

Program Overview	
Program:	Sustainability
Academic Year:	2018/2019
Review Period:	6 Year

A. Description and Goals

1. Describe the program and/or service area under review and how the program supports the mission of Santa Monica College.

The Center for Environmental and Urban Studies (CEUS) is an environmental resource center for faculty, staff, students and the Santa Monica community at large. The CEUS is a hub of sustainability providing a variety of services aimed at assisting the SMC community in achieving its mission, goals, and objectives. Services include:

- Providing student work and research positions that provide valuable hands-on experience and leadership development.
- Managing the partnership with Sustainable Works to offer the Student Greening program
- Promoting the Sustainable Technology Certificate Programs.
- Supporting academic departments in greening the curriculum.
- Developing new academic programs.
- Working with Facilities to reduce the impact from the campus' built environment.
- Managing the recycling and composting program.
- Developing and managing relationships with transportation vendors.
- Promoting alternative transportation options to employees and students.
- Managing the American College and University President's Climate Commitment program (ACUPCC).

The ACUPCC requires College's to perform a Greenhouse Gas Inventory and use the results to develop a Climate Action Plan. Through this plan, three main areas of focus were identified as the primary contributors of Greenhouse Gases: 1) Energy Use, 2) Transportation Initiatives, and 3) Educational Programs. The SMC Climate Action Plan implementation is the sole responsibility of the CEUS. Therefore, much of the CEUS services focus on those areas. In December of 2017, the CEUS also began to manage the campus Recycling program after the retirement of the campus Recycling Coordinator.

Transportation management makes up 40% of the Sustainability Manager's responsibilities. These include:

- Promoting alternative transportation options to students and employees
- Co-chairing the Transportation Task Force
- Facilitating the implementation of the Sustainable Transportation Plan
- Administering the annual AQMD survey and implementing a plan to reduce trips.
- Tracking student transportation habits
- Managing the employee cash incentive program
- Representing SMC on the board of the City's Transportation Management Organization

- Liaising with City planners, Big Blue Bus (BBB), Metro, Breeze bike share, and other key transportation partners.

The results of these efforts are captured in the Transportation and Parking Program Review.

2. Identify the overarching goal(s) or charge/responsibilities of the program or service area. If appropriate, include ensuring/monitoring compliance with state, federal or other mandates.

CEUS Service Program Goals:

1. Increase participation in the Student Greening program. This eight-week program is offered by Sustainable Works, a non-profit funded by the City of Santa Monica to educate students on sustainability issues. It is offered in the fall and spring as extra credit by over 50 SMC professors and held at the CEUS. There is one program coordinator who manages and trains 30 students each fall and spring to run approximately twelve workshops, each with about twenty five students. The workshops teach students about problems and solutions in the following areas: water, energy, waste, chemicals, transportation, shopping and food choices.

2. Increase campus-wide knowledge and participation of sustainability issues and programs. Students will learn about the local, regional, and global environmental impact of their daily choices and the solutions they can use to reduce that impact.

3. Improve SMC’s environmental performance through infrastructure improvements, policy development, and behavior change programs.

Mandated targets:

1. SMC must meet a higher waste diversion target of 75 percent as set by AB341. This is an increase from the previous requirement of 50 percent set by AB939.

2. AB1826 is a new mandatory commercial organics recycling law which requires any facility generating 4 cubic yards or more of organic material to separate and send to composting.

3. AB 802 statewide energy benchmarking ordinance requires all buildings over 50,000 sf and meeting specific criteria to disclose annual energy consumption to the state energy commission. After Benchmarking, poor performers will be required to produce a five year plan for performance improvement.

4. The City of Santa Monica's has mandated a 20% reduction in water use from 2013-2014 levels by all residents, businesses, and schools.

3. If applicable, describe how the Institutional Learning Outcomes (ILOs), Supporting Goals, and/or Strategic Initiatives of the institution are integrated into the goals of the program or service area.

VISION: Sustainability is one of SMC’s core values stated in its vision: “...a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability”. The CEUS fosters a culture of sustainability through events, policy development, academic program support, infrastructure improvements, demonstration sites for best management practices, and facilitating a campus-wide discussion of environmental performance.

MISSION: SMC’s mission is to *teach students to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments.* This mission is embedded in the very definition of sustainability, which focuses on the economic, social, and environmental impacts and tradeoffs of human development. In addition, Institutional Learning Outcome (ILO) #4 states, “SMC students will take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle.”

GOALS: SMC’s Supporting Goal for Sustainable Physical Environment states: “Apply sustainable practices to maintain and enhance the College’s facilities and infrastructure including grounds, buildings, and technology.” The CEUS consults regularly with Facilities on the planning and development on new construction and the upgrades and maintenance of existing infrastructure. They also work closely with the Operations department to develop environmental best practices to reduce any negative impacts of their work.

In order to achieve a sustainable future, we must actively break down silos and divisions of labor and work in a collaborative and cooperative manner to achieve shared goals. The CEUS supports sustainable practices by working with a wide variety of academic departments and service units to achieve the mission of the College and the goals of sustainability.

While maintaining the spirit of open access, Santa Monica College must also operate using sound business principles, in this regard the students are our customers and it’s important to understand our customer needs and priorities. In August of 2011, the Princeton Review conducted a survey of prospective students and found that 69 percent of all prospective students consider a college’s environmental record as part of their decision making process, second only to financial aid offerings. In 2014, an updated survey showed that 54% of the 10,000 Princeton Review college applicants said that having “a way to compare colleges based on their commitment to environmental issues” would “very much” or “somewhat” contribute to their decision to apply or attend. Clearly, environmental programs are an important part of a college’s recruitment and retention strategies.

4. If your program receives operating funding from any source other than District funds identify the funding source. If applicable, note the start and end dates of the funding (generally a grant), the percentage of the program budget supported by non-District funding, and list any staff positions funded wholly or in part by non-District funds. Do not include awards for non-

operational items such as equipment (ex. VTEA) or value added activities (ex Margin of Excellence).

