs of our students, serve on committees, and support the campus-wide initiatives that require input from the math department. The additional work required by AB 705 will further strain department resources. It is unsustainable for 30 full-time faculty members to do this work and meet the needs of over 9000 enrolled students each semester.

Looking forward to fall 2019, when all colleges must be in full compliance with AB 705, the department will require a significant number of new faculty to teach statistics and pre-statistics. Cuyamaca College is considered a state leader in AB705 compliant curriculum. When Cuyamaca introduced their non-STEM AB 705 compliant pathway, the number of sections of statistics required increased by 100% in just one semester. We expect a similar increase in demand at SMC. During the fall 2017 semester, the department offered and filled 37 sections of Math 54. A 100% increase in demand would require the department to offer and staff 74 sections of Math 54. Currently math 54 is one of the most difficult courses to staff, as not all math department faculty (full- or part-time) have the background to teach statistics. If the need for full-time faculty in this area is not addressed immediately, the department will not be able to offer enough sections to meet the demand. Students will not be able to enroll in their required transferable mathematics classes and progression toward degree completion and transfer will likely be delayed.

Ideally all new faculty will not only be able to teach statistics and pre-statistics, but will be able to teach across the curriculum. Experience teaching using adaptive learning software and the ability to work with the department to integrate this technology into our curriculum will be a plus. The new full-time faculty members should be on staff and trained to teach using the co-requisite model by fall 2019.

During the fall 2016 semester (the most recent available on Tableau), there were 9944 students enrolled in math courses, representing approximately 331 students per full-time faculty member and 10.7% of all enrollment at the college. The department offered 250 sections, representing 8.6% of all college courses. For comparison the same statistics are provided for the English department and the Physical Science department. English and math are the two largest departments at SMC, and Physical Science is arguably the most similar to math in discipline. All values are from Tableau for fall 2016.

Department	Number of Students	Students per Full-Time Faculty Member	Percentage of College enrollment	Number of Sections	Percentage of College course offerings
Math	9944	331	10.7%	250	8.6%
English	9562	217	10.3%	371	12.8%
Physical Science	2560	122	2.8%	97	3.3%

It is clear from this table that by comparison the math department is understaffed. If the department were to be staffed at the same level as English, there would be approximately 45 full-time faculty. If the department were to be staffed at the same level as Physical Science, there would be approximately 89 full-time faculty.

The math departments of El Camino College, Pasadena City College, and Glendale College, similarly sized local colleges, all have 40 or more full-time math faculty. If there are to be the significant and lasting changes

in student success, retention and equity rates required by AB 705 and the Chancellor's Vision for Success, this critical staffing issue must be addressed.

During the fall 2016 term, the WSCH/FTEF in the department was 640.41, an increase of 3.41 over fall 2015 and well above the state recommended 540 hours. This indicates that the department is extremely efficient at filling classes and generates significant revenue for the college.

Reduction in Class Size

The department will also require a commitment from the college to reducing the class size in all math classes with support. These classes will require the **daily** grading of classwork and/or homework. This is an incredibly time consuming activity. In a class of 45 students, just 5 minutes per assignment per student amounts to over 3.5 hours of grading per class per day. Math faculty typically meet with 3 classes per day. Class sizes of 45 would require up to 10.5 hours of grading per class day. The college recognized the importance of graded assignments to student success and the significant time required for grading in English classes and reduced class size to 25. We ask that the same be done for all math classes with learning support.

The California Acceleration Project (CAP) emphasizes “proactive intervention for students showing signs of difficulty” as an important component of the accelerated model. According to CAP this might mean, “Sending the student an email after two absences, following up immediately when someone hasn’t turned in work, and initiating an individual conference after a failed quiz.” These simple and effective ways of encouraging student success are only possible with smaller class sizes. Pasadena City College is now offering classes using the co-requisite learning support model and reduced class sizes to 30 students. We strongly encourage Santa Monica College to reduce class size.

Math Lab Staffing

The dedicated staff of the math lab do their best to help as many students as possible. At certain times of the day, students must wait up to an hour for a 10 minute appointment. Additional math lab staff are always needed and should be a hiring priority. As the number of sections of statistics offered increases, we will need an increased number of math lab staff who are able to tutor statistics.

Investment in New Technology

The department will need significant investment in new technology. We recognize that our students come from a wide-variety of backgrounds. The new adaptive learning programs that we are hoping to integrate into the curriculum are taught in computer labs. The college does not have the computer lab space to meet the expected need.

Facilities Issues

Math classes meet in several buildings across campus, but most classes are located in the MC, LA and LS buildings. The outdated LA and LS buildings are unacceptable for teaching purposes. Most of the classrooms in LA were not constructed with 35 or 45 students per class in mind. Frequently, our classrooms are overcrowded, with desks barely a few inches apart, making it impossible for an instructor to circulate through the room and address students individually. The issue of classroom overcrowding was included in the draft of the Executive Summary of the Spring 2016 program review, where the committee recommended that the institution "Address classroom overcrowding."

As in other areas of the campus, general maintenance is an issue. Learning happens best in a comfortable and inviting environment. The college should offer a positive learning environment for all students, not expect them to learn in overcrowded and hot (or cold) classrooms.

Increased Hours for DSPS Testing

Proctored testing for DSPS students is available Monday – Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. – 3 p.m. during the fall and spring semester, with reduced hours during the winter and summer. Many math students take their exams in the proctoring room, but at times scheduling is an issue. Math classes meet Monday – Thursday from 6:45 a.m. - 10 p.m., Friday from 7:45 a.m. – 4 p.m. and hybrid classes on Saturday from 8 a.m. to 10 a.m. There are classes that meet entirely or almost entirely outside of the available proctoring room hours, making it difficult for students to schedule exam time. Proctoring services should be conveniently available to all DSPS students, regardless of their scheduled class time.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The department will need the capital resources to implement an improvement plan resulting from a discussion of the data presented in this annual report and in the previous six-year program review. This could include data gathering, improving math lab conditions with furniture that encourages quiet study, and a noise mitigation system. Capital resources are needed for manipulatives for tactile and visual learners, software site-wide licenses for applications including document generation and classroom presentations. As more faculty move toward using tablet computers for classroom presentations and more courses are offered online, we will need appropriate technology, including computers and tablets, to make these offerings efficient and possible.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As discussed in question 1 above, the department is in need of extensive human resources. This includes full-time faculty, math lab instructional assistants and any additional human resources resulting from the changes made necessary by AB 705.

The current ratio of full-time to part-time faculty is 1 to 3. There are now 30 full-time faculty and there will be no new hires this academic year. The department anticipates four to six retirements in the next 5 years, more over the next 10. Not only will these faculty have to be replaced, the current number of full-time faculty is insufficient to meet the current needs of the department.

As previously discussed, the math lab requires significant staffing increases to meet student needs. Staffing in the lab would include both added instructional assistants and student tutors.

Annual	2017/2018
Media Center / Reprographics	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

One of the objectives (Service Unit Objective #3) for FY 17/18 states that Media Services will try to replace all remaining SMART classrooms that have analog video cabling with High Definition Multi-Media interfaces (HDMI). In the past couple fiscal years we have had adequate funding to replace computers, projectors and document cameras. This coming year appears to be a bad budget year so this new cabling objective may need to be repeated in FY 19/20.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

See G.1. Above.

Annual Modern Lang/Cultures

2017/2018 Instructional

<p>1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].</p> <ul style="list-style-type: none">• NEED #1: TIMS data reveals that the Hispanic/Latino students are well represented in our Spanish classes, but their success rates are low. Strategies are needed to improve their success.• REQUEST: #1 To continue work that has been begun on the additional curriculum for Spanish heritage-speaker series to address the needs of these students and additional data needs to be collected to determine what kind of curriculum is needed. Continue collaborating with the developmental English faculty on this project. • NEED #2: The new MLCD certificates were created, but our students aren't aware of them. They have not been marketed in order to inform students about them and encourage students to complete them. The certificates need to be promoted to SMC students.• REQUEST: #2 To receive institutional support in this effort: publicity, web page enhancement, information in the class schedule. • NEED #3: Fall 2014 data for the program review indicates that 12% of our students are basic skills students. Many students in the Spanish 1 program struggle with the intensity and the pace of our 5-unit Spanish 1 course. These students need support in order to increase their retention and student success. 23.5% of our students are international. These students are enrolled in our classes, but are often still working on their English skills and struggle with understanding instructions and the content of course documents. They also struggle with the pace and intensity of the regular track while they are adjusting to a new cultural environment. Students who are identified as beneficiaries of student equity resources also struggle keeping up with the work load. Students with learning disabilities are the last group of students who consistently show difficulty keeping up with the intensity and pace of the 5-unit Spanish course. We have referred elementary Spanish students to the Spanish 31A track in order to help them to prepare for Spanish 1, but often when they enter Spanish 1, they still need additional support.

