MINUTES

SANTA MONICA COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

REGULAR MEETING

OCTOBER 1, 2013

Santa Monica College
1900 Pico Boulevard
Santa Monica, California

Closed Session
(Business Building Room 111)

Regular Public Meeting
Board Room (Business Building Room 117)

*The complete minutes may be accessed on the
Santa Monica College website:*
http://www.smc.edu/admin/trustees/meetings/

BOARD OF TRUSTEES	REGULAR MEETING
SANTA MONICA COMMUNITY COLLEGE DISTRICT	October 1, 2013

MINUTES

A meeting of the Board of Trustees of the Santa Monica Community College District will be held in the Santa Monica College Board Room (Business Building Room 117), 1900 Pico Boulevard, Santa Monica, California, on Tuesday, October 1, 2013.

I.   ***ORGANIZATIONAL FUNCTIONS***

- CALL TO ORDER – 5:30 p.m.

- ROLL CALL
  Dr. Nancy Greenstein, Chair - Present
  Dr. Susan Aminoff, Vice-Chair - Present
  Judge David Finkel (Ret.) - Present
  Dr. Louise Jaffe - Present
  Dr. Margaret Quiñones-Perez - Present
  Rob Rader - Present
  Dr. Andrew Walzer - Present
  Mr. Jesse A. Ramirez, Student Trustee – Present for Public Session

- PUBLIC COMMENTS ON CLOSED SESSION ITEMS - None

II. ***CLOSED SESSION***

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)
Agency designated representatives:	Marcia Wade, Vice-President, Human Resources
	Robert Myers, Campus Counsel
Employee Organization:	CSEA, Chapter 36

CONFERENCE WITH LABOR NEGOTIATORS (Government Code Section 54957.6)
Agency designated representatives:	Marcia Wade, Vice-President, Human Resources
	Robert Myers, Campus Counsel
Employee Organization:	Santa Monica College Faculty Association

CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION (Government Code Section 54956.9 (4)(d)
Initiation of litigation: One case

EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/APPOINTMENT (positions listed in Recommendation No. 8) (Government Code Section 54957)

III. ***PUBLIC SESSION - ORGANIZATIONAL FUNCTIONS*** – *7 p.m.*

- PLEDGE OF ALLEGIANCE – Howard Stahl

- CLOSED SESSION REPORT- None

IV. **PUBLIC COMMENTS** - None

V. **SUPERINTENDENT'S REPORT**
– Emergency Notification System Update
– Budget Update
– POWER Award 2013

VI. **ACADEMIC SENATE REPORT**

VII. **MAJOR ITEMS OF BUSINESS**

#1 Report: Enrollment Development
#2 Appointment to Citizens' Bond Oversight Committee
#3 Schedule of Board of Trustees Meetings, 2014

VIII. **CONSENT AGENDA**
Any recommendation pulled from the Consent Agenda will be held and discussed in Section VIII, Consent Agenda – Pulled Recommendations

Approval of Minutes
#4 Approval of Minutes: September 3, 2013 (Regular Meeting)

Academic and Student Affairs
#5 New Courses and Degrees, Fall 2013

Grants and Contracts
#6 Acceptance of Cash Match for Small Business Development Center Grant from the City of Santa Monica
#7 Ratification of Contracts and Consultants

Human Resources
#8 Academic Personnel
#9 Classified Personnel – Regular
#10 Classified Personnel – Limited Duration
#11 Classified Personnel – Non Merit

Facilities and Fiscal
#12 Facilities
A Subcontractor Substitution – Information Technology Relocation
#13 Budget Transfers
#14 Payroll Warrant Register
#15 Commercial Warrant Register
#16 Auxiliary Payments and Purchase Orders
#17 Purchasing
A Award of Purchase Orders
B Purchasing Agreement and Authorization of Purchase Order

IX. **CONSENT AGENDA – Pulled Recommendations**
Recommendations pulled from the Section VII. Consent Agenda to be discussed and voted separately. Depending on time constraints, these items might be carried over to another meeting.

X. **REPORTS FROM DPAC CONSTITUENCIES**
- Associated Students
- CSEA
- Faculty Association
- Management Association

XI. **BOARD COMMENTS AND REQUESTS**

XII. **ADJOURNMENT**
The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on **Tuesday, November 5, 2013** at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

APPENDIX A: Enrollment Development Annual Report

IV.   **SUPERINTENDENT'S REPORT**

- Emergency Notification System Update
  A great deal of activity has taken place since July 2013. All of the Emergency Preparedness areas including Campus Police, Information Technology and Facilities have worked tirelessly to implement new equipment, train constituent groups, and revise the Emergency Operations Plan.   MDC Engineers surveyed the campus, examined existing equipment and looked at potential locations for new cameras, alarms and door hardware. Trainings have been offered every Friday since the beginning of the semester and online trainings are being created. Information Technology has finished installing telephones in all classrooms and is in the process of installing notification software on all computers. The Library and Bookstore paging systems have been integrated.   The college is preparing for the10/17 shakeout at 10:17 a.m. to be followed by an emergency preparedness fair in the quad.

- Budget Update
  The State Budget Act included a guaranteed backfill of the RDA revenues to the extent that they fall short of the estimated revenues. According to the DOF the initial estimate of the backfill amount was $8.9 million. This amount was well short ($100 million) based on what the community colleges were reporting as being received from the counties. Based on work done by the Dolinka Group, CCLC, ACBO and CCCCO, the new estimated backfill amount is $88 million. SB97 which was signed by the Governor allows the Department of Finance to backfill up to $100 million. It is expected that Department of Finance will make a determination of the final backfill amount in early December. The CCC Chancellor's Office estimates the final deficit for 2012-2013 to be between 0.75% and 2.2%. The District's adopted budget assumed a 2.4% deficit for 2012-2013.

- Promising Outcomes Work and Exemplary Research (POWER) Award 2013
  The Assessment Center's Prep2Test program was awarded the Promising Outcomes Work and Exemplary Research (POWER) Award for *Excellence in Assessment: Leading Change*. The award is given in recognition of proven outcomes that are driven to improve student success and create institutional change. As a result of the Prep2Test efforts, SMC has increased the percentage of students placing into college-level math and English courses by approximately 9% in just two years since inception. The POWER Award was presented by the CCC Academic Senate and the Research and Planning Group for CCC to Esau Tovar, Roberto Gonzalez, Josh Casillas, Jim Serikawa and Kiersten Elliott for the creation of the Prep2Test Program. The award will be presented at the Strengthening Student Success Conference in October.

BOARD OF TRUSTEES	INFORMATION
Santa Monica Community College District	October 1, 2013

MAJOR ITEMS OF BUSINESS

INFORMATION ITEM 1

SUBJECT: **ENROLLMENT DEVELOPMENT**

SUBMITTED BY: Vice-President, Enrollment Development

SUMMARY: The Enrollment Development Annual Report (Appendix A) includes detailed information on the following areas:
- Assessment Center
- First Year Experience
- Student Success and Support Program
- Financial Aid
- International Education
- Admissions Office
- Outreach and Recruitment
- Institutional Research
- Web Content and Digital Marketing

BOARD OF TRUSTEES	ACTION
	October 1, 2013
SANTA MONICA COMMUNITY COLLEGE DISTRICT	

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 2

SUBJECT: **APPOINTMENT TO CITIZENS' BOND OVERSIGHT COMMITTEE**

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the following appointments of to the Citizens' Bond Oversight Committee:

- Michael Dubin, local business/taxpayers' organization representative, 2013-2015
- Sion Roy, local business/taxpayers' organization representative,
- 2013-2015
- Ty Moura, SMC student representative, 2013-2014

SUMMARY: The bylaws state that the Citizens' Bond Oversight Committee shall consist of a minimum of seven (7) members appointed by the Board of Trustees as required by Government Code Sections 54950-54962 and Education Code Sections 15278, 15280 and 15282, with at least:

   Category
   1. one representative of the business community within the District
   2. one person active in a senior citizens' organization
   3. one person active in a bona fide taxpayers' organization
   4. one student who is currently enrolled at SMC
   5. one person active in the support and organization of the District
   6. additional appointees to represent the communities of Santa Monica and Malibu

MOTION MADE BY: Susan Aminoff
SECONDED BY: Louise Jaffe
STUDENT ADVISORY: Aye
AYES: 7
NOES: 0

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 1, 2013

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 3

SUBJECT: SCHEDULE OF BOARD OF TRUSTEES MEETINGS, 2014

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the schedule of meetings for 2014.

SUMMARY: Regular meetings **(in bold)** are scheduled on the first Tuesday of the month, except when indicated otherwise. Generally the third Tuesday of the month is held for special meetings or workshops.

Winter and summer Board Study Sessions are held on the third Tuesday in February and July (hold dates).

January 14, 2014 (second Tuesday)
January 28 (fourth Tuesday - hold)

February 4

February 25 (fourth Tuesday)
Winter Study Session

March 4
March 18 (hold)

April 1
April 15 (hold)

May 6

May 20
Special Meeting
Evaluation of Superintendent

June 3
June 17 (hold)

July 1

July 15
Summer Study Session
Board Self-Assessment

August 5
August 19 (hold)

September 2
September 16 (hold)

October 7
October 21 (hold)

November 4 (Election day)
November 18 (hold)

December 2 *(May be rescheduled if newly-elected trustees are sworn in at City Council meeting)*

MOTION MADE BY: Rob Rader
SECONDED BY: David Finkel
STUDENT ADVISORY: Aye
AYES: 7
NOES: 0

VIII.   CONSENT AGENDA

Any recommendation pulled from the Consent Agenda will be held and discussed in Section VIII, Consent Agenda – Pulled Recommendations

RECOMMENDATION:
The Board of Trustees take the action requested on Consent Agenda Recommendations #4-#17.