Each year the Associated Students usually fund large multi-day events produced by the student environmental clubs. Earth Week, Sustainability Week, and Bike Month each generally receive approximately \$2,000 - \$3,000. In addition, the Organic Learning Garden has a budget of \$13,000 from the Associated Students to staff student garden managers and Fellows during the Winter and Summer sessions, to bring guest speakers to campus, to pay for an expert advisor, and to provide funding for tools, seeds, soil, and other gardening needs.

In 2018-2019 there were 11 student workers who were funded 100% by Federal Work Study.

B. Populations Served

All Disciplines (answered once)

Student & Instructional Services

1. Describe the students your program serves in terms of ethnicity, race, gender, age, residency status, citizenship, educational goal, enrollment status, and full/part-time status. Note any changes in student or enrollment data since the last program review.

Administrative Services

1. Describe who your area serves (students, staff, etc.) both directly and indirectly. If pertinent, indicate variables such as ethnicity, race, gender, age of your client base.

The CEUS serves the entire SMC community. Data is only currently tracked for the Sustainable Works students. (See Appendix II).

2. Compare your student population with the college demographic. Are the students in your program different from the college population? Reflect on whether your program is serving the targeted student population.

See above answer.

3. Discuss any significant change(s) in the population(s) served since the last full program review and the possible reasons for the change(s).

See above answer.

C. Program Evaluation

Center for Environmental and Urban Studies

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

Unit Outcomes Based on Program Goals:

UO1. An increase in the participation of the Sustainable Works Student Greening program.

UO2. An increase in campus-wide participation in sustainability programs by:

(A).An upward trend in the number of sustainability related and focused courses and certificates being offered at SMC and their enrollment numbers,

(B) Maintain or increase the number of environmentally themed events on campus,

(C) Perform at least 20 presentations on sustainability, including campus tours and class presentations,

UO3. Downward trend in the use of resources campus-wide including water, electricity, gas and solid waste generation.

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

UO 1: Can be measured in two ways:

(A) An upward trend in the number of faculty offering the Student Greening workshops as extra credit. - The Sustainable Works Program Coordinator tracks the number of professors offering these workshops each semester.

(B) Maintaining or exceeding 300 students who graduate from the Sustainable Works Program each year. - The same Program Coordinator tracks the number of students who sign up for the workshop as well as the number of students who successfully complete the eight-week program.

These results are shared with the college’s Sustainability Project Manager as well as the City of Santa Monica’s Office of Sustainability as part of their funding requirement.

UO 2: Campus-wide knowledge and participation of sustainability issues and programs can be tracked by:

(A1) Assessing the number of students enrolled in environmental classes that satisfy the Global Citizenship requirements. - Institutional Research (IR) provides a report of the number of students who enrolled in a class that satisfies the Ecological Literacy component of the Global Citizenship requirement. This report is reviewed by the Environmental Affairs Committee annually.

(A2) The Sustainability Department tracks data on enrollment and completion for all the three Sustainable Technologies Programs (PV, EE, RRM) to provide certificates. - The numbers of students are discussed among the chair of the Life Science department, director of the Sustainable Technologies Program, Sustainability Manager, and Industry Advisory Board which meets annually.

(B) Tack the number of environmentally themed events on campus. - The Sustainability Manager is the advisor to the four environmental clubs that host themed events throughout the year. A summary of each event is shared with the VP of Student Affairs as well as the Environmental Affairs Committee.

(C) Count the number of tours and presentations to classes. - The Sustainability Manager keeps track of all presentations using Outlook Calendar.

UO 3: Utility bills for water, gas, electricity and solid waste are provided by the Facilities department. – The utility bills are reviewed by the Sustainability Manager annually and the data is shared with the Facilities Director.

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

N/A

4. List your administrative unit UOs.
UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*

- *Client/customer satisfaction with services*

See answer above.

5. Describe when and how the program assesses these UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

See answer above.

6. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

See answer above.

Institutional Sustainable Practices

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

N/A

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often

- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

N/A

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

N/A

4. List your administrative unit UOs.
UO statements focus on service or operational outcomes such as:
- *Volume of unit activity*
 - *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
 - *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
 - *Compliance with external standards/regulations*
 - *Client/customer satisfaction with services*

N/A

5. Describe when and how the program assesses these UOs and uses the results to inform program planning including:
- how outcomes are assessed and how often
 - the assessment tool(s) used
 - the sample (who gets assessed)
 - how and when the program reviews the results and who is engaged in the process

N/A

6. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.

N/A

Transportation & Parking

1. List your student or instructional support service SLOs or UOs.

SLOs are specific, measurable statements of what a student should know, be able to do, or value when they complete a program/course or sequence of activities. An SLO focuses on specific knowledge, attitudes, or behaviors that students will demonstrate or possess as a result of instruction or program activity.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*
- *Client/customer satisfaction with services*

N/A

2. Describe when and how the program assesses these SLOs and UOs and uses the results to inform program planning including:

- how outcomes are assessed and how often
- the assessment tool(s) used
- the sample (who gets assessed)
- how and when the program reviews the results and who is engaged in the process

N/A

3. What other evaluation measures does your student or instructional support service use to inform planning? (For example, surveys, longitudinal data, support service use etc.) Note trends, differences in performance by group (ethnicity, gender, age), and any unusual patterns in student success and retention.

N/A

4. List your administrative unit UOs.

UO statements focus on service or operational outcomes such as:

- *Volume of unit activity*
- *Efficiency (responsiveness, timeliness, number of requests processed, etc.)*
- *Effectiveness of service in accomplishing intended outcomes (accuracy, completeness, etc.)*
- *Compliance with external standards/regulations*