- REQUEST #3: To create 16-week and/or 12-week 3 unit-courses for Spanish 1a and Spanish 1b, which would essentially divide the content of our 5-unit Spanish 1 course into two courses and add to each a 0.5 unit dedicated to language learning strategies.
- NEED #4: MLCD Faculty undergoes regular tech training in our department. CANVAS has been adopted by the college, but our faculty members are not fully prepared to use it. They need training.
- REQUEST #4: To get all or most of our instructors on board with CANVAS to organize and use the features CANVAS provides to supplement their courses and address the varied needs of their students.
- NEED #5: The MLCD Public website doesn't meet the current needs of the department.
- REQUEST #5: District support is needed in this project.

These needs continue to be of significance to the MLCD.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional hybrid and online courses are to be allocated to MLCD. Addition of video component (hardware and software) to the campus language system will be needed to meet the needs of our American Sign Language students. Expansion of the virtual language lab (SANSSpace) and funds to support it will be needed.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Although one full-time professor was hired in the fall 2017, one more new full-time hire in Japanese is still needed in order to support SMC's Japanese program (the second largest in the department) which requires full-time leadership. In Fall 2015, both of the full-time Japanese faculty retired. In Spring 2018, adjuncts taught 80% of our Japanese classes. There is demand for our Japanese classes, and the addition of a full-timer will help us to support the educational goals and interests of many domestic and international students on an F-1 visa who enroll in SMC's Japanese courses. The Fall 2015 TIMS data revealed that Japanese program students are diverse: 58% Asian, 14.5% Hispanic, 7% White, 1.2% Black and 19.2% other. 61% are male and 39% are female. Most Japanese program students are transfer students, full-time and continuing students.

This position supports an area of commendation in the MLCD's 2010 Program Review, which is faculty involvement in SLOs. Our SLO collaborations are based on teaching levels. A new full-timer is needed to support these efforts, for there are 4-6 levels of instruction offered each semester. One of the PR recommendations was for MLCD faculty to "encourage all faculty to participate in using technology to broaden access to materials for students." The Japanese adjuncts have worked to integrate technology into the Japanese program and led the MLCD in this effort. They need full-time leadership. A new FT J-1 professor with technological acumen is needed to assist with program and technology oversight and development of resources, for monitoring of technology related to non-alphabet languages was another PR recommendation. This position helps the MLCD in its commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

In our 2010 Program Review, one of the recommendations was for MLCD “to further explore alternatives to web based activities.” In 2012 we were awarded the first President's Circle Innovation & Progress Award, which allowed us to purchase a license to use SANSSpace, which is a virtual language lab. The new Japanese position is needed to oversee the Japanese language program in SANSSpace. The virtual lab needs many hours of support from FT faculty and lab staff. The Japanese faculty are committed to improving their program. A new course in Japanese culture and civilization was taught for the first time last year. MLCD also has a new certificate in Asian Studies, and strong full-time leadership in this area is imperative. TIMS shows that student success and retention were highest for FT Japanese faculty. The Japanese program, the MLCD and SMC need another new FT Japanese professor.

Global Citizenship is directly supported by the creation of a FT position in Japanese language and culture. PR commended the Japanese program for its support of this initiative. The position responds to the diverse needs of its students and better equips them with practical language skills. Japanese is an important language in the global community. There are over 122 million native speakers of Japanese and despite Japan's small size, its economy ranks third in the world. There are many job opportunities for SMC students who learn Japanese. Among the major companies in the LA area who are interested in Japanese proficiency are Mitsubishi, Hitachi, Bank of the West, Panasonic, Toyota, Honda, Nippon Airways, Yamaha, Mitsui & Co., Japan Airlines, etc. MLCD needs another new FT Japanese professor.

A new full-time hire in Applied Linguistics with expertise in another MLCD discipline is also needed in order to support and enhance SMC's linguistics and other language programs. The MLCD Linguistics program began in Spring 2014. It was born of a collaboration between Modern Languages and Cultures & ESL. Faculty from both departments developed the Linguistics 1 curriculum and have taught the classes, and the course is housed in MLCD. There is no full-time linguistics professor in MLCD. Linguistics is our fastest growing discipline. We started with two sections per semester and one in the inter-sessions. In Summer 2015, after the Fall 2015 schedule had already been produced, we added a third section of Ling 1, and it filled very quickly. In Winter 2016, we added a third section of Ling 1 to our Spring 2016 schedule two days before the spring semester started. It had over 18 students enrolled in it by the first day of class.

According to one of the authors of our Ling 1 course: “The demand has been outstanding, especially among the English, ESL and foreign language students who became interested to know beyond the workings of specific languages. Linguistics 1 has served the student needs significantly. At the end of the course the students express that they have obtained a much better understanding on the universal properties and principles of human language in general, the inter-language relationships, language and its social and cultural implications, and many more. The course also supports them to be more successful in the related study areas. Many of the Ling 1 students want to declare a linguistics major when transferring or applying to study abroad and come to ask us for a recommendation letter. The Linguistics 1 course could be their great first step not only while at SMC but also for their future academic and professional paths.” Linguistics at SMC has tremendous potential. There are many prospects for curriculum development that will support the needs of our students.

One of the Program Review recommendations was for MLCD faculty to “encourage all faculty to participate in using technology to broaden access to materials for students.” Ling 1 is MLCD’s first completely online course. It is a discipline in our department into which technology is fully integrated. We need a full-time linguistics professor to support the technological needs of this program, its students and our department. We need a full-time linguistics professor to expand our online offerings and to help our enrollment to grow. Ling 1 was also the first course in MLCD to be approved to fulfill the Global Citizenship requirement. Global Citizenship is directly supported by the creation of a FT position in linguistics. This position is needed to support the MLCD’s commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

MLCD has curriculum in 14 languages and linguistics. Most faculty who teach linguistics also have training in teaching language and culture. We would like for the linguistics professor to teach one or more of the 14 languages in our department and to collaborate with our language faculty on language acquisition and applied linguistics projects that will benefit our department. MLCD students have diverse levels of academic preparation, linguistic backgrounds, and skill levels. It is a challenge for our department to teach under-prepared students language and culture. It will benefit our students and support student equity if we hire a full-time linguistics professor to help develop curriculum that will help remedial students to understand how language works and how to approach language study.

Urgency

In Spring 2018, there are only six tenured faculty and two tenure-track faculty in MLCD, and five of the tenured faculty are currently eligible to retire. New faculty needs guidance. It is imperative that we bring new full-timers into MLCD while there are tenured full-timers there to guide, mentor and evaluate them. MLCD, its students, SMC and the community will benefit from another new FT Japanese position and a new full-time linguistics/other position.

As a result of the Golden Handshake that was offered in December 2017 and the subsequent reorganization, MLCD lost 50% of its administrative assistant support. Now our department office is no longer open 40 hours a week, but rather 20%. The demand for support hasn't decreased, and as a result, the students, community and faculty in our department don't get responses to their questions or requests in a timely fashion. The demands placed on the administrative assistant create a stressful work environment. MLCD faculty now have reduced clerical support.

Annual	2017/2018
Music	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Music Hall (PAC110) in the East Wing has proven to be a stellar rehearsal and performance space for the jazz ensemble and the Friday Night Jazz Series. The integration of the mounted speakers with the sound board needs to be completed if the room is to live up to its potential. The mobile drum dolly, which was purchased at great expense before the east wing classrooms became available, needs to be retrieved from storage. It has not been located.