Recommendations pulled for separate action and discussed in
Section VIII, Consent Agenda – Pulled Recommendations: #4, #7-C, #8

        Action on Consent Agenda, excluding Recommendations #4, #7-C, #8
        MOTION MADE BY: David Finkel
        SECONDED BY: Rob Rader
        STUDENT ADVISORY: Aye
        AYES: 7
        NOES: 0

IX.   *CONSENT AGENDA – Pulled Recommendations*

        Recommendation No. 4 – Approval of Minutes
        MOTION MADE BY: Susan Aminoff
        SECONDED BY: David Finkel
        STUDENT ADVISORY: Aye
        AYES: 5
        NOES: 0
        ABSTAIN: 2 (Quiñones-Perez, Rader)

        Recommendation No. 7-C – Ratification of Contracts and Consultants
        MOTION MADE BY: Susan Aminoff
        SECONDED BY: Rob Rader
        STUDENT ADVISORY: Aye
        AYES: 7
        NOES: 0
        Recommendation No. 8 – Academic Personnel
        MOTION MADE BY: David Finkel
        SECONDED BY: Rob Rader
        STUDENT ADVISORY: Aye
        AYES: 6
        NOES: 1

X.   REPORTS FROM DPAC CONSTITUENCIES
   • Associated Students
   • CSEA
   • Faculty Association
   • Management Association

RECOMMENDATION NO. 4   APPROVAL OF MINUTES

Approval of the minutes of the following meetings of the Santa Monica Community College District Board of Trustees:

September 3, 2013 (Regular Board of Trustees Meeting)

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 1, 2013

CONSENT AGENDA: ACADEMIC AND STUDENT AFFAIRS

RECOMMENDATION NO. 5   NEW COURSES AND DEGREES, FALL 2013
Requested Action: Approval/Ratification
Reviewed by: Georgia Lorenz, Dean, Academic Affairs
Approved by: Jeff Shimizu, Vice President, Academic Affairs

New Courses – Credit
    Art History 5: Latin American Art History 1
    Art History 6: Latin American Art History 2

Global Citizenship
    Art History 6: Latin American Art History 2

New Programs
    Associate in Arts-Transfer (AA-T), Communication Studies

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 1, 2013

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 6 **ACCEPTANCE OF CASH MATCH FOR SMALL BUSINESS DEVELOPMENT CENTER GRANT FROM THE CITY OF SANTA MONICA**

Requested Action: Approval/Ratification
Reviewed by: Gita Runkle, Director, Small Business Development Center
Approved by: Jeff Shimizu, Vice President, Academic Affairs

Acceptance of a Cash Match for the Small Business Development Center (SBDC) Grant, granted by Small Business Administration (SBA) and Long Beach Community College Lead Center (LBCC), approved by the Board of Trustees on January 15, 2013.

Granting Agency: City of Santa Monica

Budget: Not to exceed $60,000

Matching Funds: To be provided by SBA/LBCC

Performance Period: September 1, 2013 – June 30, 2015

Summary: As mandated by the SBA Service Agreement, each SBDC service center is required to provide a cash match for the grant received by SBA/LBCC.

The Santa Monica College SBDC will provide services in the City of Santa Monica for up to a $60,000 cash match. The cash match will be used for rent at the SMC SBDC's airport office location where the SMC SBDC will provide free one-on-one business consulting to eligible individuals. The SMC SBDC will also provide low-cost workshops on such topics as: Marketing, Legal, Financing, Accounting and other topics as needed.

Budget Augmentation: Restricted fund 01.3

Revenue
8800 Local Income $60,000

Expenditures
5000 Rent/Lease $60,000

			ACTION
BOARD OF TRUSTEES			
Santa Monica Community College District			October 1, 2013

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 7   RATIFICATION OF CONTRACTS AND CONSULTANTS
Approved by: Chui L. Tsang, Superintendent/President
Requested Action: Ratification

The following contracts for goods, services, equipment and rental of facilities, and acceptance of grants in the amount of $50,000 or less have been entered into by the Superintendent/President and are presented to the Board of Trustees for ratification.

Authorization: Board Policy Section 6255, Delegation to Enter Into and Amend Contracts
Approved by Board of Trustees: 9/8/08
Reference: Education Code Sections 81655, 81656

	Provider/Contract	Term/Amount	Service	Funding Source
A	Food Forward ($150) David King ($150) HungerAction LA ($150) The Natural Honey Company ($150) Steven Wynbrandt ($150) Cofed Food Coop ($150)	October 24, 2013 $150 each, as indicated	Consultants will participate in presentations for Food Day on Santa Monica College Main Campus (Global Citizenship/ Sustainability Week Event) on October 24, 2013. Food Day is a national day to raise awareness about the food system and promote healthy and sustainable alternatives. http://www.foodday.org/	Global Citizenship Mini Grant (100%)
	Requested by: Genevieve Bertone, Director, Sustainability *Approved by: Randal Lawson, Executive Vice President*			
B	The City of Santa Monica	July 1, 2014 – June 30, 2015 Not to exceed: $45,000	Agreement with the City of Santa Monica to replace the existing INET and provide dedicated fiber optic connections from 1900 Pico Blvd to all satellite campuses. In 2002, Santa Monica College, SMMUSD and the City of Santa Monica signed an MOU to build and fund a shared fiber optic network called the INET. The INET has provided gigabit data connections from the Main Campus at 1900 Pico Blvd to all satellite campuses for the last ten years. The new fiber optic connections will replace the shared INET and provide the College with dedicated circuits that will accommodate current and future bandwidth requirements. Migration is planned for July 2014.	District Budget/ Network Services (100%)
	Requested by: Bob Dammer, Director, Network Services *Approved by: Randal Lawson, Executive Vice President*			

BOARD OF TRUSTEES		**ACTION**	
Santa Monica Community College District		October 1, 2013	

CONSENT AGENDA: GRANTS AND CONTRACTS

RECOMMENDATION NO. 7   RATIFICATION OF CONTRACTS AND CONSULTANTS *(continued)*

	Provider/Contract	Term/Amount	Service	Funding Source
C	TargetX LLC	October 21 - November 30, 2013 Not to Exceed $5,000	Santa Monica College's Division of Enrollment Development will contract with TargetX LLC to develop a statement of work and project scope to plan the modernization of the college's admissions application and implement workflows designed to automate student admissions, on-boarding and outreach business processes. If the college decides to proceed with the full implementation, this initial $5,000 will be credited towards to TargetX project.	District Budget/ Enrollment Development
Requested by: Kiersten Elliott, Dean, Enrollment Services *Approved by: Teresita Rodriguez, Vice--President, Enrollment Development*				
D	*Acceptance of Cash Match for Small Business Development Center Grant, granted by Small Business Administration (SBA) and Long Beach Community College Lead Center (LBCC), approved by the Board of Trustees on January 15, 2013.*			
	Small Business Administration (SBA) Long Beach Community College Lead Center (LBCC)	October 1, 2013 – June 30, 2014 $20,412 cash match for SBDC satellite services in Los Angeles City Council District 11 (LA City CD 11)	As mandated by the SBA Service Agreement, each SBDC service center is required to provide cash match for the grant received by the SBA/LBCC. As such, the SMC SBDC will provide satellite services in LA City CD 11 for $20,412 cash match. An SMC SBDC consultant will take residence in LA City CD 11 for 20 hours per week to conduct free one-on-one business consulting to eligible individuals. The SMC SBDC will also provide one low-cost workshop per month on such topics as: Marketing, Legal, Financing, Accounting and other topics as needed. Budget Augmentation: Restricted fund 01.3 Revenue 8800 Local Income $20,412 Expenditures 2000 Non-instructional Salaries $18,900 3000 Employee Benefits $1,512	N/A
Requested by: Gita Runkle, Director, Small Business Development Center *Approved by: Jeff Shimizu, Vice President, Academic Affairs*				

CONSENT AGENDA: GRANTS AND CONTRACTS

Provider/Contract	Term/Amount	Service	Funding Source
E	Cordell Haynes (Scholars in Progress)	October 2013 – April 2014 $5,843.20 (materials, 40 students and instruction)	The consultant will prepare 11th and 12th grade participants for the SAT and ACT exams.	TRIO/Upward Bound
Requested by: Roberto Gonzalez, Associate Dean, Student Success Initiatives Approved by: Mike Tuitasi, Vice--President, Student Affairs			

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 1, 2013

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 8   ACADEMIC PERSONNEL
Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

ADMINISTRATIVE REORGANIZATION   EFFECTIVE DATE
The following actions implement personnel adjustments in the existing administrative structure.

  ESTABLISH
  Dean, Student Success Initiatives
  Dean, Institutional Research
  Associate Dean, Grants
  Associate Dean, Student Life

  UPGRADE/RETITLE
  Hannah Lawler, Dean, Institutional Research
  Roberto Gonzalez, Dean, Student Success Initiatives
  Laurie McQuay Peninger, Associate Dean Grants

  LATERAL TRANSFER/RETITLE
  Sonali Bridges
  From: Associate Dean, Outreach
  To: Associate Dean, Student Life

  RETITLE
  Deyna Hearn
  From: Dean, Student Life
  To: Dean, Students

  ABOLISH
  Associate Dean, Student Success Initiatives
  Associate Dean, Outreach
  Director, Grants
  Director, Institutional Research

  RETITLE VACANT POSITION
  From: Project Manager, Teaching Learning Center
  To: Project Manager, The Center for Teaching Excellence

ELECTION
ADJUNCT FACULTY
Approval/ratification of the hiring of adjunct faculty. (List on file in the Office of Human Resources)

SEPARATIONS
RETIREMENT   Last Day of Paid Service
Taka, Gary, Instructor, Mathematics (31+ years)   12/17/13

The Board hereby accepts immediately the retirements of the above listed personnel to be effective as indicated.