<ul style="list-style-type: none"> • <i>Client/customer satisfaction with services</i>
N/A
<p>5. Describe when and how the program assesses these UOs and uses the results to inform program planning including:</p> <ul style="list-style-type: none"> • how outcomes are assessed and how often • the assessment tool(s) used • the sample (who gets assessed) • how and when the program reviews the results and who is engaged in the process
N/A
<p>6. What other evaluation measures does your administrative unit use to inform planning? (For example, completion of program goals, program activity, content review, opinions of clients, etc.) Note your target goals and whether your unit is meeting them.</p>
N/A
D1. Objectives
<p>Objective #1: Increase environmental awareness of students and employees by utilizing the TV monitors around campus to design creative bulletins that promote desired environmental actions, resources, and events.</p>
<p><u>Status:</u> Completed</p>
<p><u>Comments:</u> The creative talents of a student worker were used to design 30 bulletin ads that run on TV monitors in the cafeteria, Cayton Center, CORE building, Library, and at each satellite campus. The monitors are generally in areas where students congregate and have opportunities to view the graphic-rich messages as they rotate throughout the day. All bulletins run 18 seconds long and many utilize motion graphics and typography to create eye-catching information pieces that cover recycling, bike and scooter safety, proper bike lock procedures, transportation options, sustainability events, farmer?s market, and more.</p>
<p>Objective #2: Produce a video of sustainability initiatives and resources at SMC to inform all students and employees of what SMC does to make the campus green. The video should include: degrees, certificates and workshops that are available; events and clubs to get involved in; how to recycle properly, green building, and alternative transportation options.</p>
<p><u>Status:</u> Completed</p>
<p><u>Comments:</u> Worked with student helper to write script, shoot footage, edit video, and promote a nine-minute video covering all aspects of sustainability at SMC. This was sent out as a Bulletin to all</p>

employees and shared on social media. We have also asked all Counseling 20 professors to screen it to their students as a "primer" on campus sustainability. In addition it is now included in the "new student orientation video" that all incoming students must watch.
Objective # 3: Work through the EAC to offer a workshop to faculty who want to green their curriculum.
Status: Completed
Comments: During Earth Week, 2018 the EAC partnered with the Center for Teaching Excellence to host a faculty workshop called "Greening the Curriculum". 18 faculty participated to hear a panel of five faculty talk about their personal experience of weaving sustainability into their courses. The professors in attendance showed strong interest and were followed up with.
Objective #1. Explore funding to expand the Sustainable Works Student Greening Workshop to be able to reach more students and faculty.
Status: In Progress
Comments: N/A
Objective #2. Work with Purchasing and Facilities to re-write a new Request for Proposal (RFP) for the college waste hauling contract. The new contract would insure that the hauler that wins provides recycle bins, landfill bins and organics collection bins.
Status: In Progress
Comments: N/A
Objective #3. Coordinate with Custodial departments and cafeteria vendors to ensure the waste and recycling system provided by the new hauler works efficiently and effectively. This means training staff and vendors to keep materials separate at collection points and to deposit in the proper dumpsters. It also means providing the correct receptacles, bin signage and educational materials for staff and students to make the program successful.
Status: In Progress
Comments: N/A

D1. Looking Back

1. Describe any accomplishments, achievements, activities, initiatives undertaken, and any other positives the program wishes to note and document.

The Center for Environmental and Urban Studies has grown to meet the academic and occupational desires of our students who seek employment with businesses that can meet their current careers goals without sacrificing the needs of future generations. The program has been informed by requirements businesses in the green economy and the growing national movement of campus sustainability.

Planning and Policy Development

Environmental Affairs Committee (EAC) achievements:

- Three EAC members participated in the **REV Sustainability Circle** in 2017. This involved attending regular meetings over a 6-month period, and it included an audit of various departments. Both the audit and building the initiative were instrumental in developing new interdepartmental relationships on campus, and more concrete commitments to sustainability initiatives. SMC's Sustainability Manager will be able to use this information to continue efforts toward improving sustainability on campus.
- Hosted ASU & SMC faculty to **develop articulation** for Environmental Science degree. 2018
- The committee helped guide the development of a **3-minute Sustainability** video that introduces prospective and current students to the many ways in which SMC is a leader in campus Sustainability. 2017
<https://www.youtube.com/watch?v=ZdptgzshBOo&index=19&list=PLkerlSLaeIfDDoWwwQ94PKzmMGMbN0SR0>
- The committee was successful in its request to President Jeffery to sign the newly updated "American College and University Presidents' **Climate Commitment**". 2018
- Partnered with the Center for Teaching Excellence to host a faculty **workshop on Greening the Curriculum**. The goal was to help faculty identify ways to easily weave sustainability into their current curriculum. 2017
- **Redesigned the Environmental Science associates degree** in 2017 to better articulate to top transfer schools.
- In 2016 the EAC **consulted with student groups on environmental policy** (i.e. increasing vegan / vegetarian options on campus, and removing plastic water bottles from vending machines).
- **Supported LEED student study group** that provides free resources to students interested in pursuing the LEED accreditation.
- Created an **eco-book and video list** and purchased them for the CEUS library. 2014
- **Consulted via email with faculty** on barriers to greening the curriculum. 2014
- In 2011, in an effort to quantify the greening of the curriculum, the EAC **defined Sustainability Focused and Sustainability Related courses**. Using their definitions, the Institutional Research department was able to determine the number of courses being offered which had sustainability woven into them.
- **3 PV courses and certificate developed** and launched - 2012
- **4 RRM courses developed** and certificate launched. 2012
- **Developed Environmental Science (AS) and Environmental Studies (AA) degrees** 2011
- **New environmental courses:** Enviro Psychology, Enviro Ethics, Enviro History - 2011

Major CEUS achievements:

- **Promoted the newly updated Photovoltaic Installation Certificate** program requirements which included a reduction in the number of units needed to graduate as well as a new class in Solar Sales.

- Worked with professor to **study air pollution from food trucks** on Pearl St. 2018

- **Attended Endowment Divestment from Fossil Fuels conference** in Arizona. Discussed findings with SMC Foundation and the firm who manages the Foundation's investments. 2018

- **Co-sponsored the California Student Sustainability Coalition** with LMU. 2014

- Assisted in the **creation of an Associated Student (AS) Sustainability Director** position. 2012

- Developed a **Zero Waste Events Board Policy** - 2011

Reoccurring Annual Events:

- In conjunction with Associated Students and Auxiliary Services, the CEUS launched "**Corsair Market**," which provides free produce to students every Wednesday during the fall and spring semesters. Each event provides about 2,000 pounds of produce donated from the Santa Monica Farmer's Market and purchased from the West Side Food Bank. This market serves over 200 students each week. In addition, the school nutritionist talks to students about choosing the right mix of food for the plate by sharing recipes and tips for cooking in healthier ways. This program has received national recognition on CBS news.