Acoustics are acceptable for jazz band and amplified performances in the music hall, but not acceptable for acoustic chamber or vocal music. The Music Hall (PAC 110) is quite dead with the seating pulled out. Vocal group also has acoustic issues with PAC 309--the third floor Voice Classroom was also very dead and difficult to sing in. We took several of the dampening panels off the wall and this improved the acoustics somewhat (it also left exposed metal strips that look kind of strange). We will continue to try to adjust how many panels are up and where. Beyond this problem there is a metallic echo sound which we believe comes from the ceiling. Instead of having a natural acoustic for singing, there is a metallic, almost artificial sound. Our choral groups prefer not to rehearse in this space because it is extremely hard to hear each other, blend and find the colors desired for groups. With all the efforts we put in ourselves to make both rooms (PAC110 and 309) work for all groups. We desperately need assistance from an acoustician who understands what we need for classical musician, not amplified.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Many of the computers in the Music Department classrooms are old and will not support newer tech programs. One instructor was told by the Tech Department that they cannot install several new applications because of the age of the computers. Because of this deficit, our students frequently cannot view online material during the class or are not provided with courses that teach music notation such as Sibelius or Finale. An industry-provided session on the use of a notation program was very well attended, indicating a student need that is not being met.
- More than half of the digital keyboards in Room 206 have serious flaws; many earphones are damaged. The technicians have been called to assess the problems. It is estimated around \$6000 to fix these pianos that are more than 10 years old. Institutional support on the maintenance of the piano lab is greatly appreciated. The funding for maintaining these digital pianos is not suffice and needs to be increased.
- The older grand pianos in Rooms 309, 206, 115, 114, the Edye, practice Room 8, as well as the upright pianos in the practice rooms need regulation, regular tuning, etc. If our students are to excel, they need to have access to pianos that are in tune, regulated, etc. Voice and piano students who have lessons or classes in practice Room 8 or the Edye suffer from rooms that are acoustically so “live” that they can’t hear themselves, or pianos that are unresponsive. We have small funding for tuning/regulating; the funding for such upkeep needs to be increased as well.
- Lack of sheltered place to sit/study/eat at PAC. Although benches are provided in the hallways on the first floor of the West Wing, and both floors of the East Wing, none are provided in the hallway of the West Wing second floor. Students waiting for classes either sit on the floor, stand, or covet the sole chair taken from one of the classrooms. (In the past, a few armless chairs have graced the hallway, but they inevitably gravitate back to the classrooms to be used for rehearsals.)
- Our PAC classrooms, especially the upper floors, are particularly gruesome during the hot months of the year. Although HVAC was installed in the hallway during the hot months, the air doesn't circulate into the classrooms. The temperature in the classroom is still as high as 78F. Staff and Students are still experiencing extreme discomfort related to heat while in the classroom and all have difficulty concentrating. Music classes inherently are noisy, as we are singing, playing, etc. Opening the door to the hallway to make the rooms temperature tolerable is not always an option, because during busy class times, this interrupts other activities in other rooms. While we did open the doors to attempt to let the cool air in and risking interrupting each other's classes. As mentioned, the temperature inside the classroom is still unbearable. Additionally, safety concerns are present while teaching in open classrooms as well as pedagogical problems with students making noise that is heard throughout the halls. We are still desperately waiting for a better solution from the district.
- No Computer/printing station at PAC.
- A commercial music practice room/small ensemble rehearsal space with guitar amp, bass amp, drum set, and piano in the room would allow our students to practice in a group setting without a faculty member present. So far students can only use one of the classrooms that is not in use. A permit needs to be issued and a faculty member needs to be presented. It is hard to arrange for a faculty member to be presented in the classroom at all time with our teaching schedules. Students in the small ensembles often cannot practice during the weekend because of the permit issue too.

- There are equipment purchases that are immediately necessary. Our bass and keyboard amplifiers are woefully inadequate. The Roland KC-110 30 watt stereo mixing keyboard amp is listed at \$469.99. The Gallien Krueger bass amplifiers are approximately the same price. Secondly, the purchase of a versatile keyboard like the Roland V-Combo VR-09-B 61 Stage Performance Keyboard (\$999.99) and a set of Zildjian or Sabian cymbals (\$1000 - \$1500) would enhance the performance flexibility of the jazz ensemble and offer more back line support to visiting jazz and popular music artists.
- Four matching guitar amps for applied guitar students to play commercial music in outreach situations.
- Lack of food services at PAC.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- We have a part-time staff member who does stage management, house management and library duties, whose workload should be increased, probably double.
- The collaborative artists should be compensated much more for their professional contribution to the department.
- A classified position for an audio/computer technician to oversee the operation and maintenance of the department's technology resources.
- A student worker to oversee concerts promotions and creating all concerts/departamental flyers.
- More Instrumental class and theory tutors. Our current tutors' schedules are always fully booked for two weeks ahead of time. Students are expressing frustration on not being able to get an appointments with the tutors we currently have.
- With the retirement of the Full-time Faculty Dr. Jim Martin, we will need a full-time faculty to teach his specialties (higher level theory and conductor of the orchestra) in the future.

Annual

2017/2018

Noncredit Initiatives/Administration

Administrative Services/Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The most critical issue the noncredit initiatives administration team faces is the need for the SMC Academic Senate to continue to approve and move forward noncredit curriculum despite the load factor for noncredit faculty. It would also be to SMC's advantage to consider hiring a Director or an Associate Dean to support noncredit and external programs. The Director or Associate Dean would report directly to the Dean of Noncredit & External Programs. Presently, the Dean of Noncredit & External Programs only has one manager in direct support of noncredit initiatives and that manager is a temporary, Project Manager hired to oversee, at this time, three grants, including activities and reports. It is important to recognize that the Dean of Noncredit & External Programs not only oversees noncredit programs but also credit programs, i.e., the future Childcare Center and Malibu Campus in addition to basic skills, dual enrollment, and young collegians, which is in

collaboration with an Interim Associate Dean who reports to three administrators (Vice President and two Deans in Academic Affairs). The noncredit initiatives administration team will also need to recruit at least a 50%, part-time classified staff to assist with noncredit outreach, registration, in-take (assessment and orientation), events/activities, and other student services staff priorities. This classified position could be funded by one or more of the noncredit grants.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The noncredit Project Manager, two noncredit lead faculty (AEBG/WIOA and Noncredit SSSP), two full-time classified staff (Administrative Assistant II and Student Services Clerk), one to two student helpers, two noncredit part-time counselors, and one part-time researcher are funded by noncredit (adult education) grants. In addition, the grants fund all noncredit professional development and noncredit instructional equipment, technology, materials, and supplies. The full-time Student Services Specialist is district-funded and assigned as “match” for noncredit SSSP. Currently, grant funds remain sufficient; however, as noncredit programs grow, SMC will need to allocate district funds to noncredit programming and staffing. It is important to remember that noncredit, like credit, is a California Community College mode of instruction per Title V and California Education Code.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As previously stated in G1, #1, it would be to SMC’s advantage to consider hiring a Director reporting to the Dean of Noncredit & External Programs. Presently, the Dean of Noncredit & External Programs only has one manager in direct support of noncredit initiatives and that manager is a temporary, Project Manager hired to oversee, at this time, three grants, including activities and reports. The noncredit initiatives administration team will also need to recruit at least a 50%, part-time classified staff to assist with noncredit outreach, registration, in-take (assessment and orientation), events/activities, and other student services staff priorities. The Dean of Noncredit & External Programs and the Project Manager serves on classified hiring committees, supervises classified staff in several academic departments, and evaluates classified staff. The Dean directly supervises and evaluates classified staff in noncredit and other departments: Noncredit (one Student Services Clerk and one Student Services Specialist), Art (three), and Dance (one). The Dean also supervises the noncredit Project Manager and ultimately, the Administrative Assistant II assigned to support noncredit (adult education). Effective winter 2018, the Dean was assigned to oversee SMC Community Education/Extension (one Director, one Coordinator, and one Project Assistant) in addition to ongoing support of SMC Emeritus (one Associate Dean, one Coordinator, one Student Services Clerk, one Administrative Assistant II, two Student Helpers, and 10-15 Student Volunteers). The Dean was also in direct oversight and supervision of SMC Emeritus August 2017 through mid-January 2018. The Project Manager directly supervises and evaluates classified staff in the noncredit administration office (one Administrative Assistant II) and student helpers (one to two). The Dean of Noncredit & External Programs also participates on faculty hiring and evaluation committees.

Annual
Office of Student Judicial Affairs

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Student Judicial Affairs continue to see an increase in students who suffer from mental illness, and we are seeing more students who have disclosed that they are homeless (living on the street, in shelters, with friends/relative, etc).

A greater number of the Crisis Prevention Team student cases are referred to the Office of Student Judicial Affairs due to these students' continuous inappropriate and disruptive behaviors. Many of these more serious cases result in disciplinary probation or suspension.

As previously stated, the Dean of Student Life retired in December 2018. Currently, and Interim Dean of Students is filling in until the Vice President of Student Affairs can refill the position. Upon her retirement, the Dean did inform the Vice President that the college disciplinarian needs to be a position that dedicates a large majority of their time to that specific task. This is due to the large case load, amount of follow-up that is required, and the ability to be out in the college doing education with faculty, staff and students.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The office of Student Judicial Affairs still lacks additional space for the part-time counselor who assists in seeing students during the fall and spring terms. If my office is occupied, the counselor must see students in the conference room. She handles her email and student files in the lobby of the office, and at a desk with a computer, but no telephone. This problem may not be resolved until our office moves to the new Student Services Building. Therefore, additional office space (which includes a computer, printer, and phone (technology need) is still needed for the hourly counselor who serves as a conduct officer.

As are caseload increases and cases become more complicated, the current administrative assistant must handle the extremely excessive paperwork including data entry. In her absence, the case load backs up, cases are not set up in Maxient, and students are not seen in a reasonable timely manner. When the AAI is out for an extended period of time, a temporary staff person is called in. However, the time it takes to train someone is extremely timely and costly. Therefore, the office needs at least a permanent part time support staff person.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our office staff is composed of one full-time administrator, one full-time administrative assistant (II) and one part-time (10 hour per week/fall and spring only) counselor.