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 1, 2013

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 9   CLASSIFIED PERSONNEL - REGULAR
Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

EFFECTIVE DATE

ABOLISH
Film Production Coordinator (1 position)   10/01/13
Communications Department, 11 mos, 40 hrs

ESTABLISH
Film Production Coordinator (1 position)   10/01/13
Communications Department, 11 mos, 40 hrs, Varied Hours

Senior Student Services Specialist – Admissions and Records (1 position)   10/01/13
Admissions and Records, 12 mos, 40 hrs

Custodian (1 position)   10/01/13
Operations, 12 mos, 40 hrs/NS1

SALARY REALLOCATION
Title: Buyer II   10/01/13
From   Range 39 Classified salary schedule
To: Range 41 Classified salary schedule

ELECTIONS

ADVANCE STEP PLACEMENT
Borger, Sarah E. Dance Production Specialist, Dance (Step C)   08/28/13
Vacarro, Maria Belen, Student Services Assistant, Latino Center/AACC (Step B)   09/13/13

VOLUNTARY TRANSFER
Nematollahi, Ramin   08/26/13
From: Administrative Assistant II, ISC, 12 mos, 40 hours
To: Administrative Assistant II, Community Relations/Superintendent, 12 mos, 40 hours

PROBATIONARY
O'Connor, Rachel, Administrative Assistant II, ISC   09/23/13
Vacarro, Maria Belen, Student Services Assistant, Latino Center/AACC   09/13/13

WORKING OUT OF CLASSIFICATION – SUBSTITUTE
Long, Carol, Director of Classified Personnel, Personnel Commission (100%)   03/20/2013-09/30/2013

WORKING OF OUT CLASSIFICATION – PROVISIONAL
Long, Carol, Director of Classified Personnel, Personnel Commission (100%)   10/1/2013 – 02/03/2014

SEPARATION   LAST DAY OF PAID SERVICE

RESIGNATION
Brunell, Gina L., Administrative Assistant I, Mathematics Department   09/24/13
Gever, Diyanna, Instructional Assistant –English, English Department   09/10/13
Luthi, Christopher, Accompanist Performance, Music   06/11/13
Raskin, Samuel, Instructional Assistant – Learning Disabilities, DSC   09/11/13
Trevino, Manuel, Skilled Maintenance Worker II   09/11/13

RETIREMENT
Peterson, Jeffery, Director, Campus Operations, Operations/Grounds (23+ years)   09/06/13
Quaile, Robin, Accounts Payable Supervisor, Fiscal Services (23+ years)   10/23/13
Preston, Patricia, Sr. Student Services Specialist – International, ISC (28+ years) 12/30/13
Price, James, Student Services Assistant, A & R (26+ years)   11/20/13
Stribich, Gloria, Sr. AET Program Advisor, AET (36+ years)   09/30/13
White, Judith S., Sr. Career Services Advisor, Career Services Center (27+ years) 12/30/13

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	October 1, 2013

CONSENT AGENDA: HUMAN RESOURCES

RECOMMENDATION NO. 10   CLASSIFIED PERSONNEL – LIMITED DURATION
Requested Action: Approval/Ratification
Reviewed by: Sherri Lee-Lewis, Dean, Human Resources
Approved by: Marcia Wade, Vice-President, Human Resources

ELECTIONS   EFFECTIVE DATE

PROVISIONAL: Temporary personnel who meet minimum qualifications and are assigned to work 90 working days; who have not come from an eligibility list.

Basile, Frank, Accompanist-VOICE, Music	07/01/13-12/31/13
Braden, John, Theatre Tech Specialist, SMC Performing Arts	09/03/13-06/30/14
Brown, Carla, Administrative Clerk, Cosmetology	09/04/13-10/31/13
Davis, Drew A., Film Production Coordinator, Communication	09/18/13-12/31/13
Franklin, Tiffany, Instructional Assistant-ENGLISH, English	09/12/13-12/31/13
Goodwell, Brittany, Instructional Assistant-ENGLISH, English	09/03/13-12/31/13
Meza, Katrina H., Instructional Assistant-ENGLISH, English	09/03/13-12/31/13
Ordonez, Patricia, Instructional Assistant-ENGLISH, English	09/03/13-12/31/13
Spilny, Valerie, Accompanist-VOICE, Dance	09/09/13-06/30/14
Stern, Valerie, Accompanist-VOICE, MUSIC	08/26/13-12/31/13

LIMITED TERM: Positions established to perform duties not expected to exceed 6 months in one Fiscal Year or positions established to replace temporarily absent employees; all appointments are made from eligibility lists or former employees in good standing.

Abdulhafiz, Meymuna, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Abel, Teneka, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Allie, Sharon, Instructional Assistant-ESL, ESL	09/03/13-03/02/14
Arenas, Leyla, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Ashby, Deanna, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Bae, Daniel, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Banks, Nichole, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Baskin, Patricia, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Baza, Paul M, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Bekhit, Jessica M, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Boyd, Tishonna D, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Brazier, Quinece R, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Brown, Thomas, Instructional Assistant-ESL, ESL	09/03/13-03/02/14
Caceres, Karla M, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Camp,Monique L, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Cannon, Ameenah, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Cardenas, Edward J., Custodian, Operations	09/23/13-12/31/13
Dittmar, James, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Friedland, Shane, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Friha, Mohammed, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Garcia, Lucy, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Grau, Donald, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Hardister III, Harold, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13

Harge, Ronyee, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Harris, Yolanda, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Hassen, Nuritu, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Hrast, Tanja, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Hunter, Jennifer, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Ibarra, Isabelle C, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Jackson, Sheldon, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Juarez, Jorge, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Lam, Albert, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Lemon, Curly, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Lopez, Jose, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Medina, Jeffrey W., Custodian, Operations	09/23/13-12/31/13
Mehary, Mehret, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Mengistu, Zewdenehy, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Micas, Donna, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Miles, Erik, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Navarro, Yadira, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Naylor, Marisa C,Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Nwonwu, Vergie, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Olufade, Dayo D, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Ortega, Lisa A., Custodian, Operations	09/23/13-12/31/13
Pabst, Ester, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Pacheco, Wendy, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Palacio, Dee D., Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Ponce, Adolph, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Portillo, William G, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Redhouse, Joshua D, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Ropicki, Michael, Instructional Assistant-ESL, ESL	09/03/13-03/02/14
Sanchez, Oscar, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Santamaria, Bladimir E, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Swain, Nancy, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Thielking, Alan, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Torrance, Antonette R, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Valadez, Jorge, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Walker, Terence, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Williams, Ryan V, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Woldt, Lisa, Instructional Assistant-ENGLISH, English	09/03/13-12/31/13
Yapkowitz, David, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Yogi, Nancy, Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13
Zhang, Olivia "SIQ", Bookstore Clerk/Cashier, Bookstore	08/12/13-09/13/13

RECOMMENDATION NO. 11   CLASSIFIED PERSONNEL - NON MERIT

All personnel assigned will be elected on a temporary basis to be used as needed in accordance with District policies and salary schedules.

STUDENT EMPLOYEES

College Student Assistant, $8.00/hour (STHP)	84
College Work-Study Assistant	164

SPECIAL SERVICE

Community Services Specialist I	4
Community Services Specialist II	2

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 12   FACILITIES
Requested by: *Greg Brown, Director, Facilities Planning*
Approved by: *Robert Isomoto, Vice President of Business and Administration*
Requested Action: *Approval/Ratification*

12-A   SUBCONTRACTOR SUBSTITUTION – INFORMATION TECHNOLOGY RELOCATION

Accept Bernards Brothers' Subcontractor Substitution Request on the Information Technology Relocation project:

Listed Subcontractor	Requested Substitution
Com-Sec, Inc.	Metro Video Systems, Inc.

Funding Source: Measure AA

Comment: Bernards Brothers, Inc. the General Contractor for the IT Relocation project, has requested to substitute their listed Subcontractor, Com-Sec, Inc., with Metro Video Systems, Inc. to perform the security portion of the project. Bernards stated that Com-Sec has failed to execute a written contract and failed to meet the bonding requirements of the project as grounds for the proposed Substitution. A letter was mailed to Com-Sec, Inc. advising them of the proposed substitution on September 11, 2013 giving them five (5) working days to submit any objections per Public Contract Code §4107. Com-Sec, Inc. did not submit any objections. Per the General Conditions of the contract, the District's consent to Contractor's substitution of a listed Subcontractor shall not relieve the Contractor from its obligation to complete the work within the contract time and for the contract price.

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 13   BUDGET TRANSFERS
Requested by: Veronica Diaz, Accounting Manager
Approved by: Robert Isomoto, Vice President, Business and Administration
Requested Action: Approval/Ratification

13-A   FUND 01.0 – GENERAL FUND - UNRESTRICTED
         Period: July 1, 2013 to September 17, 2013

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	0
2000	Classified/Student Salaries	14,000
3000	Benefits	0
4000	Supplies	-3,508
5000	Contract Services/Operating Exp	4,859
6000	Sites/Buildings/Equipment	-15,351
7000	Other Outgo/Student Payments	0
Net Total:		0

13-B   FUND 01.3 – GENERAL FUND - RESTRICTED
         Period: July 1, 2013 to September 17, 2013

Object Code	Description	Net Amount of Transfer
1000	Academic Salaries	0
2000	Classified/Student Salaries	0
3000	Benefits	0
4000	Supplies	-2,000
5000	Contract Services/Operating Exp	14,500
6000	Sites/Buildings/Equipment	0
7000	Other Outgo/Student Payments	-12,500
Net Total:		0

Comment: The Adopted Budget needs to be amended to reflect the totals of the departmental budgets. The current system of the Los Angeles County Office of Education requires Board approvals each month for budget adjustments. Only the net amount of the transfers in or out of the object codes is shown. In addition to the budget adjustments, transfers result from requests by managers to adjust budgets to meet changing needs during the course of the year.

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 14   PAYROLL WARRANT REGISTER
Requested by: *Ian Fraser, Payroll Manager*
Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
Requested Action: *Approval/Ratification*

`   August 1 – August 31, 2013   C1A – E4C $8,532,797.90

Comment: The detailed payroll register documents are on file in the Accounting Department.

RECOMMENDATION NO. 15   COMMERCIAL WARRANT REGISTER
Requested by: *Robin Quaile, Accounts Payable Supervisor*
Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
Requested Action: *Approval/Ratification*

                     August 1 – August 31, 2013   5642 – 5684 $11,475,809.91

Comment: The detailed Commercial Warrant documents are on file in the Accounting Department.