- **Earth Week** in the spring and **Sustainability Week** in the fall. Each week is filled with 4 days of events which include a free farmer's market, film screening, guest speaker, DIY workshops, and resource fair.

- Coordination of about six **guest lecturers at the Organic Learning Garden** between spring and fall.

- Coordinate **Bike Month** with the SMC Bike Club in May which includes about six events ranging from group rides, bikes safety workshop, rules of the road workshop, helmet and bike giveaways, breakfast for Bike-to-Work Day riders, and Breeze Bike Share rides.

- Host of **Coastal Cleanup Day** each September which attracted about 500 volunteers to clean up SMC's adopted beach.

- **Transportation Fairs** held once or twice per year to promote the many alternative to driving.

- **Industry Advisory Board** meetings for the Sustainable Technologies Program are organized annually to gain feedback and direction from local industry leaders.

One-time Events:

- Sourced a used **solar inverter** as a donation to replace broken one at CEUS building. 2018

- Bike Club repaired and **donated 16 bikes** to students from low-income programs. 2018

- **Recruited professor** to teach new Bike Maintenance classes that start in spring 2019.
- Worked with counselors on campus to host multiple “**Town Hall**” meeting to address common concerns by LGBTQ, Muslims, Environment, Hispanics, and others. (2017-18)
- The CEUS organized a “**waste audit**” by the clock tower by the Recycling and Resource Management students. The class used their skills to examine the contents of trash and recycling bags pulled from Dresher Hall and the Business building. 2017
- SMC’s Bike Club voluntarily **repaired 50+ bicycles** for the public at COAST event. 2017
- Hosts **Flex Day workshops**. Biannually
- Promotes sustainability at new employee **orientations** for CSEA and for faculty. Annually
- **Movie Screenings**: Each year the CEUS co-hosts two or three movie screenings with professor Sheila Laffey’s Documentary class. Annually
- Attend **CA Student Sustainability Coalition** events as student advisor- Annually

Tours of CEUS, Class Presentations, and Tabling:

- Sustainability Manager annually provides approximately 60 **campus and green building tours** to classes and groups, exposing over 1,400 visitors to the CEUS, garden and worm machine.
- **Tabling** at events such as Super Saturday and Earth Fest.
- **Presentations** at High School counseling event and High School Career Fair.

Zero Waste Services:

- Provides **Zero Waste stations and volunteersto** approximately 10 campus events per year such as: Flex Day, VIP Welcome Day, Graduation, retirement lunches, building openings, Pathways meetings, Scholarship awards ceremony, CSEA appreciation lunches, etc. SMC’s graduation achieved a 98% diversion rate from an event with 1,500 guests.

New Recycling Activities:

Since January 2018, the Sustainability Manager has been overseeing the campus recycling program. In the past year the following accomplishments have been achieved:

- **Rearranged campus trash and recycle bins** so each trash is matched with a recycle bin.
- **Painted 33 old trash bin tops** into blue recycle bins and stenciled RECYCLE onto them.

- Added new **recycling signs** to outdoor metal recycle bins.
- Developed “What Can Be Recycled” **TV bulletins**.
- Recycling was included in the **Sustainability video** produced for new student orientations.
- Began providing Recycling at **Celebrate America** for the first time.
- Began providing Recycling in the stands at **graduation** for the first time.
- Increased Zero Waste stations** at campus events by 30%.
- Began **recruiting students from the Recycling Certificate program** to be recycling workers.
- Applied for **Recycle Bin grant** through Keep America Beautiful.
- Posted **THINK BEFORE YOU SHRED signs** to all Iron Mountain paper shredding bins.
- Provided **Recycling tip sheet** to departments moving into the **new Student Services Building**.
- Trained two cafeteria vendors** on recycling, composting, and new food service ware ordinances.
- Set up **Recycling at PAC** (Social Media Group) **and CMD** (Summer Nights – KCRW).
- Increased **food diversion** from the cafeteria by 100%.
- Launched campaign requesting all faculty to reduce the number of **syllabi** they print.

Facilities Improvements:

- Provided research and input to pursue **LEED for new Math and Science building**. 2018
- Installed a **free outdoor library** stand in front of the CEUS and filled it with books on various environmental subjects. 2018
- Designed, printed and installed **Pedestrian Zone signs** at all entrances to campus. 2018
- Repaired two **bike pumps** and replaced tools at the DIY stations at the Pearl Bike Lot. 2017
- **Expanded the OLG** outside the fence area to create more plots for gardening. 2017
- Numerous upgrades and repairs made to the OLG including installing a water filtration system, cleaning the cistern, and erecting a bird bath. 2016
- Erected signs on **water refill stations** around campus to encourage their use. 2016

- Oversaw installation of **Energy Management System dashboard** in Science blg. 2015
- **Repaired pump jack** for the 2,500 gallon rain water cistern. 2015
- Installed an herb spiral garden at the CEUS. 2015
- Spread **6" of mulch** at CEUS as an experiment to reduce runoff during El Nino rains. 2015
- CEUS demonstration site and **educational signage** – 2012
- Opened **Organic Learning Garden** – 2011
- Opened **Bike parking lot** on Pearl – 2011
- **Hydration station expansion** to 18 across campus– 2011

Administrative achievements:

- Applied for and **achieved Silver level Bike Friendly University** from the League of American Cyclists. Previously the college was at Bronze level. 2018
- Won Global Citizen grant to print **interpretive signs** promotnig eco-features on campus. 2018
- Continued to meet all of the **ACUPCC requirements** to remain in good standing. 2018
- Worked with IxD and the Business Department to **redesign website and develop a video** promoting the solar, energy efficiency and recycling certificate programs. 2018
- Updated and promoted sustainability websites, social media, print and TV materials. Annually
- Supported the renewal of an **AS Bikerowave sponsorship** that allows its members to use the non-profit bike shop at no charge to repair their bicycles. Annually.
- Assisted ABEG and Business Department to **develop two Bicycle Maintenance classes**. 2017
- Explored the possibility of providing a **bike shop on campus** run by a private vendor to serve students. 2017
- **Redesigned and updated brochure** for the Sustainable Technologies Program. 2016
- Assisted a dozen graduates of the Recycling and Resource Management program in **securing jobs in the recycling industry**. 2016
- Requested funding from District, to **bridge a shortfall in budget for the SW Student Coordinator position** due to a lapse in the contract with the City. 2016

- **Awarded in Leadership in Resource Management** by CA Green School Summit. 2016

- Received award from City of Santa Monica and Chamber of Commerce for **Excellence in Environmental Stewardship**. 2015

- Collaborated with grants office to submit and secure **two large grants** to support CEUS goals and develop new environmental programs (DOL GBJT, DOE STEM) - 2012

2. Summarize how the program or service area addressed the recommendations for program strengthening from the executive summary of the previous six-year program review.