This office continues to be in need of more office space and one additional 18 hour per week part-time counselor/conduct officer. The work load for the one administrative assistant continues to increase. When the administrative assistant or the part-time counselor are out, ill or vacation, the dean must step in and handle the administrative tasks such as managing and processing the reports/cases, and meet with those students whom the counselor would normally see. With the new Maxient software, it is extremely time-consuming and challenging to train a temporary assistance to step while the full time administrative assistant is out. Student Help or College Work Study support is not an option in this office due to the confidentiality required in all cases.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The attached charts show workload increases over the past five years in recruitments, and in classification studies. We experienced significant increases in requests for recruitments and classification studies in 2014, with the greatest ongoing impact falling in our classification work. Recruitment workload has remained fairly stable until this current fiscal year, in which we have seen a significant increase since the separation of employees who accepted the Supplemental Retirement Program in January 2018. We took a number of steps last Fall to plan for possible increases in recruitment requests after January 1. While some steps we took were very helpful, additional separations after January 1, and multiple department re-organizations are impacting our current workload in this area.

The following steps have been taken to manage continuing high workload trends:

- Cross-training all Personnel Technicians and Analysts so that a high workload increase in one area can be managed more effectively
- Reviewing employment data in preparation for separations from the Supplemental Retirement Program to identify classifications and departments that may lose a significant number of classified staff; running recruitments and creating eligibility lists prior to 12/31 for Administrative Assistant I and II, Custodian, and Campus Safety Officer, so that we can provide more immediate responses to requests for filling vacancies
- Conducting job analysis work prior to 12/31 for upcoming separations of long-term management staff
- Encouraging the use of temporary staff when feasible to cover vacancies when we are unable to immediately open recruitments
- While our merit rules require us to run cyclical classification studies, we plan to limit the number of studies we calendar for the next fiscal year

In light of the budget challenges SMC is experiencing, we do not plan to increase the number of classified staff in the Personnel Commission during the next fiscal year. However, if workload increases continue at a level which may lead to unacceptable delays in providing service, we plan to take the following steps:

- Continue working current permanent staff out of class as the needs arise to handle a larger volume of more complex projects
- Bring on temporary help at the Personnel Specialist or Technician level
- Promote internal staff if ongoing needs are apparent to manage more highly complex projects

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Annual licensing fees for our applicant tracking system, NeoGov, are increasing by \$500 for the next fiscal year. Otherwise, the Personnel Commission is not requesting any additional increases in this area.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Outside of the mandatory salary and benefits increases, our initial budget for these areas will remain flat. While the Personnel Commission does not foresee adding any additional permanent staff in the upcoming fiscal year, additional budget augmentations for position upgrades or temporary help may be requested if workload demands continue to increase.

Annual Personnel Commission	2017/2018 Instructional
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Annual
Personnel Commission

2017/2018
Instructional

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Annual Philosophy/Soci

2017/2018 Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Department has requested four new full-time positions: Economics, Philosophy, Political Science, and Sociology.

Because all Department faculty are assigning a great deal of writing, we strongly urge the College to reconsider class size. English instructors have only 25 students, while we, who are assigning as much writing and perhaps even more writing, have 45 students. Class size is probably the number one hurdle to effectively helping our Basic Skills students and to closing the equity gap.

We have filed a technology request with the Senate's Information Services Committee. We are seeking 2 Mac computers, one for individual instructors to use and one for the Department bullpen.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Department is housed in the HSS South Building. Our Conference Room is used almost every hour of every day of the week. Department Meetings, Supplemental Instruction meetings, and full-time hiring committees are held in this room. A computer and projector similar to the one in the HSS North Conference Room, 301, are sorely needed. We were promised one last year, to be paid for by the District, but have yet to see it.

We need new carpeting in HSS South due to the terrible abuse it suffered during the Spring 2016 - Spring 17 air conditioning retro fitting. We are about to lose our Admin because she has contracted lung disease from the construction dust and dirt that are now deep in the carpeting.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We continue to need full-time faculty in all 5 disciplines in the Department, but especially Philosophy and Sociology.

Annual
Physical Sci

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Physical Science department has an urgent and ongoing need for the college to hire a Chemical Hygiene Officer (CHO) who is professionally qualified to assist our laboratory technicians and our faculty regarding issues of chemical safety. This request has been made to Risk Management and to the Executive Vice President, and it was a recommendation for Institutional Support in our last six-year program review in 2013-2014. However, there has yet to be movement on this front.

As has been communicated in previous program reviews, all institutions using chemical substances are required by OSHA to have a written Chemical Hygiene Plan as well as a designated Chemical Hygiene Officer to provide regular updates to the plan and to ensure that the plan's components are indeed practiced by those employees handling hazardous substances. SMC's Chemical Hygiene Plan is updated regularly by our Office of Risk Management with input from the faculty of the Physical Science Department and from the District's loss control consultants. A few years ago, the Office of Environment, Health and Safety at UCLA also reviewed our plan. We appreciate the collaborative effort and feel that our plan is appropriate for our program. One weakness, however, is that we do not have a Chemical Hygiene Officer with training in chemistry and chemical safety on campus. Our department is therefore working with the District to identify potential solutions to this problem.

In the past couple of years, the request has been reiterated to senior staff, jointly with the Life Science Department Chair. Faculty in Life Sciences share our view that this is a top priority for all of the sciences programs, and that we are in need of a more *universal* training regime—covering all disciplines, workers, faculty, and students—that is beyond the scope of our faculty to create, and one that makes sense for our particular academic setting.

A recent incident with a minor student injury in the lab resulted in the fire department visiting the building. Because we have no CHO to meet with the fire department when they visit, we are concerned that other incidents like these could result in the fire department taking action to curtail or halt our lab activities. OSHA is

typically notified of these types of incidents, and inspections from OSHA often are the result. We desperately need a qualified, responsible CHO party to be the point person for laboratory incidents like these, as well as for the planning of a more consistent safety training regime. Having a CHO in place means responses to accidents will be consistent, prudent, and carry weight. As it is now, classified stockroom workers and instructional faculty advising the CHO designee, but it is incredibly difficult and untenable, given all our other responsibilities.

It's important to be clear: without a CHO, faculty and staff with no formal certification in chemical hygiene are coming up with our own training programs--we are essentially *self-certifying*. This is not a sustainable position.

One final reason why an experienced, well-suited CHO is necessary is the implementation of Standard Operating Procedures (SOPs) for special chemical hazards. After trying for two years to create these in-house, we have concluded that without assistance from a CHO, this will not be viable. Over the two years we were able to create two SOPs out of an estimated 25-50 that are needed in total. We are frankly unsure how to proceed, and given the many duties of the faculty, and their lack of expertise, we cannot complete the project as we originally thought we could.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Since the opening of the current Science building 18 years ago, there has been such tremendous expansion of our course offerings that we are not currently able to meet student demand for some courses due to insufficient laboratory and classroom space. Our introductory and general chemistry labs are booked from early morning, often starting at 7:00 a.m. through the evening hours Monday through Thursday and until late afternoon/early evening on Fridays and we could still fill additional sections of Chem 10, and probably of 9 and 11, if additional lab space were available.

We hope to gain at least one chemistry lab when the second Science/Math building is designed and built in the coming years, but we have no solution for expanding our course offering to meet demand in the near future, unless we were to begin offering weekend courses. This would mean that the campus would have to support a larger staff of health and safety personnel who would be present on campus for these weekend labs and classes. Already, we have UCLA extension lab classes that meet in the facility on Friday evenings and Saturday mornings, so this could be a possibility.

As our student enrollment has grown, so too has the size of our faculty. Where once we had double offices each occupied by one full time instructor with the second desk shared by part time instructors, we have now lost part-time office space in our regular office area. All of our faculty offices are fully occupied by full time faculty in the fall of 2016. 60-70 part time faculty employed by Physical Science and Life Science combined are now able to occupy a new room across from the elevators on the second floor of the science building. Each department is now faced with the problem that if hiring outpaces retirements across these two departments, we will run out of office space very shortly.

And, of course, as the program grew, so did our need for lab preparation space and lab technicians. Our current chemistry stockroom is bursting at the seams with chemicals, glassware, and other supplies. We have one lab tech office, but two lab techs, and the office opens into the stockroom itself, an arrangement that we are told is now prohibited for safety reasons. We hope to remedy this issue with the new math/science building and, in the meantime, our techs share one office and are masters at working in small spaces and keeping supplies on movable carts, in the basement storage, etc. But this solution is many years in the future.