RECOMMENDATION NO. 16   AUXILIARY PAYMENTS AND PURCHASE ORDERS
Requested by: *George Prather, Director of Auxiliary Services*
Approved by: *Robert G. Isomoto, Vice-President, Business/Administration*
Requested Action: *Approval/Ratification*

	Payments	Purchase Orders
August 1 – August 31, 2013	$2,588,784.98	$286,459.56

Comment: All purchases and payments were made in accordance with Education Code requirements and allocated to approved budgets in the Bookstore, Trust and Other Auxiliary Funds. The detailed Auxiliary payment documents are on file in the Auxiliary Operations Office.

CONSENT AGENDA: FACILITIES AND FISCAL

RECOMMENDATION NO. 17   PURCHASING
Requested by: *Cynthia Moore, Director, Purchasing Department*
Approved by: *Bob Isomoto, Vice President*
Requested Action: *Approval/Ratification*

17-A   AWARD OF PURCHASE ORDERS

Establish purchase orders and authorize payments to all vendors upon delivery and acceptance of services or goods ordered. All purchases and payments are made in accordance with Education Code requirements and allocated to approve budgets. Lists of vendors on file in the Purchasing Department.

August 1 – August 31, 2013 $7,921,611.25

17-B   PURCHASING AGREEMENT AND AUTHORIZATION OF PURCHASE ORDERS
Authorize the awards of purchase orders from approved department budgets against the following competitive bid agreements not to exceed legal dollar threshold limits:

1. Educational & Institutional Cooperative Purchasing, Contract CNR-01341, with B&H Photo Video August 1, 2013 – July 31, 2018 for audio visual supplies and equipment.
2. Educational & Institutional Cooperative Purchasing, Contract CNR-01239, with Steris Corp for Science and Health Laboratory Supplies/Equipment November 1, 2009 – October 30, 2014 (contract extension).

Comment: The annual award of competitive contracts bid through various state and local agencies allows SMC to leverage buying power through strategic sourcing and achieved commodity and service savings as well as reduce administrative cost. These indirect (MRO) contracts are targeted to the products and services which SMC routinely purchases. Leveraging the aggregate buying power and strategic sourcing is a process that moves SMC away from numerous individual procurements to a broader aggregate approach, allowing SMC to achieve savings ranging from 20 to 65 percent.

XI.   BOARD COMMENTS AND REQUESTS

XII.   ADJOURNMENT – 9:58 p.m.

The meeting was adjourned in memory of **Martin Stiles,** retired Director of the Transfer Center and Dean of Counseling/Articulation at Santa Monica College; and **Seumalo Tuitasi**, grandmother of Mike Tuitasi, Vice-President of Student Affairs.

The next regular meeting of the Santa Monica Community College District Board of Trustees will be held on **Tuesday, November 5, 2013** at 7 p.m. (5:30 p.m. if there is a closed session) in the Santa Monica College Board Room and Conference Center, Business Building Room 117, 1900 Pico Boulevard, Santa Monica, California.

The agenda for the next meeting will include the following:
- Resolution: Veterans Awareness Week
- Appointment of Personnel Commissioner
- Report: Partnerships with SMMUSD
- 2013-2014 Quarterly Budget Report and 311Q

ENROLLMENT DEVELOPMENT

Annual Report to the Board of Trustees
October 1, 2013

Assessment Center

Prep2Test

Prep2Test is a multifaceted program designed to raise student awareness in the importance of preparation for placement exams and for improving the percentage of students placing into college-level mathematics and English. The program is grounded on two videos streamed online. The 6-minute video focuses on the high stakes nature of the placement exams, consequences for not preparing, discusses in brief the content and format of the placement tests, and shares strategies for a successful testing experience. The longer (45-minute) Prep2Test video expands upon the content above and provides a comprehensive "orientation" to the testing and placement process.

A confluence of events gave impetus for the development of Prep2Test: 1) student learning outcomes data evidenced the lack of student preparation for placement tests; 2) college-level placement had flat-lined; 3) new literature criticized colleges for their lack of efforts in communicating to students the high stakes nature of placement tests; and 4) SMC-SMMUSD Collaborative, chaired by the Assistant Superintendent, requested the development of materials to improve placement level for students coming to SMC from SMMUSD high schools.

Since launching in 2011, the online videos have been viewed over 30,000 times combined. Thanks to an improved communication plan and efforts from the Office of School Relations counselors, playbacks more than doubled in the last year. The benefits of Prep2Test use can be appreciated in several key institutional outcomes. Research shows that students watching the 6-minute Prep2Test video prior to assessing are 18% and 36% more likely to place in college-level English and math, than those not watching. Those watching the 45-minute, Prep2Test orientation are also more likely to place into college-level English--41% (vs. 30%); and math--49% (vs. 32%). Most importantly, since the launching of Prep2Test, the percentage of students placing into college-level mathematics has increased by nearly 9%, and 2% for English.

The Prep2Test program was conceptualized by Assessment Center Faculty Leader/Counselor, Dr. Esau Tovar. Complementing the development team were Joshua Casillas (Student Services Specialist) and Jim Serikawa (Media Services Specialist) whose contributions were invaluable in the writing, production, directing, and editing of the main video. Dean Kiersten Elliott (Enrollment Services) and Associate Dean Roberto Gonzalez (Student Success Initiatives) have provided the administrative support to make Prep2Test possible, and have facilitated the integration of Prep2Test into the ongoing communications with students.

Major Accomplishments for 2012-13

Students Served. A total of 33,717 students were served by the Assessment Center in calendar year 2012. This is the highest number of students that have walked through the Assessment doors since 2005, the first year when tracking foot traffic began, and it represents an increase of 14% over the number served in 2011.

➢ Administered 15,521 math tests in 2012; 11,787 English tests; 3,381 ESL tests, and 273 Chemistry tests.

➢ Received and processed 992 waiver requests.

➢ Processed 945 requests for remote testing (eCOMPASS) from out-of the area, out-of-state, and international students in 2012, an increase of 31% over 2011, and 63% over 2010. Also processed an additional 488 requests January 1 through May 28, 2013.

➢ Administered 318 independent proctoring requests in 2012.

➢ Generated approximately, $13,265 in proctoring and other fees in 2012.

➢ As part of the efforts to increase student preparation for placement testing, 58% of students indicated they accessed the Prep2Test materials, an increase of 7 percentage points over 2011. As a result (or in part), the percentage of students placing into developmental mathematics decreased from 66% in 2011 to 60% in 2012. By contrast, there has been a proportionate increase in the percentage of students placing into college-level mathematics: 25% in 2011 to 33% in 2013.

➢ Three Unit Outcomes were assessed for 2012-2013 as reported in the Program Review Annual Report.

➢ The benefits associated with the Prep2Test video and orientation continue to manifest in student placement levels. An examination of administrative unit outcomes revealed that:

  o While 65% of students reported preparing for the test the first time, 77% of them reported studying/preparing for their retest. The percentage accessing the Prep2Test module also increased from 51% to 58%. Nearly 44% of those retesting placed 1 to 2 levels higher.

  o While 64% of students reported preparing for their math test the first time, 73% of them reported studying/preparing for their retest. The percentage accessing the Prep2Test module also increased from 48% to 60%. This resulted in just about 50% of them placing one to four levels higher.

  o A significant decrease in developmental mathematics placement was noticed in 2012, and a corresponding increase in college-level placement, much of it attributable to the utilization of Prep2Test. Specifically, the percentage of students placing into developmental mathematics decreased from 66% in 2011 to 60% in 2012. Moreover, there continues to be a downward trend into 2013 (through May). By contrast, there has been a proportionate increase in the percentage of students placing into college-level mathematics: 25% in 2011 to 33% in 2013.

➢ Successfully prepared and launched for staff/student use a second version of the California Chemistry Diagnostic Test to enable student retesting in an online environment, on-demand.

➢ Successfully negotiated with the English and Math Departments the pilot use of the California State University Early Assessment Program's Entry Level Mathematics and the English Placement Test for use at SMC. This pilot is scheduled to go into effect in June 2013 and beyond.

Placement Statistics for Mathematics, English, and ESL by Year

Placement statistics for students taking the Mathematics, English, and ESL exams, and other core tests, are maintained and updated on a regular basis. Data stem from demographic and outcome data tracked within the testing programs used in the Assessment Center only. Both new and continuing students, those testing for the first time, as well as those retesting are incorporated into placement statistics.

Math Placement

➢ As observed in Figure 5, the percentage of students placing into developmental mathematics decreased from 66% in 2011 to 60% in 2012. Moreover, there continues to be a downward trend into 2013 (through May).

➢ By contrast, there has been a proportionate increase in the percentage of students placing into college-level mathematics: 25% in 2011 to 33% in 2013.
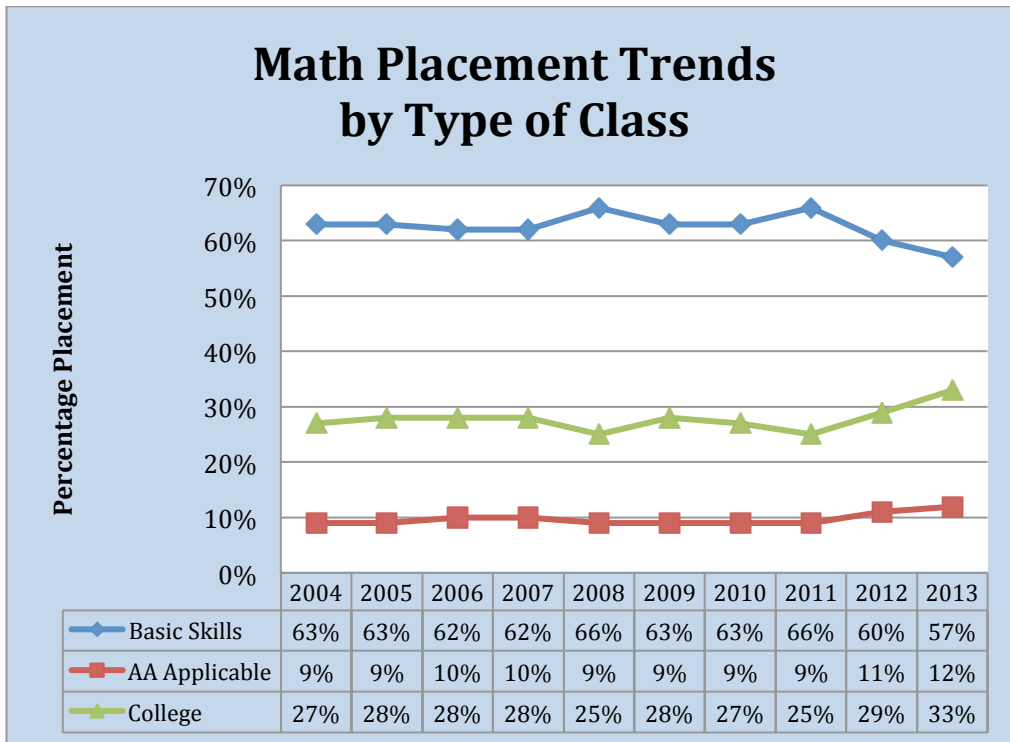
FIGURE 1