Response to last comprehensive program review recommendations

1. “Revise program goals and annual objectives to be more measurable and use these as the basis for assessing program effectiveness.”

Program goals and annual objectives were revised to be more measurable and were used as the basis for assessing program effectiveness. The UOs were also re-organized into related categories which now have measurable outcomes that can be tracked.

2. “Explore expanding the AQMD ride share program to include student Average Vehicle Ridership (AVR) with the employee AVR.”

The City of Santa Monica was contacted to request that the student AVR (2.35) be averaged with the employee AVR (1.5) to help the college achieve its new requirement of 1.75. By averaging the two SMC’s AVR would be enough to reach a difficult goal by 2017. The request was denied on the grounds that the students are considered “customers” and, like any other business, cannot calculate their transportation choices into the equation. Only employees can be counted.

Despite this setback, the college was able to increase it’s AVR from 1.5 to 1.75 by 2018.

3. The following **Recommendation for Institutional Support** was brought to the attention of Greg Brown, the previous Director of Facilities Planning: Include “living campus signage” in the college signage plan, where appropriate, to explain the environmental and sustainable practices employed throughout the college.

Facilities was not able to fund the project. However the CEUS received a grant in May 2018 from the Global Citizenship Council to pay for the printing of six outdoor interpretive signs that promote many of the behind-the-scenes eco-initiatives such as the 75,000 gallon cistern in the quad, solar on Lots 3 & 4, the OLG, Solar thermal on CORE, and the worm machine behind the cafeteria. In addition, the [video](#) developed for Counseling 20 classes helps to promote these same initiatives.

3. Describe any changes or activities your program or service area has made that are not addressed in the objectives, identify the factors (e.g., licensure requirements, state or federal requirements, CCCO mandates, regulations, etc.) that triggered the changes, and indicate the expected or anticipated outcomes.

The CEUS began managing the campus Recycling program in December, 2017 after the previous Recycling Coordinator retired. This change allows the CEUS to more closely oversee a critical sustainability initiative to maximize waste avoidance and diversion from landfill. The CEUS is now managing an additional six student recycling workers. The duties of the recycling students are to regularly pick up recycling from outdoor recycling bins and from inside all buildings on the main campus (except for personal offices). The student workers collect:

- bottles and cans
- mixed paper
- scrap glass from glass blowing classes
- toner cartridges
- batteries
- cardboard

In addition, students maintain the cleanliness of the campus recycle bins and sort through the bags or recycling from the outdoor and cafeteria recycle bins at the enclosed sorting area.

The state agency that regulates recycling, Cal Recycle, began requiring annual reporting of waste diversion after several years of not requiring it. The CEUS satisfactorily completed this report for 2018.

4. If your program received one time funding of any kind indicate the source, how the funds were spent and the impact on the program (benefits or challenges).

N/A

D2: Moving Forward

Discuss and summarize conclusions drawn from data, assessments (SLO, UO) or other evaluation measures identified in Section C and indicate responses or programmatic changes planned for the coming year(s) including:

- how the assessment results are informing program goals and objectives, program planning, and decision-making
- specific changes planned or made to the program based on the assessment results

Most of the data relevant to measuring the success of the CEUS is tracked and measured through other departments (i.e. Facilities or Earth Science department). This highlights the interdisciplinary role of sustainability and of the CEUS. Overall, although the data is not exclusive to the CEUS, most of the trends indicate progress towards achieving both the service area and institutional goals.

UO 1 – The goal to put at least 300 students through the Student Greening Workshop program has been exceeded by almost 200 students in the past several years. Despite this sustained success, the program has faced some challenges in the past three years which have impacted the number of workshops that Sustainable Works (SW) has been able to offer. When the City (their primary source of funding) renewed the contract with SW three years ago the amount allotted for the Student Coordinator was less than in previous years. This resulted in the need to compact the number of days the workshop was offered from four days per week to two or three.

In addition, one year ago the Program Coordinator who had a fantastic relationship with campus faculty left to return to grad school. The numbers dipped the first semester the replacement took over the position but the second semester (fall 2018) are looking healthier, as can be seen in Appendix I.

Based on the reports provided by Sustainable Works, the number of professors who offered the workshop as extra credit during fall 2018 was 50. This number has been lower than the peak of 66 in the fall of 2014, before the number of classes was reduced by half.

The number of students completing the program per semester has shrunk accordingly from an average of 387 from 2012-2015 to an average of 239 from 2016 to 2018. (see Appendix I)

Results of the survey from the Student Greening workshops show the program is: popular, effective at inspiring students to pursue a “green career”; and positively impacts their daily practices. (see Appendix II)

- 80% completion rate. *Rates were around 90% prior to 2015 when the City allowed for the program to charge students a materials fee. This perceived value and “buy-in” may have kept students from dropping.
- 57% were either “likely” or “very likely” to *pursue a green career*.
- 84% were either “likely” or “very likely” to *incorporate sustainable practices into future careers*.

Due to the fact that funding for this program comes from the City, the CEUS does not have any control over this program beyond promoting it to students. The best way to grow the numbers is to find funding sources to increase the hours of the Program Coordinator to increase the number of workshops offered. This will be a goal for the Sustainability Department in the next year.

UO 2: Campus-wide knowledge and participation of sustainability issues and programs continues to show strength in most areas that are tracked.