In addition to the shortage of space needed to support our current program, we also have a number of problems related to maintenance of our aging building that are negatively impacting our program. In particular, the heating, cooling, and air flow in the lab wing (east side) of the building can make it nearly impossible to work. Temperatures in some labs will drop to 55 °F while at other times it will be above 85 °F. The hoods intermittently seem to pull a tremendous amount of air, going into emergency flow mode. We have just been hooked into the new centralized cooling system on campus, but we haven't been able to evaluate the effectiveness of the new system.

Prior to this semester, we experienced strong negative pressure inside the building on all floors. This causes the doors to be difficult to open, and slam shut with tremendous force, creating a hazard for all passing through doorways. It has been better this year, but it still occurs from time to time, and we've heard that it results from the need to replace aging fan systems throughout the building.

Additionally, as doors open and close with the accompanying pressure changes, ceiling tiles can move and fall out, and inner doors can slam shut without warning. Although the ceiling tiles have been clipped now, following the injury of a stockroom worker last spring, this solution is likely only a temporary one, and eventually a more permanent ceiling tile solution is needed.

There are ongoing maintenance issues with the fume hoods in the labs, especially the organic chemistry lab (Sci 305). As of Spring 2014, six of the thirteen fume hoods in room 305 regularly used by students to perform experiments had at least one sink that leaked. The pattern is that a sink develops a leak, a sign is placed on the hood and maintenance is informed, and eventually the problem is fixed; however, the fixes are often short-lived. The hoods themselves are aging, with the hood sashes needing replacement in some cases, while in others, the emergency warning buttons are broken. In addition, two of the seven large sinks used for washing glassware are currently unusable -- one has had a plugged drain for the last two semesters, and the hot water faucet is non-functional on the other.

Our Chem 10 program (about 30 sections per semester) and now our Chem 11/12 program (another 20 or more per semester) are using common multiple-choice final exams across all sections. The physics program appears to be headed in a similar direction. Analysis of the student responses to each exam question provides powerful information for discussions of course improvements, but managing such large amounts of data is extremely cumbersome and time-consuming. We had a demonstration of an analysis system (like Parscore) that will allow our faculty to run Scantron answer keys from students directly into a computer system so program faculty can easily obtain tabulated data aggregating student responses to individual exam questions. The cost of the Parscore system is daunting--nearly \$20,000 for a single unit. However, if IT were to purchase one or more of these systems, we would definitely be able to contribute a portion of the cost, especially if a unit were to be housed in the Science Building. Alternatively, newer technologies may make this type of system obsolete, and now there are many optical scanning systems that do this type of analysis by taking a photograph of an answer sheet and uploading it to a web application. It's possible that with a site license, this type of technology could be widely available across campus for a fraction of the cost.

We have recently learned of the legal requirement to enforce our math prerequisites for our courses. Although we already enforce discipline-specific prerequisites, this additional requirement is something that requires some type of support from the college, as we are already swamped with our waiver process. Some type of automated system that checks transcripts for appropriate prerequisites would be incredibly helpful in alleviating the massive workload entailed in this endeavor.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

Since 2000, the physics program has lost five full-time faculty members, three to retirement and two to resignation. Remaining are what add up to 4.5 physicists, two who were hired in the late 1990s plus two full-time physicists hired since 2000, and an engineer hired in 2015 who, for the time being, splits her load between physics and engineering. As of now, only 2.5 of the five faculty lost have been replaced, and the physics discipline may expect to lose the 0.5 of that to engineering in the future.

Between 2010-11 and 2015-16, total physics enrollment increased each year, now to over 1500 students, a nearly 20% increase. During this same time period, the enrollment in Physics 21 has risen by 50%! Thus, there has been an ongoing need to have larger numbers of full-time physicists, especially teaching in this area. In the coming academic year, including summer and winter, we plan to offer 15-16 sections of Physics 21, and 6-7 each of Physics 22 and 23, along with one Physics 24, all time highs for these courses, and likely requiring a reduction of general education physics sections, due to lack of space.

Even with the expanded number of sections, we recently received a call from the Board of Trustees Chair, saying he was hearing numerous complaints that engineering students can't get their physics classes that they needed to progress--he wondered why we weren't offering enough classes!

Two additional full-time physicists would bring us back to our previous level, which we consider a minimum for the healthy continuation of the program. We are currently recruiting one of those positions to start in Fall 2017, but having an additional full-timer will be critical.

To support the idea of growth in physics faculty, data collected through our STEM grant activities show a sharp increase in the number of engineering students taking science courses at SMC. Indeed, engineering is the most popular major indicated by the 200+ students in our first two cohorts of participants in the grant project. The core of the first two years of engineering curriculum, along with calculus, is the engineering physics course sequence, Physics 21-24.

Both the nationwide and local focus on STEM is now resulting in a strong growth in engineering and physics enrollment. With the college's support of a full-time engineering faculty member, we are building new partnerships and strengthening transfer pipelines with four-year engineering programs in the area, and exploring options to give our engineering students exciting hands-on experiences related to engineering while at SMC. This new path will allow students to transfer to engineering programs as juniors, without needing to take freshman- and sophomore-level courses after they transfer. At this time, two (out of 4.5) full-time faculty are participating in the statewide discussions with the ELC (Engineering Liaison Council) that are working to create a broadly accepted engineering transfer curriculum.

The word is out about SMC's support of STEM students, which is now resulting in engineering and physics classes, as well as general chemistry (also an engineering requirement) having extremely high student demand and high fill-rates. Anecdotally, it seems that numbers of pre-medical and pre-dental students are flat or declining, seen through the weak enrollment numbers in Organic Chemistry, and Physics 8-9 for life science majors. In contrast, our physics and engineering numbers are spiking. We will need to carefully consider our future faculty hiring and course offerings to respond accordingly, as we continue to monitor this trend in the future. But for now, this type of growth will continue to intensify the need for more engineering physics courses and more full-time support of that course sequence.

The engineering physics sequence (Physics 21-24) is an essential class for physical science and engineering majors, and it is a sequence that has not been heavily taught by full-time faculty until recently. These are the most advanced physics courses we offer, and the department is solidly behind having more full-time faculty

take the lead here, helping to keep content relevant to the engineering program, and to maintain rigorous standards that will keep the courses useful for transfer students.

For the time being, we aren't requesting any new chemistry hires, and indeed much of the growth in the size of our department is due to physics and engineering—at a time when our physics faculty numbers are down. It should be noted that the department size numbers reflect primarily a growth in the chemistry faculty and the rapid growth in course offerings seen in the early 2000's.

Additionally, it should be mentioned that we share one full-time department administrator with Life Sciences. These departments are each quite large with huge amounts of work being required for each, and on top of the daily responsibilities, both departments have enforced prerequisites and thus require the administrator to deal with the large numbers of student waivers. As enrollment continues to be strong, and the trend of “reverse-transfer” seems to be on the rise, this is no small task. In the coming semesters, we will be required to enforce math prerequisites, beyond what we already enforce. This is a potentially overwhelming task. If the departments were to share another half-time administrator, there is no doubt that things would run more smoothly. And if the current administrator were to retire (she has over 30 years of service to the college), it is difficult to imagine a single full-time administrator being able to effectively take on all these duties.

Please see also our response to question 1 above in this section of our report where we document our ongoing need for an institutional Chemical Hygiene Officer with training in chemical safety.

Annual
Pico Promise

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The biggest challenge for this program is the part-time staffing structure. Serving an at-risk population that is facing a number of challenges including academic, economic, and personal, requires a comprehensive case management approach to service. Communication and coordination is vital and while the program has managed to provide quality services under this structure, it has not been ideal and has taken great effort on all staff/faculty in the program. Meeting the demands of the grantor (City of Santa Monica) is also difficult under this structure. For the future, a full-time manager position would be better suited to oversee and manage all grant requirements, coordinate services, and monitor outcomes.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Please see #1 above.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable at this time.

Annual
Psychology

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Annual
Public Programs and Communication

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Public Information Office is a one-person office responsible for content production in both Marketing Communications and Public Information, oversees internal and external communications (this encompasses serving as the SMC President's chief communicator), marketing communications, and media relations. Currently support is provided by a number of copywriters, who assist only with content production. In plain English: roughly half the content in each SMC in Focus is written by consultants, the other half by the PIO. The PIO also curates and edits the whole.