Math Placement Trends by Type of Class

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Basic Skills	63%	63%	62%	62%	66%	63%	63%	66%	60%	57%
AA Applicable	9%	9%	10%	10%	9%	9%	9%	9%	11%	12%
College	27%	28%	28%	28%	25%	28%	27%	25%	29%	33%

Table 1. Math Placement Statistics

Year/Placement	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Students Tested	8147	13042	12537	13284	14550	16589	15983	17996	15521	7422
Math 81	29%	31%	30%	31%	35%	33%	33%	29%	33%	33%
Math 84	23%	22%	23%	20%	17%	17%	17%	16%	16%	14%
Math 31	11%	10%	10%	11%	14%	13%	13%	11%	11%	10%
Math 20/32	9%	9%	10%	10%	9%	9%	9%	9%	11%	11%
Math 21/26/41/52/54	17%	17%	17%	17%	15%	17%	17%	15%	18%	18%
Math 23/28	5%	5%	5%	5%	3%	3%	3%	3%	3%	4%
Math 2	3%	4%	3%	3%	6%	6%	7%	5%	6%	7%
Math 7	2%	2%	2%	2%	2%	2%	3%	2%	3%	3%

*01/01 – 05-31

English Placement

➢ As observed in Figure 6 and Table 2, the percentage of students placing into college-level English (English 1) decreased by 6 percentage points over the previous year. This trend has remained unchanged during the first five months of 2012.

Figure 2

English Placement Trends by Type of Class
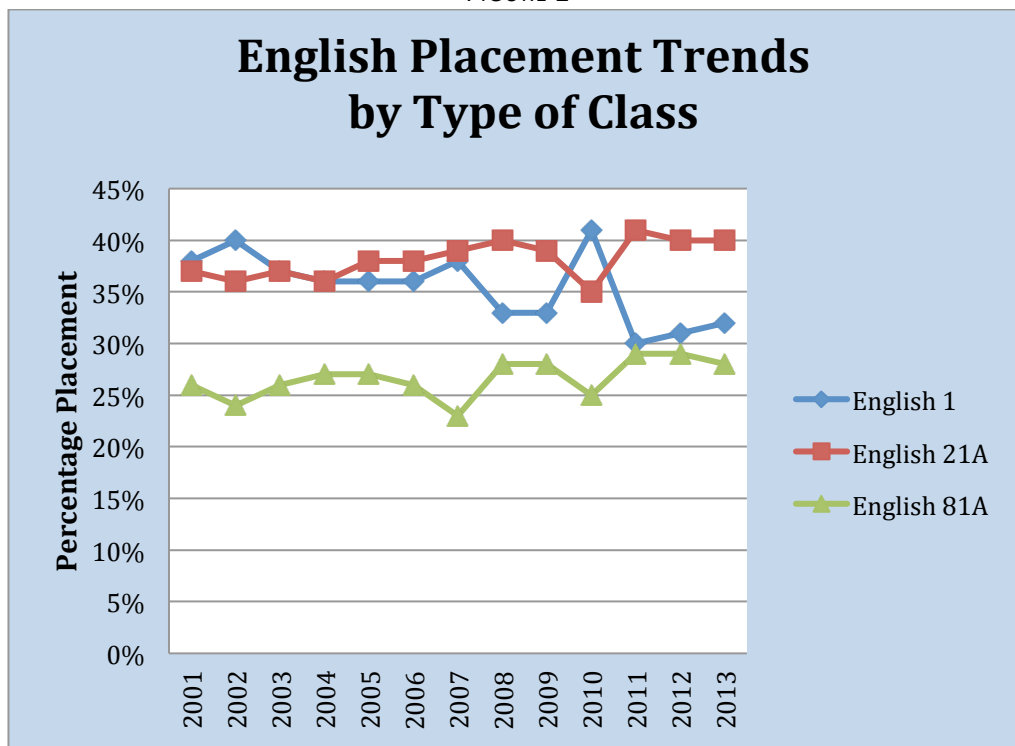
TABLE 2. ENGLISH PLACEMENT STATISTICS

Year/ Placement	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013*
Students Tested	6257	7195	8785	9702	15302	11085	11004	12599	13943	13564	12215	11287	572
English 1	38%	40%	37%	36%	36%	36%	38%	33%	33%	36%	30%	31%	32%
English 21A	37%	36%	37%	36%	38%	38%	39%	40%	39%	39%	41%	40%	40%
English 81A	26%	24%	26%	27%	27%	26%	23%	28%	28%	25%	29%	29%	28%

*01/01 – 05/30

ESL Placement

➢ Students taking the ACCUPLACER ESL test may place directly into an ESL course or into English 1, depending on the score achieved. As Table 3 notes, approximately one-quarter of test-takers place directly into college level English (English 1).

➢ Accounting for only students actually placing into ESL courses, seen in Figure 7 (and Table 4) that nearly 60% placed into ESL 21A, while the remaining placed equally into ESL 11A and ESL 10.

Table 3. ESL Test Placement Statistics

Year/Placement	2010	2011	2012*	2013*
Students Tested	3319	3237	3301	1287
English 1	24%	23%	24%	18%
ESL 10G/W	16%	16%	19%	18%
ESL 11A	17%	17%	17%	20%
ESL 21A	43%	44%	40%	44%

FIGURE 7

ESL Placement Trends by Type of Class
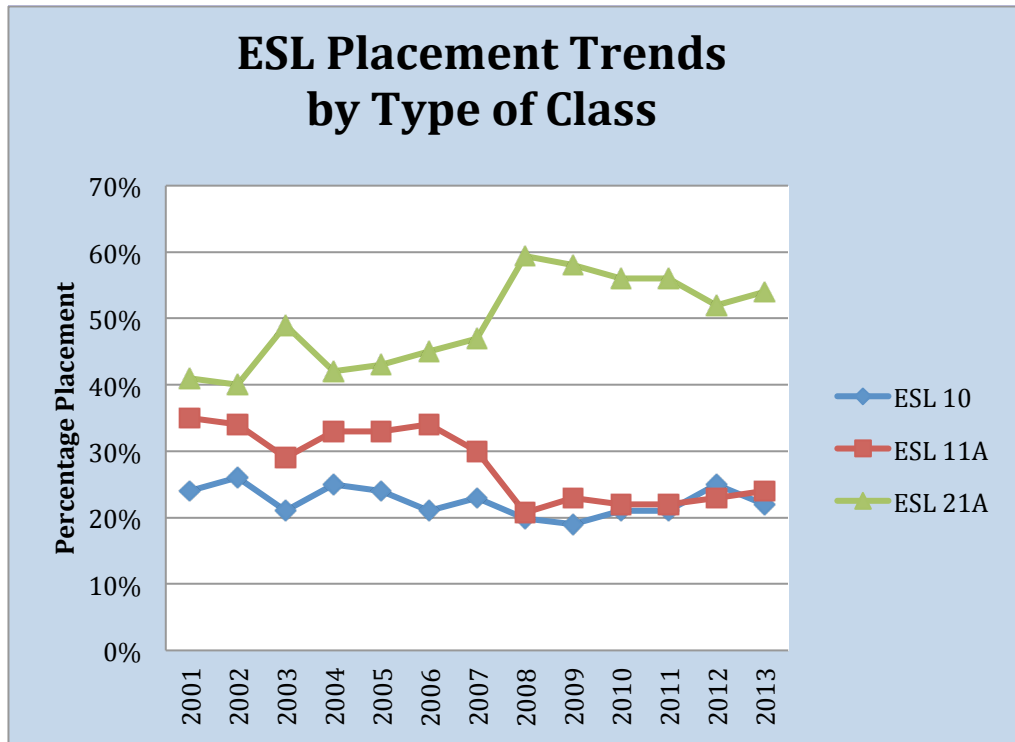
TABLE 4. ESL PLACEMENT STATISTICS

Year/Placement	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013*

Total Per Year	1342	1735	1767	1529	2353	1763	2771	2381	2372	2521	2487	2515	1055
ESL 10	24%	26%	21%	25%	24%	21%	23%	20%	19%	21%	21%	25%	22%
ESL 11A	35%	34%	29%	33%	33%	34%	30%	21%	23%	22%	22%	23%	24%
ESL 21A	41%	40%	49%	42%	43%	45%	47%	59%	58%	56%	56%	53%	54%

*01/01 – 05/31

Other Tests

➢ In addition to the mathematics, English, and ESL tests, the Assessment Center also proctored a number of other tests, including the Ability-to-Benefit test, the Chemistry Challenge Exam, Math Proficiency exam, the TEAS for Nursing, as well as extended diagnostic testing for students who participate in the Upward Bound program and the newly launched Early Assessment program.