(A1) IR provides a report of the number of students who enrolled in a class that satisfies the Ecological Literacy component of the Global Citizenship requirement. This report is reviewed by the Environmental Affairs Committee annually. The total for 2017-2018 is 2,144 students. The number of course enrollments in ecological literacy classes decreased by 281 or 11.6% in the last year, from 2425 in 2016-2017 to 2144 in 2017-2018. Upon further analyses, we determined that the decrease in enrollments was due to significantly lower course enrollments in specific courses (ANTHRO 2, BIOL 9, and HIST 14) in 2017-2018 when compared to the previous year”. (see Appendix III)

Another indicator comes from the Chancellors office website which shows an increase in the number of associates degrees achieved in Environmental Studies and Environmental Science in the past two years (10 and 3 respectively). Hopefully, since the Environmental Science (AS) degree was revamped in 2017 to make it easier for more classes to articulate to the universities our students want to transfer to, we may see an increase in students choosing to achieve their associates degree in this field. (see Appendix IV).

(A2) Enrollment in the Sustainable Technologies Certificate programs (RRM, PV, and EE) have had mixed results (see Appendix V). The RRM program has remained consistently strong with 188 students enrolling in this four-course program. This success is, in large, part due to the three program professors, who have worked hard to outreach the Recycling Certificate and build its popularity and helping graduates to find jobs and internships in the industry.

Although the Energy Efficiency and Solar PV classes are both up markedly in enrollment in fall 2018, they both have struggled to fill classes and have suffered from repeated classes being dropped in the past few semesters. In 2018 PV had 88 students signed up in all classes and EE had 81. Some of the reasons for the previous low enrollment in the PV and EE program include:

- EE and PV classes take place at the Airport campus but RRM are held at main campus
- Reluctance to try a new course that starts with a lab and lecture class (Time commitment: ~80 hours at SMC vs. 48 at another community college)
- Energy Efficiency are non-transferable to state schools where both PV and RRM transfer.
- Competition from LATTC and free LAUSD classes at ELACC.

To address the enrollment issues the CEUS has been working with the STP director, the college's grants manager and SMC's Business and iXd departments. Actions taken in the past two years include:

1. Developing and running paid facebook ads.
2. Hiring a part-time counselor to outreach to high schools and to table at events.
3. Hiring a student worker to help table and promote the programs on social media.
4. Hiring a professor from a community college in Madison, WI, who runs a similar program to make an assessment and offer suggestions for improvement.
5. Working with the Business and iXd department to create a promotional video and to redesign the website.
6. Applying for and winning an SCE (Southern California Edison) grant (\$50,000 to expand curriculum and training in solar plus storage (battery) technology in future courses in both EE and Solar PV.
7. Additional outreach measures are covered in the Program Review for the Earth Science Department.

(B) The Sustainability Manager provides approximately 60 tours and presentations each year, triple the number set as the goal. In addition, the new sustainability video will reach even more students. Another measure of participation by the campus community is the annual Coastal Cleanup day in September. In 2018 this event attracted 550 volunteers which is over 100 more participants than in the previous three years.

(C) The number of environmentally themed events on campus has increased from an average of 19 to 29 in the past year due to the new Recycling responsibilities. These new events include providing recycling for the first time at Celebrate America and at Corsair Field for graduation. The number of events that had zero waste stations also increased by 30% to 10 this past year. Other regular environmental events throughout the year include: Earth Week, Sustainability Week, Bike Month, film screenings, beach cleanups, campus cleanups, waste audits, Flex Day workshops, Transportation fairs, and guest lecturers at the garden.

UO 3 – Due to the unfortunate passing of the admin who kept track of all the utility bills, the data needed to compare the past years' gas, electricity and water bills against the previous five years was not available. The following data is a comparison of utility bills from 2012/2013-2016/2017.

Despite growing the size of the campus and student population, the energy used to run the college has been shrinking steadily. However, in 2016/2017 electricity and gas usage increased significantly but water decreased. The increase is most likely attributed to the completion of three building projects (PAC, CMD, CORE) which all began operations during 2016-2017. According to the Grounds Manager, the main reason SMC decreased water use at the same time is

due to a long wet winter season. Irrigation systems were shut off for months on all campuses. In addition, the replacement of spray irrigation heads with drip tubes has helped.

1. Gas use increased by 17%
2. Electricity use increased by 23%
3. Water use decreased by 15%

When Gas and Electricity totals are combined together and converted to a common energy unit like British Thermal Units (BTUs) we can see a trend in energy reduction compared to the baseline year which was 2001-2002 (see Appendix VI). Each year we have progressively reduced our energy use even while the square footage of the campus has grown along with the student population. In 2011-2012 SMC was 11.91% below baseline. We gradually increased that number to 31.33% in 2015-2016 but then slipped to 21.86% in 2016-2017 (the latest year we have accurate data on).

D2: Objectives

Objective #1. Explore funding to expand the Sustainable Works Student Greening Workshop to be able to reach more students and faculty.

Area/ Discipline/ Function Responsible: Center for Environmental and Urban Studies

Assessment Data and Other Observations:

External Factors:

Other Factors

For fifteen years this unique program has provided the college one of the most effective tools to educate large numbers of students about sustainability. The key to success is the ability to reach students who aren't self-selected environmentalists. By providing the workshop as extra credit it gives professors from every discipline the opportunity to expose their students to environmental issues they may never have heard or cared about. But once a student sits through the first session, they are hooked. Many go on to change their major or decide to green the career they already plan to go into. 10% of the students are so moved by the program that they come back the next semester to be workshop leaders for the next 250 students. In addition to learning how to reduce their personal environmental footprint, students learn about volunteer opportunities with local environmental organizations in the community, careers in the emerging green economy and the paths they can take to pursue the degrees they need to attain those jobs.

With current funding the coordinator can only be hired part time to run the program. We would like to find a second source of funding that can provide enough hours to double the size of this valuable program.

Timeline and activities to accomplish the objective: One year

Describe how objective will be assessed/measured: If funding from the District or other source is approved or if the number of workshops has been able to increase by at least 50% by another means.

Comments: N/A

Objective #2. Work with Purchasing and Facilities to re-write a new Request for Proposal (RFP) for the college waste hauling contract. The new contract would insure that the hauler that wins provides recycle bins, landfill bins and organics collection bins.