A Public Information Assistant position was requested in February 2016; understandably, with the District's budgetary constraints, this position has not been approved. The current operating general fund budget is allocated mostly towards content production—which would make up roughly 50% of a full-time staffer's job responsibilities. Issues impacting efficiency and effectiveness includes this lack of support, which translates to very little time the PIO is able to dedicate to actual strategic communications planning and therefore a lack of cohesive, carefully researched campaign-based and –driven communications and a lack in expansion of organic media coverage.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

n/a

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

-Public Information Assistant or Specialist

Annual

2017/2018

Public Programs and Communication

Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

To continue addressing enrollment, the office will continue expanding through innovation the college's digital presence and integrating its services as part of the marketing strategies of the programs and departments on campus. To address budget concerns, the office will continue to collaborate to share resources and carefully evaluate tools that effectively address college-wide accessibility and web needs. Last year's suggestion of a significant new way to collaborate to share resources through media master plan within the department is in process, with the creation of a marketing website to guide staff/faculty on best brand practices. This fine-tunes content to provide consistent messaging to the public.

The focus continues to be developing SMC's social presence, data analysis and benchmarking with peer institutions, online SharePoint training and building our paid outreach beyond social media and search engines, like mobile promotions. In addition, the mission continues to include building relationships across departments for marketing purposes, as well as addressing SharePoint training, formatting and site content needs—in addition to a strong emphasis on social media presence for the college. There still remains a strong need for training as Section 508 accessibility standards were implemented/enforced January 2018 and staff changes and turnovers continue. As a result, the program will continue to meet with internal stakeholders to update and improve content on the website and social media. In addition, the program is continuing discussions with IT to meet current website needs and prepare for the next overhaul of the college website.

Social media goals continue to be increasing engagement on Instagram, with a different social media focus on content generation through personalized student messaging, partnerships with content generators, integration at key student-oriented events and committees, and monitoring of media and trends. Content generators include partnership with the marketing/graphics team to create engaging visuals for social media, hiring in-house video content creators by working with the film department, and staying in touch with the public information officer to provide a consistent institutional voice across campus and to provide a concerted effort to engage students and the community.

The program continues to highlight students, events and services in addition to showcasing alumni transfer and career stories, key programs/workshops, the beautiful campus of SMC, enrollment in its posts, department/club announcements, archives of campus life decades ago, community events, tie-ins with national/trending events, and even student posts. In monitoring trends, there is greater interaction with students and social media users to engage and expand following.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As Web & Social Media expands and updates its digital presence through the website overhaul project, additional resources will be needed particularly to comply with updated federal Section 508 accessibility

standards and to address outdated web content (continuing disclosures and catalog rights). A new website overhaul is in progress at the purchasing stage needed. Limitations with the current content management system exist given the depth and breadth of campus needs and as a result, preparations and evaluations are recommended to address the college's growing needs and accessibility standards.

A cost-effective accessibility checker software is needed to evaluate the website for Section 508 compliance. This may be addressed in the new content management system or the Content clean-up resources can be addressed through additional writers and editors to review, research, and edit information. These website resources can be addressed through identifying a firm to provide web design, development, and implementation services or to request additional assistance through IT. Currently, the Web & Social Media unit is a two-person unit as of January 2016, when a web services coordinator was hired to address the growing front-end website needs. To implement a new website would require a larger web team to address backend needs, design needs and development needs.

As technology continues to change, website needs expand and new social media outlets are becoming popular, additional staff will be needed to assist with the college's digital presence and next iteration of the college's website. For example, Mt. San Antonio College and Orange Coast College are comparable California community colleges that underwent a web redesign. Both community colleges sport a more robust staff for their web and social media needs. Both have a designated web team in their IT department comprised of approximately 5-7 people while their social media/content operations are under a marketing team made up of a marketing/communications director and several assistants. At Santa Monica College, web and social media duties are handled by a manager and web services coordinator, along with 3 part-time students, as well as 1 IT staff member who is also booked with many responsibilities and multiple projects already. To carry out a successful web migration in a timely manner, the college requires a substantially robust web team composed of programmers, analysts and content creators.

Also on the social media front, engaging visuals in the form of graphics and video are continued to be needed. The program is working with the marketing/graphics to meet some of these needs. Photography needs that cater to social media users have not been fully met yet with existing contracts. Video content continues to be needed to address evolve information consumption needs. Student assistants are currently addressing some needs, though to execute full campaigns to increase visibility will require professional assistance.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As an inherently technology-based unit with creative marketing goals, the Web & Social Media office will continue to need resources for technology (accessibility checker software, live broadcast equipment, design and development assistance tools), particularly to update the current website and to move to the next stage of digital engagement, which includes live video streaming and virtual reality.

Annual
Scholars

2017/2018

Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

We do have some facility constraints, but foresee a time when the program will move to a newer and improved space.

If we continue to grow, the need for more space to accommodate students and staff will also grow.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In the 2014/2015 Annual Review, we reported that we needed to replace and antiquated and failing front office printer. We are happy to report that the printer was replaced since that report was submitted.

At the time of this 2015/2016 Annual Review we are currently exploring ways to create an online application for our students. We are working with the campus IT division to create this online resource for our students. We are hoping to do this with the resources available on campus. However, there is a possibility that we may need to solicit an outside vendor.

As of the 2016/2017 Annual Review, we have developed and implemented our online application. We rolled it out in fall 2016. We developed it with our IT staff and did not have to pursue an outside vendor. Thus far, we are very happy with our online application.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In the 2014/2015 Annual Review, we reported that we would like a full-time Students Services Clerk and that we needed another full-time counselor. We are happy to report that we have been granted and hired personnel for both of those positions.

As of the end of the 2014/2015 year, our full-time Students Services Clerk position was filled with two part-time employees. One of these employees was able to move to another office where he could work 100% of his assignment. That left our office with one employee at 50%. Because of the tightening of the budget, the District will not allow us to backfill the vacated 50% position. As a result of this, we are now operating without a front office clerk from 12p - 5p every day. We try to fill the gap with student employees, but this is not a reliable means of creating a solid front office. Much of the burden of handling this employment shortfall falls on the shoulders of the Program Leader. This shortfall does impact our ability to offer crucial front office services especially in the late afternoon when visiting students are often out of luck. During these times, we are unable to field queries about the program, answer phones, make appointments, etc.

Annual School Relations

2017/2018 Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

1) Continue to grow programs implemented in 2015-2016.

2) Continue to design and execute outreach plan that develops the relationships with local communities for future recruitment.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Wireless hubs would allow connectivity to SMC (internet/Corsair Connect/ISIS/etc.), all of which are crucial to the outreach and enrollment process for new students.

2. Additional space would allow for the scheduling of more than five counselors on any given day, thus increasing the number of student appointments.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Ideally, Outreach would benefit tremendously with the inclusion of one or two full time Outreach Counselors.

Annual
Student Life

2017/2018
Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

After taking two years to assess and evaluate as well as implement a few procedural changes in the Office of Student Life and the Associated Student Government organization, it is clear that major re-working of the entire organization is still advised, including all processes, staffing, and budgeting. The organization as it is now established grew over many decades from when SMC and the A.S. were relatively small organizations, serving a relatively homogenous and small population of what we used to consider "traditional" students.

Although the systems have been working to keep up with the growth and diversification of SMC into a world class institution, those same systems have become archaic, cumbersome, inefficient and often ineffective. The systems do not allow for appropriate data collection and assessment, they often require manual input, and are not easily searchable. A better designed Student Life organization would streamline processes, limit liabilities, and save money. Moving to a digital proposal system is a first step, but it is only a bandage for a larger wound. Every paper based process currently in place needs to be replaced by an integrated database system that automates much of the workflow and auto fills necessary reports and documentation.

One area of deep concern is the staffing structure of the Office. With the number of responsibilities, programs, services, and volume of students and student leaders for which the OSL is responsible for, having only one administrator and one nearly full time counselor as the primary and often only advisors available, the risk of problems, violations, mistakes, and controversies is critically high. Currently, the primary administrator/advisor for the office is the Associate Dean who is responsible for all aspects of the operation. With well over 100 student leaders (directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and hundreds of other students coming through the

door every day, the counselors have become "assistant administrators" in order to ensure the smooth flow of work and support for all our students.

This concern has become a reality this year as on more than one occasion, both the Associate Dean and the full time Counselor were out at the same time with illness and/or emergencies leaving the operation in the hands of the administrative assistants and at best a few hours of a part-time counselor. During each of these times, fairly major mistakes and missteps occurred. Additionally, there have been several occasions when both Administrative Assistants have been out simultaneously leaving only the counselor and Associate Dean to run the front office. This caused them to miss important campus meetings, student appointments, and other critical responsibilities. Indeed, the week for campaigning, one of the most difficult weeks of the year, saw the absences of both administrative assistants, the full time counselor and the part-time counselor. Leaving the Associate Dean to manage all aspects of the operation, as well as the controversies and complications of an on-going AS Election process.

Currently, the full time Counselor has taken on most of the responsibility for the ICC and the club work; however, in doing so, this limits his availability for supporting our student leaders through counseling, workshops, and other support services. Similarly, each of the two part time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours

Going forward, the Office of Student Life might be better served, for example, with one truly full time counselor and one part-time counselor to meet the counseling demand and an Assistant Director or Program Coordinator to help manage the administrative advisor responsibilities, such as advising the ICC.