TABLE 5. OTHER PLACEMENT TESTS ADMINISTERED

Test Administered	2009	2010	2011	2012
ATB	45	56	24	2
Chemistry Challenge Exam	195	231	208	273
Math Proficiency	14	12	17	3
SAMMUSD Early Assessment*			27	
Upward Bound*		45		
Nursing*		61	69	80

*4-5 hour testing sessions per student

First Year Experience

Background

The First Year Experience Program (FYE) was created to address the declining first time freshman student population at SMC, to help implement elements of the Student Success Act, and to address the completion agenda. The program was conceived as a way to assist first time freshman with their transition from high school to college and to ensure students have access to important courses. Additionally, the college wanted to encourage first time freshmen to start their math and English courses to increase student progression in these areas, with the ultimate goal of helping students progress through a sequence of courses that will lead to timely goal completion.

First Year of FYE

The SMC First Year Experience Program (FYE) was launched on May 1, 2013. Students who were first time freshmen to SMC and demonstrated intent to start at SMC were invited to apply. We marketed the program as a way for students to transition into college and obtain a guaranteed enrollment into high demand English and math courses. Students applied online and were required to meet with a counselor to be admitted into the program. 1,500 first time freshman from our major feeder high schools were invited to apply to the FYE program and 400 students applied. Out of the 400 applicants, 246 first time freshmen were accepted and are currently enrolled in the FYE program. Out of the 246 students, 71 students participated in the Summer Jams program.

During their first year at SMC, FYE students are required to meet with a counselor in the Welcome Center at least twice a semester. The intent of the counseling contacts is to help FYE students explore possible majors/courses of study and to map out a path to achieve their educational goals. Additionally, counselors can help guide students to additional resources and programs that may be helpful for them to access during their first year in college. Students are also required to complete the courses they are currently enrolled in to stay active in the program. If students meet the counseling and course completion requirements, they will receive early enrollment for the Winter and Spring 14 terms.

Profile of FYE Students

As of September 10, 2013, a total of 246 first-time freshmen were enrolled in the First Year Experience (FYE) Program. Students in the program came from different high schools, with the highest participation, 9 %(23) of the students come from Santa Monica High School. Among the 246 students, there are 185 (75%) students receiving some form of financial aid. Following is more detailed information on FYE students.

Demographic Data

In terms of gender, 143 (58.1%) students are female and 103 (41.9%) students are male. In terms of ethnicity/race, Latino students represent 63% (155) of the group, Asian/Pacific Islander students represent 10.2% (25) of the group, Black students represent 7.3%(18) of the group, and white students represent 14.2%(35) of the group.

Enrollment Data

Among FYE students, 74% (183) are enrolled in pre-college level math and 18% (45) are enrolled in a college level math course. In terms of English enrollment, 160 students (65%) are enrolled in a pre-college English class and 70 students (28%) are enrolled in a college level English course. Among the 246 FYE students, 64% (158) are enrolled in a Counseling 20 course. Lastly, 74.8% (184) of students are enrolled in 12 or more units and 25.2% (62) are enrolled in less than 12 units.

Future Vision for FYE

The FYE planning committee is working to develop the structure of the program for next year. It is hoped that courses will be added from a variety of disciplines for students to enroll in addition to English and math. Staff is discussing the possibility of having FYE designated courses for students to enroll in that would encourage a cohort aspect similar to the learning community model. A plan is being developed to offer FYE students a bridge program similar to Summer Jams to help students with their transition from high school to college. In addition, to the bridge component and FYE designated courses the possibility of adding academic support components such as tutoring and supplemental instruction is being explored. Staff is even discussing incentives, such as a lease to own iPad program, to help students have the tools they need to succeed.

Lastly, the college is planning on working more closely with local high schools to identify students early and to plan out the student transition into college in a systematic way. The plan is to grow the program incrementally over time. 500 students are planned to enter the program during the 2014-15 academic year.

Student Success and Support Program (formerly Matriculation)

The purpose of the Student Success and Support Program is to increase California community college student access and success through the provision of core matriculation services, including orientation, assessment and placement, counseling, advising, and other education planning services, with the goal of providing students with the support services necessary to assist them in achieving their education goal and identified course of study. Simply stated, "matriculation" is a process that brings a college and a student into an agreement for the purpose of achieving the student's education goals and completing the student's course of study.

Early Alert
During spring 2008 Santa Monica College deployed its newly computerized and redesigned Early Alert Program. Between spring 2008 and fall 2010, 5,341 Early Alerts were issued to a total of 5,195 unique students. For each alert, instructors were able to identify one or more areas of concern (e.g. poor attendance or missing assignments) and to recommend, if they so chose, that the student obtain counseling or attend a workshop. Counseling was recommended in 1,224 (22.9%) of the 5,341 alerts. Between spring 2011 and spring 2013, 5,782 Early Alerts were issued to a total of 5,428 unique students and counseling was recommended in 1,817 (31.4%) of the 5,782 alerts.

New Student Orientation:
The newest version of online orientation was launched on December 10, 2010, just prior to spring 2011 enrollment. The new medium combines video, animation, audio, graphics, and text to engage new students in orientation content. SMC students were videotaped to serve as Student Guides for each of the orientation content segments. The segment introductions, conclusions, and "Checks on Learning" (quiz questions to demonstrate understanding of the content) are presented by these students. Students taking the orientation must pass each "Checks on Learning" question in order to advance to the next segment of the orientation and all five questions must be answered correctly to successfully complete the orientation. Also included are tutorials on the enrollment process, how to read the schedule of classes and how to pay for classes online. Upon completion of Orientation, students receive their enrollment date and information needed to complete the enrollment process. There are four versions of the orientation to ensure student access and ease of use: standard, accessible (for students with disabilities), Spanish and International. Orientation, albeit delivered as an online service, informs students about the wide range of services and support the College provides, including academic counseling to help sort out educational and career goals, health and psychological services, financial aid and scholarships, job referral services, tutoring services, and support programs for students with special needs. During academic year 2011-2012, an unprecedented *41,925* students completed the online orientation. Still growing, over 44 thousand students completed the online orientation this academic year 2012-2013 (28514/fall and 15740/spring).

SB1456 was passed into law in 2012 and went into effect in January 2013. Timelines have been set forth by the Chancellor's Office for local program development according to Title 5 Regulations. Efforts at SMC began this spring to redesign/update the New Student Orientation to align with mandates of the Ed Code.

It must be recognized that newly developed mandates at the state level were already being implemented at Santa Monica College and practiced for approximately ten years in the areas of follow-up, orientation and assessment. Modifications that will be made to orientation are simply to improve the ease of its readability, usability and overall effectiveness.

Current Trends and Future Planning

The focus now is to align programs and services with the new standards and future funding formula for SSSP. Data elements are being analyzed to ensure accuracy and maximum funding. Work is in progress on the development of Educational Planning tools and staffing to ensure compliance. The Enrollment Priorities Workgroup completed its work and the new priority system will go into effect summer 2014 in compliance with the new regulations.

Financial Aid

Financial Aid and Scholarships are part of the Enrollment Development Division. It processes (and awards) Federal, State, and institutional aid to a substantial portion of the SMC student population. It also processes off-campus scholarships and a limited number of private loans. Overall, Financial Aid and Scholarships oversees 18 different aid programs. This includes the following federal programs: Pell Grants, SEOG Grants, Federal Work Study, Direct Subsidized Stafford Loans, Direct Un-Subsidized Stafford Loans, Direct PLUS Loans, and Americorp. The office also administers the following state programs: Board of Governors Enrollment Fee Waivers (types A, B,and C), Cal Grant B, Cal Grant C, Chaffee Grants, and CalWorks Work Study. In addition, the operation also oversees SMC Foundation Scholarships, SMC Books Loans, SMC Emergency Loans, Alternate Student Loans, Student Help (non- workstudy) employment, and off-campus/outside scholarships.

The Financial Aid operation has grown dramatically in recent years. In the current 2012-13 school year, it has already disbursed over $47 million of aid to SMC students—in the form of grants, loans, work study earnings, and enrollment fee waivers. Excluding "Student Help" employees, 20,814 students have received some type of financial assistance in the 2012-13 school year. That calculates to 49.4% of the credit student population. When including Student Help, the number of students getting assistance grows to 21,076—which is 50% of the SMC population.

The Scholarship Operation processed over 600 SMC Foundation scholarship applications this year and has awarded 492 SMC Foundation scholarships—totaling just under $500,000.

Overarching Goals and Responsibilities

➢ Provide federal and state financial assistance that helps students pay for their educational expenses and ultimately help the students achieve their educational objective.
➢ Maintain compliance with federal and state regulatory processing requirements.
➢ Manage the accounting requirements for both federal and state aid programs and regularly reconcile the Pell, Cal Grant, and Direct Loan Programs.
➢ Comply with Federal "Return of Title IV" Calculation and Overpayment assessment requirements. Comply with the Federal requirements regarding the return of Federal grant and loan funds.
➢ Comply with Federal and State year-end reporting requirements.
➢ Manage the substantial transfer of data between the U.S. Department of Education and Santa Monica College. This includes 91,000+ FAFSA applications/corrections (for 2012-13), as well as weekly Pell and Direct Loan disbursements.
➢ Manage (and develop) Financial Aid systems—including Banner and ISIS.
➢ Keep Federal Student Loan Default rates down.

2012-13

The Financial Aid Office had its most productive year to date. It processed federal financial aid applications for over 45,000 students. It has provided financial aid to almost half (49.4%) of SMC students in 2012-13. Total financial aid will be $48 to $49 million--which will exceed the previous high set in 2011-12. At every major payment date (which are the first and second payment dates for Fall 2012 and Spring 2013), the Financial Aid generated more checks and more dollars than in any previous year's major payment points.

The Financial Aid Office set up and developed the Banner Financial Aid module. This process began in Fall of 2011, but is continuing. The power of Banner allows skilled end-users to design and run complex population selections. These selections are used for numerous processing purposes--which include grouping (tracking, budgeting, and packaging), auto packaging, sending tracking and award emails, posting federal requirements on student's Banner records, and stopping payment for students in default or overpayment status.

The Financial Aid Office also designed the Financial Aid Portal, which is housed in Corsair Connect. The Financial Aid Portal gives students information on application processing status, required documents and/or actions, federal and state awards, satisfactory academic progress status, and specific grant and loan disbursements in the academic year.