Area/ Discipline/ Function Responsible: Center for Environmental and Urban Studies

Assessment Data and Other Observations:

Other data or observed trends

External Factors:

Other Factors

State laws require increased recycling rates to 75% and new composting requirements.

Timeline and activities to accomplish the objective: One year

Describe how objective will be assessed/measured: If the new contract is written so that mixed waste hauling is not an option. The new hauling contract will have source-separated bins for Landfill, Recycling, Organics.

Comments: N/A

Objective #3. Coordinate with Custodial departments and cafeteria vendors to ensure the waste and recycling system provided by the new hauler works efficiently and effectively. This means training staff and vendors to keep materials separate at collection points and to deposit in the proper dumpsters. It also means providing the correct receptacles, bin signage and educational materials for staff and students to make the program successful.

Area/ Discipline/ Function Responsible: Center for Environmental and Urban Studies

Assessment Data and Other Observations:

External Factors:

Other Factors

State laws requiring increased recycling and composting mean that separation at the source is needed. This means that custodial and grounds staff will need to be trained to participate in the function of reducing campus material that goes to landfill.

Timeline and activities to accomplish the objective: two years

Describe how objective will be assessed/measured:Waste hauler reports will allow SMC to measure the percentages of recyclable and compostable material that are diverted from landfill.

Comments: N/A

E. Curriculum Review

1. Discuss how the department reviews, revises, and creates new curriculum. Include the following information:

- The process by which department members participate in the review and revision of curriculum.
- How program goals and SLOS are integrated into course design and curriculum planning.
- The relationship of program courses to other college programs (cross-listing, overlapping content)
- The rationale for any changes to pre-requisites, co-requisites and advisories.
- How the department ensures course syllabi are aligned with the course outline of record.

2. Discuss the role of the advisory board and other industry bodies or input in updating curriculum to meet industry standards and the needs of students.

F. Community Engagement

1. If applicable, describe how your department staff members engage in institutional efforts such as committees and presentations, and departmental activities.

The Sustainability Manager is a member of the following committees marked (current).

SMC Committees:

- Member, DPAC Facilities Planning Subcommittee (current)
- Member, Parking Committee (current)
- Member, Program Review Committee (current)
- Member, Student Debit/ ID / TAP Card Committee (current)
- Co-chair, Academic Senate Environmental Affairs Committee (current)
- Chair, Transportation Task Force (current)
- Co-chair, Organic Learning Garden oversight committee (current)
- Club Advisor, Eco Action Club, Plastic Free SMC and Bike Club (current)
- Member, VIP Welcome Day committee (current)
- Member, Back to School committee (current)
- Member, Graduation committee (current)
- Admin rep, Hiring and Tenure committees (current)
- Chair of two or three Judicial Affairs Discipline hearings per year. (current)
- Member, Math/ Science building design committee (in 2018)
- Member, Online Orientation Re-design working group (2017-2018)
- Member, CMD/ KCRW Grand Opening committee (in 2017-2018)
- Member, Curriculum development comm.- Applied Ecology & Conservation Biology - (2018)

The Sustainability Manager leads tours and provides presentations to students, staff, and faculty on a regular basis.

Presentations and Tours:

- VIP Welcome Day presentation and resource fair.
- ICC presentation to promote various events such as bike rides, earth week, etc.
- Counseling 20 presentations (approximately 20 tours per year).
- Tours of the CEUS and campus sustainability highlights (LEED buildings, organic garden and worm machine) (approximately 30 per year in addition to Counseling 20).
- STP new student orientation to RRM classes (8 per year).
- Flex Day workshops for Faculty and CSEA – Eg. Breeze Bike rides and campus tours.

2. If applicable, discuss the engagement of program members with the local community, industry, professional groups, etc.)

The Sustainability Manager engages with many organizations and government departments to coordinate efforts, find efficiencies, and build relationships. This is a list of all current committees the manager is part of that are separate of the college.

Community Engagement

- Santa Monica (SM) Climate Fest - organizing committee member
- Bike Repair for public during Climate Fest and SM Community Bike Festival.
- So Cal Sustainability Officers meetings (held quarterly) - member
- City of SM Task Force on the Environment - attendee.
- City of SM Climate Adaptation Committee - member.
- SM Safe Streets Alliance - member.
- SM Chamber of Commerce Environmental Affairs Committee - member
- SMC Sustainable Technologies PV, EE, and RRM Advisory Board -Co-chair
- Participation in regional conferences on campus sustainability - attendee

- California Student Sustainability Coalition - advisor
- City of SM Transportation Management Organization Committee - member
- Partnership with Food Forward to provide free produce for a weekly SMC farmer's market.
- Campus tours for guests from American Planning Association, SM Chamber of Commerce, - Disney, Rotary Club, Shore Hotel, Metro, EDD, City of Goleta, REV, Long Beach State and Mount San Antonio College
- Worm machine tours for Disney, Montage Resorts, and a visiting Fellow from England studying composting
- Coordinate with Heal the Bay, Black Surfers Collective, Black Underwater Divers, and Black Historical Society to organize volunteers for Coastal Cleanup Day.

Student & Instructional Services

3. Discuss the relationship among program faculty and staff, between program faculty, staff and students, and the involvement of program faculty and staff with other programs or areas.

Administrative Services

3. Discuss the relationship among program staff and unit engagement with other units or areas of the college.

n/A

G1: Current Planning and Recommendations

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 **Recycling Coordinator position**, vacated in Dec.,2017, needs to be refilled to ensure a robust and effective waste management program. The position has the potential to make a large impact on the recycling, composting, and purchasing practices of the college which can reduce costs and keep the college in compliance with increasingly strict diversion requirements. For example, State of California, now requires 75% recycling rates statewide by 2020, as per AB341. This is a 33% increase from the previous 50%.

In addition, the **Student Help budget** is insufficient to properly run the campus recycling program.

Currently, on a weekly basis, student workers pick up all recycling across the main campus. Utilizing student recyclers provides a learning opportunity for the students while helping the college to achieve the high recycling rates required by the state.