Finally, there seems to be some confusion regarding the collection of A.S. fees and the I.D. Card fees. In total, students pay \$32.50 each semester for the two combined and must pay both of these fees to ride through the Big Blue Bus Any Line Any Time program. Unfortunately this is confusing to students who think they can pay only one or the other. It is time to rethink these student fees and how the Associated Students are budgeted through these fees. One suggestion is to charge a single "Activity Fee" of \$32.50. This might eliminate confusion and then all Big Blue Bus, ID, district funds and other restricted funds can be pulled out and only the A.S. unrestricted budget provided to the A.S. Directors at the beginning of the year. This is only one possibility, but some re-imagining of the budget is sorely needed and this Office is open to working with Senior Staff to come up with a workable solution that is fair and clear.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Fortunately, the A.S. budget has funding for the Cayton Center and other capital resources, so no District funds are currently needed for facilities, technology or equipment. Our greatest need from the District is in Human Resources.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As noted above, the Office of Student Life would be better served to have the addition of an Assistant Director to assist with advising and managing the operation. Currently, the primary administrator/advisor for the office is

the Associate Dean who is responsible for all aspects of the operation. With a clean 100+ student leaders (directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and hundreds of other students coming through the door, the counselors have become "assistant administrators" in order to ensure the smooth flow of work and support for all our students.

Additionally, the fulltime counselor doubles as the advisor for the ICC with help from one of the part-time counselors. The time commitment for this position has increased exponentially with the growth in the numbers of clubs and the expansion of some of the larger clubs/honor societies into the hundreds of students doing countless on and off campus activities. The increased demand from the ICC responsibilities greatly interferes with the much needed counseling requirements of Directors, Club Officers, and FLVR program recipients. Ideally, the counselors would be spending all of their time doing counseling work and offering much needed workshops on time management, conflict resolution, and the like, and the advising work would fall to a fulltime assistant advisor to the Associate Dean.

Again, we cannot stress enough that the full time Counselor has graciously taken on most of the responsibility for the ICC and the club work, limiting his availability for counseling work and other counseling support, such as conducting workshops. Similarly, each of the two part time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours.

Going forward, the Office of Student Life might be better served, for example, with one truly full-time counselor and one part time counselor to meet the counseling demand and an Assistant Director to help manage the administrative advisor responsibilities, such as advising the ICC.

Finally, as noted funding for student help is needed to manage the front desk traffic. During the spring semester 2016 alone, we have had over 7,500 people come to the front desk for assistance. Without adequate student help, our Administrative Assistants are relegated to the work of receptionists and their more important jobs remain undone. Although we were lucky to find multiple Federal Work Study students this spring we were not so lucky last fall and do not have any degree of assurance that we can find enough student workers to fulfill the need in any given semester. Consistent funding is the only way to ensure continued efficient running of this office as the demand for our services continues to increase.

Annual Sustainability	2017/2018 Administrative Services/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Student Help budget increase needed to fully fund campus recycling program.

Currently, on a weekly basis student workers pick up all recycling across the main campus including mixed paper, cardboard, bottles and cans, ink toner cartridges, batteries, and special material such as broken glass from the glass blowing program. Without this service, the duties would be transferred to other working groups such as custodial and grounds keepers which would require significant retraining and additional time.

The budget allotted for student help for Recycling was \$7,500 for the 2017-2018 year. However, this budget was depleted by November, 2017. For the past few years, the difference has been made up by the Grounds Manager by finding savings in other areas of the budget. To properly staff a crew of six student recyclers, an

additional \$14,000 in Student Help funds is needed in the Facilities budget since this is where the positions are located (although the Sustainability Department manages the student workers). The new hourly wage increase to \$12.50 has been accounted for but future increases will negatively impact this budget.

In the future, to reduce the budget needed for campus recycling the Sustainability Manager will try to recruit more students who qualify for Federal Work Study (FWS). However, since FWS students cannot work during summer session, additional monies are needed for Student Help to cover these months.

In addition, the State of California's Recycling regulator, Cal Recycle, now requires 75% recycling rates statewide by 2020, as per AB341. This is a 33% increase from the previous 50%.

Utilizing student recyclers provides a learning opportunity for the students while helping the college to achieve the high recycling rates required by the state.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Energy Management System and Sub-Meters: SMC energy data tracking is extremely challenging due to shared meters on campus. Installing individual sub-meters for water and electricity at each building would help in identifying which buildings are using the most energy and water so that targeted programs could be implemented to reduce resource use and utility bills. The data collected from these sub-meters can also be used as a teaching tool. In addition to integrating infrastructure with the curriculum and providing students with important hands on experience, improved energy management systems and meters also help in identifying issues and inefficiencies in operations, such as non-functioning or poorly functioning equipment.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Staffing: Currently there is only one full time unit member of the department and one half time member. The scope, frequency, and variety of services provided by the CEUS, including the new responsibilities of managing the Recycling program make it difficult to accomplish tasks necessary to achieve the service area goals in a timely manner. Additional administrative support is needed to meet the institutional, community, and student demand. Full time administrative assistant support is requested.

- Student Bike Coordinator position is needed to plan biking infrastructure support and promote cycling to students and employees. This "student help" position was funded for at least a year previously but ended when the student transferred. It was extremely effective having this position separated from the day to day responsibilities of the Bike Club President.

Annual Theatre Arts	2017/2018 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

With the hiring in 2016 of one Full Time Tenure Track Position in Technical Theatre, the Department has been able to solidify and strengthen our Technical Theatre program. The Technical Theatre part of our department still has other needs that must be addressed.

Classified full-time Master Electrician (ME) and Projection Specialist:

One of these is the need for a classified full-time Master Electrician (ME) and Projection Specialist. Currently we have a part-time hire in the ME position. This classified position will assist our faculty and staff in the serving and training of our students.

Mac Computer Lab:

We are in need of a Mac computer lab equipped with discipline-specific software to foster learning in many areas of lighting, projection, sound and scenic design.

Training:

With the acquisition of state of the art equipment, training for staff and faculty is needed in the installation and usage of the updated technology.

Retrofitted Catwalk in the costume room:

A retrofitted catwalk is required to make the costume training room a true training room with all components of the room easily accessible to Costume students.

Classified Costume technician

Our costume designer needs assistance to help build and maintain costumes. Currently we have a part-time temporary position. We need a permanent position.

Stage Make-Up teaching space

The limited Make-Up teaching space (dressing rooms) does not allow for the instructor to perform lecture/demonstrations or increase class size. A solution is needed.

Storage for Sets and Costumes

Our storage space has been continually downsized. The college has moved our storage space blocks away from the main campus. This makes accessibility difficult. The current size of the space is significantly less than we had before.

Skilled Carpenter and Stage Technician

Another classified position is needed for a skilled carpenter and stage technician to assist the current sole job holder who has the gargantuan task of building all the sets, maintaining equipment, making runs to our distant storage area for set pieces and furniture, designing Studio Stage lighting for shows, assisting instructors and students.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Besides the items listed above, the following are unmet needs of the department:

Smart Classrooms:

Our classrooms are used rigorously for Theatre Arts courses. Many courses require the use of electronic media and fast internet access. The multi-media carts are obsolete and inadequate for those needs. It is necessary to have smartboards installed in the classrooms with multi-media capabilities. Currently we only have room 102 as a smart classroom. We need to convert other teaching areas into smart classrooms. They include: Room 101, Studio Stage, Costume room, Dressing rooms (make-up classroom), Scene shop. All these rooms are used for teaching/ lecturing and demonstrations.

Signage:

We have been blessed with a fairly new and beautiful Theatre Arts building with two functioning theatres and 2 classrooms. There is currently no signage on the building or for the theatres. It would be great if signage for the Theatre Arts building would be implemented soon. We need a Marquee as well as other signage in and on the Theatre Arts building to facilitate better traffic flow and promotion of our offerings.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Funding for KCACTF festival

The American College Theatre Festival is the annual university/college theatre competition which is held regionally throughout The United States. Over the years Santa Monica College Theatre Department has continually scored very high in the competition. We have taken productions to the festival as well as sent nominated students each year to compete in the Irene Ryan Acting Competition in any of 6 western states. Over the years the district has graciously helped fund this endeavor. It would be helpful if the district can guarantee funding by setting up a special account for this purpose.

Annual

2017/2018

Transfer & Articulation Services

Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional

planning processes but does not supplant the need to request resources through established channels and processes].