The Financial Aid Office also spent considerable effort in setting up BOG Waiver and Cal Grant processing in Banner for AB540 Dream Application students.

Current Trends

Financial Aid and Scholarships support the mission of Santa Monica College by assisting students with their educational expenses—which includes fees, books, supplies, transportation, food, and housing.   This assistance is directly related to student's ability to succeed academically.

The SMC Financial Aid (and Scholarships) Office continues to help record numbers of students and generate substantial amounts of aid for SMC students.

Below are comparisons between the 2012-13 processing year and 2011-12, as well as "first week" comparisons between Fall 2013 and Fall 2012.

2012-13 vs. 2011-12

Number of Federal Aid Applicants		
2011 -2012	2012 -2013	Percent Increase (Decrease)
39,214	45,720	16.59%

Number of students paid a Pell Grant		
2011 -2012	2012 -2013*	Percent Increase (Decrease)
8,701	8,617	-0.97%
* 2012-13 numbers are not final. They are through 9/23/13		

Number of students paid a Pell Grant		
2011 -2012	2012 -2013	Percent Increase (Decrease)
$ 28,874,571.00	$28,698,203.00	-0.61%
* 2012-13 numbers are not final. They are through 9/23/13		

Number of students awarded BOG Fee Waiver		
2011 -2012	2012 -2013	Percent Increase (Decrease)
18,923	20,891	10.40%

Total Fees Waived through BOG		
2011 -2012	2012 -2013	Percent Increase (Decrease)
$ 10,834,375.00	$ 15,090,024.00	39.28%

Percentage of SMC Students Receiving Aid		
2011 -2012	2012 -2013	
44.3%	49.6%	11.96%

Total Aid Disbursed to SMC Students		
2011 -2012	2012 -2013	Percent Increase(Decrease)
$45,462,380.00	$ 48,720,576.00	7.17%

Fall 2013 vs. Fall 2012 "First Week"

Total Distribution of Aid by Week 1 of the Fall Term			
	Fall 2012	Fall 2013	Percent Increase (Decrease)
Number of FA Checks Disbursed Week 1	5,348	6,009	12.36%
Total $$ Disbursed Week 1	$3,637,358.00	$4,157,145.00	14.29%
Total $$ Disbursed Week 1	38,161	37,405	-1.98%

Current Trends AND Future Planning

For Financial Aid, the future will likely be similar to recent history. The numbers of Federal aid applications will likely remain high--and the number of AB540 California Dream Act Applications will almost certainly increase. Substantial Federal and state regulatory changes will also likely continue. The Board of Governors Enrollment Fee Waiver Program is scheduled to go through significant changes in 2013-14--with BOG recipients required to maintain academic progress. Those who fail to maintain the GPA or completion rate requirements will be placed on Probation. Those who fail to improve their academic efforts after two probationary periods will be placed on Disqualification. Students on BOG Waiver Disqualification will be allowed to go through an appeal process for BOG Waiver Reinstatement.

With 18,000 to 20,000 annual BOG Waiver recipients, the assessment, notification, and appeal processing will further add to SMC's administrative responsibilities.

The need for higher level technical staff to meet the changing demands in Financial Aid has prompted the creation of a new classified position, a systems specialist, for which a search is currently underway. The office also needs more space to deal with the high student demand and will be moving to a new space summer 2014.

International Education

The International Education department provides a wide range of services to over 3,200 students who come from more than 100 countries around the world to attend Santa Monica College. The International Education Center is responsible for services as international student recruitment, admissions, orientation, activities and assisting students to maintain their F-1 non-immigrant status and compliance with USCIS immigration regulations. Additionally, the International Education Center oversees the administration of SMC study abroad programs and a not-for-credit Intensive English Program (IEP). The International Education Counseling Center offers academic advising and counseling for new and continuing international students. This office also assists international students with housing information, insurance, and other support services such as banking and cell phone. Counselors are available to assist students with their SMC requirements, academic issues, and information on transferring to other colleges or universities.

Intensive English Program (IEP) offer not-for-credit courses (Intensive English 1 and Intensive English 2) intended for F-1 international students who do not meet the minimum TOEFL or alternative proof of English proficiency to be admitted as an academic program F-1 international student. This intensive, multi-skills course is designed for beginners who are literate in one language and interested in learning English for basic communication and ultimately for success in college ESL classes. The course provides an introduction to the basic structures of the English language and focuses on the reading, writing, listening and speaking skills necessary for living and studying in the US. The Intensive English Courses meet 20 contact hours per week.

The IEC/IECC is also involved with special projects such as hosting international delegations and the annual International Education Week. IEC/IECC also provides assistance with SMC's Global Citizenship to provide professional development opportunities, and initiatives to assist with to internationalization of the campus and curriculum.

International Recruitment & Admissions

The IEC has been using the iApp paperless application system for over a year now which has resulted in a dramatic increase in efficiency: during the last two semesters using the paper application system, the staff could not read and evaluate all of the applications received. About 150 applications were deferred during those semesters. Now, during terms when we receive many more applications than in the past (note the 124% increase in the Summer 2012 applications), all applications were received well before the deadline to admit students. In terms where a smaller number of applications were received, admissions staff were still able to increase the number of students admitted because there was time to review all applications and to follow up with applicants who had stalled in the application process.

Compared to Winter 2012, the numbers of applicants during the Winter 2013 intake was dramatically lower due to the original plan of a cancelled Winter 2013 session. The message was out to agents and prospective individual students for several months that winter was not available for academic students. When the College decided to add the winter term, just a week or two before the overseas application deadline, the word had already spread that winter term was not available at SMC.

	Sum 11	Sum 12	% Change	Fall 11	Fall 12	% Change	Win 12	Win 13	% Change	Sp 12	Sp 13	% Change
Academic Admits	165	205	24%	813	1119	38%	141	83	-37%	583	722	24%
IEP Admits	72	77	7%	128	172	34%	68	61	-10%	84	89	6%
Total Applications	386	863	124%	1476	1444	-2%	648	433	-33%	1405	1689	20%

To continue improving efficiency, the Admissions staff has composed a number of automatic messages to use within the iApp. The automatic messages have saved time and enabled the staff to communicate a consistent message.

Overall, the introduction of the iApp has helped the Admissions staff to take greater control of the admissions process, in turn making it easier for applicants. When changes within the new iApp need to be made, it is much easier to implement such changes, which enables the Admissions staff to take a more active role in ensuring that the application process is as streamlined as possible and staff are able to more readily serve the needs of international students.

The Associate Dean had the opportunity to present the iApp as a "best practice" at a regional NAFSA conference. The response to that presentation was very positive, with several schools contacting SMC asking to purchase iApp. The College decided to license and patent the software, and then sold it for resale to a company called "Tango". The conference presentation was selected by NAFSA as a Regional Highlight and was presented again at the NAFSA national conference. Again, many schools expressed interest in purchasing iApp as a result of the presentation. The contract with Tango includes royalties for SMC, so the IEC may continue to be involved, at Tango's discretion, with occasional presentations of the software to interested schools.

As of Spring 2013, the Chinese F1 population continued to dramatically increase to over 1000 students. Chinese and African applicants have asked to secure their admissions documents as quickly as possible. Chinese applicants indicate that overcrowding at the US embassy during admissions seasons make their chances of securing an f-1 visa more difficult while African students site high visa denials, long visa processing times and far-inconvenient embassy locations as their rationale for needing admissions documents urgently. A consistent trend among many students has been the request to arrive for the fall term in August; spring term by the end of January/early February. This has made the admissions process somewhat challenging because students do not understand the importance of arriving as early as possible to secure courses. For the next season, the IEC will look at ways to hold more seminars at a later date, closer to the first day of class but not too late for enrollment.

TOP 15 COUNTRIES FALL SEMESTER 2013

CHINA	1031
SO KOREA	529
SWEDEN	496
JAPAN	201
HONG KONG	132
SAUDI ARABIA	98
INDONESIA	84
TURKEY	74
FRANCE	60
TAIWAN	49
RUSSIA	33
BRAZIL	29
CANADA	29
KUWAIT	28
KAZAKHSTAN	25

Admissions staff is working on a detailed time line for the admissions process with the goal of accepting students even more quickly, or to be aware of delays beyond the control of the admissions staff so that these delays can be communicated to anxious applicants. The hope is that this review will help staff begin the admissions cycle earlier in each term so that newly admitted students will have as much time as possible to make their travel arrangements.

Another development in the admissions process has been to prohibit students from changing their seminar dates. Each time a student changes the seminar date, the staff must prepare a new I-20 and admissions packet for the student. The number of seminar changes has been growing rapidly and slowing the admissions rate for all applicants. This change is enabling staff to get back on track so that they can continue processing applications as expeditiously as possible.

IEP Orientation and Academic Information Seminar

There have been several significant developments within the areas of new student orientations, IEP Attendance, and work authorization approvals for F-1 students in the last year.   The Academic Information Seminar is now able to accommodate more students in each planned seminar this year as the increased number of students permitted to sign up for each event by 20% after analyzing that approximately 20% of enrolled students don't show up to any given event. Since making this adjustment, nearly every event has been full to capacity, making an efficient use of time and resources. The Academic Seminars for the new summer and fall 2013 will introduce activities to provide a more interactive climate.

Current Trends and Future Planning

Staff are seeing increased regulatory changes and pressure from countries whose governments sponsor students, as well as increased competition and price comparisons with language schools.

The highlights in this document are few compared with the competing demands placed on this area. They are also responsible for the logistical coordination of Study Abroad, International Student Activities, a Peer Mentor Program, and active International Counseling office whose volume rivals any program on campus, ever-changing immigration and homeland security regulatory compliance issues, Global Citizenship, and on and on.

With all of those competing demands, the one area that has grown significantly in recent years, but for which the office of International Education has not been able to fully participate, has been in the area of International Development. There is a need for personnel to follow-up on the multiple international partnerships that have emerged over the course of the last several years that generate revenue for the college.