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 in the first five months of the year. For the past few years, the difference has been covered from the Facilities Grounds Manager's budget. To properly staff a crew of six student recyclers, an additional \$10,000 in Student Help funds is needed in the Sustainability budget. The new hourly wage increase to \$14.25 in July, 2019 has been accounted for but future increases will negatively impact this budget.

To reduce the budget needed for campus recycling the Sustainability Manager has been recruiting students who qualify for Federal Work Study (FWS) and targeting students from the Recycling and Resource Management program to give students work experience. However, since FWS students cannot work during summer session, additional monies are needed for Student Help to cover these months. Without recruiting FWS students, the needed budget would be closer to \$15,000.

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].

Full time Administrative Assistant is needed to meet the institutional, community, and student demand. Currently the Sustainability Department has one full time project manager and one half time Admin 1 Assistant. 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.

Student Greening Workshop Coordinator position (half time) is needed to increase the number of students the program can reach.

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 members.

4. List all current positions assigned to the program.

STAFF:

- (1) Program Manager (full time)
- (1) Admin 1 Assistant (half time - 20 hours per week)

STUDENT:

- (4) Student Help workers
- (12) Federal Works Study student workers

G2: Future Planning and Recommendations

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Unfortunately, as evidenced by the latest Intergovernmental Panel on Climate Change report which concludes that humans have 12 years to make the drastic changes needed to avoid the worst effects on climate change, the environmental problems facing the region, nation, and planet are not improving. The increasing importance of these issues will result in increased student demand for sustainability programs, more environmental mandates from government, and job growth in sustainability related fields. Providing students with the necessary understanding of global issues, problem solving and critical thinking abilities, and technical skills will continue to be an important part of SMC’s responsibility as an institution of higher education.

The concept of using the campus as a living lab for the curriculum is a growing trend in higher education. Using campus facilities as teaching tools, provides students the opportunity to apply concepts learned in the classroom to real world environments. Providing access to experiential learning on campus, reduces the need for students to visit outside institutions or industry sites.

While a variety of field trips and lab assignments should still be encouraged, local opportunities are more desirable to students and faculty who have restricted schedules. Furthermore, by increasing the educational function of campus infrastructure, SMC will be able to use capital improvements not only to shelter and support faculty and students, but to teach them as well. In this regard, SMC facilities will more directly contribute to achieving the institutional learning outcomes.

As population and urban density continues to increase, sustainable modes of transportation will become critical in maintaining open access to education. Programs such as the Any Line, Any Time allow students to travel greater distances to access the high quality education offered at SMC. Sustainable Transportation programs will also help SMC maintain positive relations with local authorities and neighborhood groups, while meeting the increased demands of air quality and land use regulations. Improving and expanding sustainable transportation programs is an important objective for the CEUS.

Managing SMC's facilities as efficiently as possible will become increasingly important as fiscal constraints worsen. There is a direct relationship between environmental sustainability and economic stability. SMC should continue to prioritize capital improvements that result in operational efficiencies.

Because the CEUS is primarily a support role for multiple departments, envisioning the role of the department should be done in a collaborative planning process as recommended above. The CEUS hopes to grow student support in existing academic programs, develop new programs and improve the environmental performance of College facilities. Additionally, the CEUS hopes to continue to support the development of future environmental professionals by providing more service learning opportunities, Sustainable Works Sustainability Workshops, and improving ties to industry and four-year institutions.

2. If applicable, list additional capital resources (facilities, technology, equipment) that will be needed to support proposed changes. [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 create a living lab for sustainability, educational displays and signage featuring the environmental benefits or features of the building should be included in all new facilities and way finding signage programs. Whenever possible, these benefits or features should be tied to curriculum and utilized as applied learning opportunities.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [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].

- Part-time staffing of the Student Greening Workshop Coordinator.

- Additional full-time administrative support to assist with the growing programs

- Transportation specialists to manage the increasing congestion which inhibits students and employees from getting to campus in a timely manner.

- Facilities technician to manage the energy management systems to analyze energy and water use and respond to inefficiencies quickly to save the college money.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

Recent technology upgrades, facilities improvements, resource materials, staffing, and program development were provided from grant funding. The CEUS will continue to work collaboratively with the Grants office to seek funding, but institutional support may be needed if grant funding is not available.

5. Summarize any conclusions and long term recommendations for the program resulting from the self evaluation process.

The CEUS / Sustainability department is a unique hybrid of student services, academic program support, facilities planning and development and community resource. The program review process has raised important questions about the role of the service area, especially in how we define and evaluate success. The program review process will be used to define appropriate evaluation criteria, including service area demographics when appropriate and available.

Because the CEUS only has one full time and one part time member and works largely as a support role to a variety of departments, the need for a broader discussion regarding the role of the service area and methods for evaluation is needed.

Participation in either the AASHE STARS program or the CCC Sustainability Template would be helpful in framing and quantifying SMC's commitment to sustainability. Participation in a formal structure would help in defining targets related to sustainability and measuring the effectiveness of the CEUS.

The Sustainability Committee was initially established as an ad hoc DPAC subcommittee. It's roll in providing feedback loops from the SMC community to the shared governance structure is valuable at achieving the service area and institutional goals. The Sustainability Committee should be formalized as an official DPAC subcommittee.

Data and reports reflecting the work of the department in facilities planning, sustainable transportation initiatives, and academic programs were readily available. However, demonstrating the work done in student services, via internships, service learning and support for environmentally related clubs, Associated Student initiatives, and STP students was not easily quantifiable.

Economic benefit of environmental best management practices is challenging to gather and consolidate, but could be instrumental in gaining support for sustainability initiatives on campus.

6. Please use this field to share any information the program feels is not covered under any other questions.

N/A

H. Evaluation of Process

Please comment on the effectiveness of the Program Review process in focusing program planning.

The process is an effective reminder to share the various points of data with stakeholders, get their feedback, and to think about achievable goals for the coming year.

CurricUNET is challenging especially for programs that don't fit neatly into a template. Sustainability touches every aspect of the campus and our answers to the set questions sometimes don't feel like they are adequate.

I. Executive Summary

Narrative

Program Evaluation

Commendations

Recommendations for Program Strengthening

Recommendations for Institutional Support