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2017/2018

Transfer & Articulation Services

Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- Along with MIS and A&R, we continue to work towards the implementation of a process which allows new students with previous coursework completed to receive some kind of automated evaluation, so that they can understand, upon being accepted to SMC, how their prior coursework will generally apply towards the SMC AA and/or transfer objectives. Prospective has been purchased and is the intended vehicle to accomplish this goal. Mycap is an SMC developed program used to capture the information perceptive generates and evaluates for SMC equivalent courses, associate degree GE, IGETC and CSU GE.
- The implementation of SB 1440 and 440 has required SMC to develop transfer degrees (ADT) and submit courses that are part of the ADT to C-ID. At present we have 17 approved ADT's: Anthropology, Art History, Business Administration, Communication Studies, Early Childhood Education, Economics, Geography, History, Journalism, Kinesiology, Mathematics, Nutrition and Dietetics, Political Science, Psychology, Spanish, Studio Art, and Theatre Arts. There are two ADTs awaiting the Chancellor's Office Approval: Administration of Justice and Sociology.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Counselors cannot do their jobs and facilitate successful enrollment for students without updated, current computers, printers and programs that support counseling transactions. So far, SSSP funds have adequately provided for the necessary technological support this year and we hope that this will continue. But we are very concerned about how this need will be supported in the event that SSSP funds are reduced or redirected to some other need on campus. Hardware and new programs are critical for the work that we do.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

At this time, an additional person added to the Transfer/Articulation team would helpful to complete the multiple goals and tasks required throughout the year. Currently, three individuals are primarily responsible for all transfer/articulation coordination. We have a SSSP Completion counselor at this time, but a fourth individual would be ideal to be added to the team for when SSSP funds are no longer available. The current completion counselor will be ending her time at SMC at the end of the 2017-2018 academic year. We are hoping to replace her with another part-time counselor.

Annual

2017/2018

Transportation & Parking

Administrative Services/Student & Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Auxiliary Services

The new license plate recognition/parking permit sales system is budgeted at \$440,000 over three years. Funds will come from KCRW Foundation and fund 01.3 Parking fees.

Transportation -

The college will have to meet the new AVR target of 1.75 by October 2018 or continue to pay a steep penalty of \$17,000. When the new Student Services building is complete cyclists will have the ability to cut through Lot 1 from Pearl Street to Pico. SMC will need to consider carefully how to safely move students onto or across Pico Blvd which is not safe for cyclists.

As more employees move to using alternative modes of transportation, the AQMD incentive budget will run low and may need to be increased by District.

The City's new TMO will provide many useful tools to help achieve our goals but it will mean SMC loses the 25% discount it pays on City fees. This amounts to approximately \$2,500 per year.

Continued development of SMC facilities on main campus and at three satellite campuses will add 1,432 new parking spaces over the next year, which will act as disincentives to our efforts and make it more difficult to achieve our AVR.

The BBB and other transportation systems like Metro have all switched to the TAP card. SMC will need to migrate to the TAP system in 2018.

All Metro have all switched to the TAP card. SMC migrate to the TAP system by Fall 2018.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Auxiliary Services - No new requests for FY 2018-19.

Transportation - If SMC does not achieve its required AVR of 1.75 in 2018 it will cost the college another \$17,366. Even if the AVR is achieved, and SMC receives its 40% discount, the additional costs are more than the amount that has been budgeted to pay for this annual AQMD fee. A PBAR was approved to cover the 2017 cost but it's unclear if the 2018 budget will be increased enough to cover the 2018 fees.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Transportation -

- Human Resources must learn all the transportation options available to new employees so they can help direct them to alternatives during the on-boarding process when employees are open to trying new things and before they have developed bad habits that are harder to break.

- Have Out-of-State and International staff and counselors encourage students to find housing close to transit lines or bike routes to avoid the need for a car to get to campus.

-Devote additional staff hours to developing new transportation programs, including transportation studies, bike programs, carpool matching campaigns, and commuter data research.

Annual
Upward Bound

2017/2018
Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Upward Bound will continue collaborations with the following departments for the benefit of our students who will attend and are currently at SMC:

Financial Aid

Welcome Center

Outreach

EOPS

Counseling

Black Collegians

Latino Center

Career Center

Supplemental Instruction and Instructional Assistants

Admissions & Records

Grants Office

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The availability of more hours for student contacts through the hiring of the Upward Bound Student Services Specialist has greatly enhance the intensity of services to students. Collaboration with the Director of Supplemental Instruction/ Instructional Assistants, the Dean Of STEM/Equity and the Math department has allowed a very talented SMC Math IA to tutor Upward Bound participants at our Saturday Academies.

The PBAR process and the Personnel Commission was extremely helpful with both of these positions.

Annual
Welcome Center

2017/2018
Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The two issues impacting efficiency are staffing and space. We could serve more students and turn away less students if we had additional staffing and space. We have explored the possibility of securing additional space and this is not possible at the moment. We hope to secure the current KCRW mailroom space in Cayton when KCRW moves out.

In terms of staffing, we could always use more staffing during the busiest times of the semester when enrollment starts. In the Fall, the busiest season is at the end of December for Winter and Spring enrollment. In the Spring, the busy season is in April to June. In the Summer, we are busy until the end of August. Temporary staff would be the best solution to deal with busy periods.

Additional resources in the form of information technology assistance are needed to effectively communicate with first year and continuing students. We piloted the use of TargetX/Salesforce for communication with our new FYE students. Specifically we used this technology program to automate the application, acceptance, and orientation process for students accepted into the program. We were able to reduce the amount of staffing needed to assist with FYE student admissions and orientation. We are currently working on a communication campaign that specifically targets the FYE students using Target X/Salesforce. We are currently creating a targeted communication campaign to remind students to come in to see a counselor to meet their academic counseling requirement, complete their long term educational plan, enroll for FYE designated courses, and meet with a career counselor. Moreover, we need the same resource for students served through the Welcome Center. Lastly, we identified the need for a line management system to be used throughout the academic year where a student is notified when they are waiting on a drop in basis to see a counselor. We have started using the Qless program to notify students when they are about to be seen by a counselor. Students check in the Welcome Center to see a counselor but are asked to come back when they receive a message from us asking them to return. This line management system has allowed students to leave the Welcome Center after they have checked in to be able to take care of other school business before seeing a counselor. Qless has helped reduce the number of cancellations and increased the number of students being seen by a counselor.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional space is needed to accommodate the students served by the FYE program and the increase in students we have seen in the Welcome Center.

The space that can help us better serve is a conference room to be able to provide group counseling sessions. The group counseling sessions are for new students to SMC. Counselors take groups of five to ten students and review the steps to enroll at SMC and provide students with a transition to college. Counselors also provide a Short Term Educational Plan to students based on their assessment results to assist with course enrollment. The sessions take between one to two hours to complete. The additional space would be used primarily in the Spring and Summer terms.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We need additional funding to provide counseling services to incoming students and continuing students. We also need office staff to support all the activities which must take place to support the services provided through the Welcome Center and First Year Experience program. We have been able to add an additional full-time counselor and classified staff but in this last year, we lost a critical part-time Student Services Clerk that impacts the center during peak times. We need at least one more full-time staff member and replacement of the part-time Student Services position lost to function at an optimal level.

As mentioned previously, the additional counselors are needed during our busiest periods. Currently, the Welcome Center serves new, continuing and returning students under 30 cumulative units. The First Year Experience counselors serve students in the First Year Experience program. At certain times during the year, Welcome Center counselors assist with FYE students and FYE counselors assist with Welcome Center students.

Lastly, we could use professional development for faculty and staff in the Welcome Center. We have had a high turnover in the past three years because of the volume of work in the center.

Annual

2017/2018

Workforce and Economic Development

Administrative Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Investments in Innovative Pathways.

The development of pathways is an iterative process that involves engaging not only college personnel across roles and departments but also industry, workforce development, and community partners. Pathways are a comprehensive approach to education reform which, when done well improves services to students, opportunity youth, and high school students, among others. Often the work of new career pathway development begins with the CTE faculty in collaboration with administrators in Workforce in response from an outside funding source or employer needing workforce solutions. This is exactly what occurred in Promo Pathway, Resource and Recycling Management, Medical Lab Tech. These ideal collaborations benefit all students and employers.

However, a growing trend that the CTE faculty leaders have been grappling with is the interdisciplinary skills students now need in a majority of SMC's CTE programs - certainly required of emerging occupations such as

the examples given above. Collaboration is difficult yet critical to meet the needs of students, employers and indeed the disciplines and faculty alike. There are no easy solutions but collaboration regardless of the difficulty is critical.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Office of Workforce and Economic Development has tight but ample office space. As long as we continue to have access to training rooms, there are no foreseen facilities, technology, equipment needed to support proposed changes.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The program as it currently exists will need additional staff to support the nearly 4 million more in revenue expected in 16-17 and for the next four years. That is essentially double the volume than we are currently administering. At least one more Project Director and one more Project Assistant will be needed, non-District covered.