Admissions Office

The Admissions and Records Office is responsible for all information regarding admission, enrollment, and student records. The scope of services begins with the admission application and ends with the graduation ceremony. The Admissions and Records office oversees these major functions:

- ➤ The application process
- ➤ The enrollment process
- ➤ Maintenance of student records
- ➤ Collection of grades
- ➤ Student Transcripts
- ➤ Grade appeals
- ➤ Evaluation and processing of AA degrees, CSU General Education certification, Career certification, IGETC certification.

Transcripts

Electronic transmission of transcripts will become the standard format unless a student specifically requests to have a paper copy mailed on their behalf. One of the department's major goals for the next year continues to be to be able to send transcripts electronically. The office was able to start receiving them electronically, but is still in the testing phase for sending them out to other colleges. The change will not only save on labor, but it will also decrease expenses purchasing security paper. Students will appreciate the more immediate option as well.

"On the Spot" transcript processing is a newer service for students which has already shown to be in high demand during the first year that it was offered. Very few schools offer this service "on demand" as SMC has done. **From May 2012-May 2013, this new service generated $35,370 additional dollars for the District and made many students very happy.**

AA Degrees, CSU and IGETC Certifications and Career Certificates

Students submit petitions for CSU GE and IGETC Certification from January 1 through July 31 for Spring and October 1 through December 1 for Fall. AA, Certificates of Achievement petitions (formerly Career Certificates) and Department Certificates are accepted as follows:

For Spring: The start of the Spring semester through April 30

For Summer: The start of Summer term through July 31

For Fall: The Start of Fall semester through December 1

Students are processed and awarded these certificates annually. The degree audit system assists with the evaluation of transcripts for students who have attended SMC only. The Degree Audit service is valuable, however approximately 50% of SMC students have transferable work from other institutions.

Table 5. Associate of Arts Degrees Awarded, 2006-2012

2005-06	2006-07	2007-08	2008-09	2009-10	2010-2011	2011-2012
1330	1467	1476	1329	1409	1243	1225

The number of AA degree candidates has decreased slightly despite the college's commitment to helping students reach their academic goals in a timely fashion. This is likely due to the fact that course offerings have been significantly cut back due to budget constraints. This means students cannot get the courses they need in order to graduate and transfer. While students do not typically complete their AA requirements in 2 years and often take longer, the challenges associated with getting classes has significantly negatively impacted the number of students who are petitioning and being awarded their AA degrees. It can be expected that these numbers will continue to decline as students begin to feel the full impact of the new repeat rules (maximum of three attempts for any course) which was implemented in Spring 2012 and the Active Participatory Course limitation which will be implemented Summer 2013 through the Chancellor's office.

Certificates of Achievement:

In addition to AA degrees, the Admissions and Records Office is responsible for monitoring successful completion of Certificates of Achievement (formerly Career Certificates) and Departmental certificates.

Table 6. Certificates of Achievement Awarded, 2006-2012

Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-2012
Totals	229	207	216	158	257	1397	1505

Trends and Future Planning

The major focus for 2013-14 will be to support the completion agenda and increase the number of degrees and certificates conferred. The First Year Experience Cohort model will focus on outcomes, but with the first class entering this year, those will not be realized for a couple of years. This year, Enrollment Development is developing a plan to auto-award degrees and certificates to students who have completed a course of study but never applied to graduate. Staff will also focus on supporting the changes in SSSP and the new Title 5 changes.

Outreach and Recruitment

The primary function of the Office of Outreach and Recruitment is to serve the front end of the enrollment funnel. The Office of Outreach and Recruitment serves as the "front door" to Santa Monica College. Specifically, this office promotes the college, recruits a pool of transferable students, and develops relationships with the campus community and external constituents. Our overarching goal is to make Santa Monica College a first-choice campus by expediting the transition process for new students.

The office is charged with meeting the enrollment goals of the college by promoting the image of Santa Monica College, its programs and unique features; attracting and recruiting students; developing relationships with the campus and external constituents; and providing timely, accurate, and comprehensive services to students and the campus throughout the recruitment and admissions processes.

Top Feeder High Schools
1. Santa Monica
2. University
3. Hamilton
4. Venice
5. Culver City
6. Palisades
7. Manual Arts
8. West Adams Prep
9. Freemont
10. Marshall
11. Fairfax
12. Granada Hills
13. St. Monica's
14. Birmingham
15. El Camino
16. Malibu
17. Hollywood
18. Helen Bernstein
19. Jefferson
20. Roybal

Top 5 States for Out-of-State Students
1. New York
2. Florida
3. Texas
4. Nevada
5. New Jersey

Total 2012-13 Student Contacts	
Year	Total
2010-2011	37,200
2011-2012	43,085
2012-2013	66,064

Campus Tours	
Year	# of Tours
2010-2011	744
2011-2012	1,264
2012-2013	2,975

In conjunction with CTE/Workforce and Economic Development, the Office of Outreach and Recruitment will be putting on a High School Counselor Day called "Making a Difference." This event will take place on the main campus on Friday October 18th from 9:00 a.m. – 2:00 p.m. Expected to participate are approximately 100 counselors from the Greater LA Area. Tips on how to prepare students for SMC, workshops regarding Sustainability, the Public Policy Institute, STEM, etc. will be some of the highlights of the day.

In order to increase the number of local students who are better prepared for SMC, the Office of Outreach and Recruitment is reaching out to all Charter Schools in the Greater LA area. This includes larger charter management organizations (CMO's) which will help maximize efforts to reach the largest number of students with the least duplicated efforts. The four largest organizations in LA are Green Dot Public Schools, Alliance for College Ready, Partnerships to Uplift Communities, and ICEF Public Schools. Outreach to each of these schools will be targeted based on work with each organizations' coordinator for college counseling efforts.

The Office of Outreach and Recruitment is the official contact for housing for all domestic students on campus. This program is popular and successful with over 700 listings in the database. It includes an E-interest card which allows students to receive weekly updates.

Future Planning
The integration of the Welcome Center and Outreach will serve to provide a more seamless transition to new students and will permit the expansion of the First Year Experience model to serve more students. It will make better use of the college's counseling resources and provide students better access to services on campus.

Institutional Research

The Office of Institutional Research at SMC strives to support the college's mission and commitment to student learning and success by providing quality, accessible, reliable, and relevant information to facilitate decision-making and planning processes, enhance institutional effectiveness, and promote a culture of evidence-based inquiry.

Core functions:

➢ Design, coordinate, and conduct research studies to assess the effectiveness of college practices, policies, programs, and services, student satisfaction, campus climate, and student engagement.

➢ Develop and maintain a standard set of reports related to student demographic, course enrollment, and student achievement information.

➢ Provide support in the development and assessment of institution, program, and course-level student learning outcomes/service unit outcomes for instructional, student support, and administrative units.

➢ Support the program review process by providing a standard set of data reports for instructional programs and provide ad hoc support for non-instructional programs.

➢ Conduct research studies to ensure that placement exams and course prerequisites are valid and reliable.

➢ Assist executive staff, committees, and taskforces in their planning and assessment activities.

➢ Assist the college in the acquisition and evaluation of grants.

➢ Respond to federal, state, and other external reporting requirements, including IPEDS, Student Success Scorecard, ACCJC, and Gainful Employment.

➢ Facilitate campus-wide discussion of institutional performance and student success by developing a dashboard and an Institutional Effectiveness Report.

➢ Inform the campus on the value and uses of research.

➢ Facilitate discussions of the Research Advisory Committee.

➢ Oversee the Institutional Review Board process which aims to ensure the ethical and safe treatment of human subjects who participate in research projects at Santa Monica College.

➢ The overarching goal of the IR office is to carry out its functions in a timely and "customer-friendly" manner and to provide accurate and quality information that is used for decision-making processes.

The Office of Institutional Research began systematically assessing unit outcomes in July 2011 by embedding items into Institutional Research Customer Satisfaction Survey. The survey is administered to staff, faculty, and managers who receive data, reports, training, or other types of research support from the office. An email invitation to participate in the online survey is sent to customers approximately two to six months after project or service completion to allow enough time to document how practitioners used the data provided by the office.

Survey findings, including the results of the unit outcomes assessment, are reviewed by all staff members during the annual office retreat which occurs every spring.

Accomplishments

Institutional Effectiveness
Each year, the office produces a report of Institutional Effectiveness. Institutional Effectiveness is the systematic and continuous process of measuring the extent to which the college is achieving its mission, as expressed through goals and strategic objectives developed in the educational master plan. The report monitors the college's progress on key indicators related to major areas of the college and supports college planning and decision-making processes with focused data and information.

In fall 2012, the office produced the 2012 report of Institutional Effectiveness. The 96-page report included, for the first time, dashboards, visual tools monitoring the college's performance on the key indicators. The development of the Institutional Effectiveness dashboards fulfills one of the 2011-2012 institutional objectives in the college's Master Plan for Education: To complete the development of the "institutional dashboard" and use this along with other tools to evaluate program and institutional effectiveness and as a basis for providing training to members of the college community on the use of data. The 2012 annual report described the 2011-2012 activities of the first year of the five-year institutional effectiveness cycle, including the revision and additions of key indicators, the development of the dashboards, setting of appropriate targets for specified key indicators, and identification of key indicators needing further inquiry.

The report has traditionally been reported in the fall. However, based on the recommendations of DPAC and the Academic Senate Joint Institutional Effectiveness Committee, the reporting cycle of the Institutional Effectiveness process was moved from fall to spring. The change was made to allow more time for data collection and campus-wide dialogue of institutional effectiveness. As a result, the office produced two reports of Institutional Effectiveness in the current academic year, and the 2013 report was written and presented in spring 2013.

The 2013 report provided a description of the 2012-2013 activities of the second year of the five-year institutional effectiveness cycle, including the revision and additions of key indicators, addition of the ACCJC-mandated minimum standards for indicators of student performance, and a summary of the follow-up studies being conducted.

The Institutional Effectiveness process relies on the dialogue and collaborative inquiry among campus constituents, including primary sponsors of key indicators, Academic Senate committees, and DPAC. As a result, the work involved in producing the Institutional Effectiveness reports requires a lot of the office's efforts and time.

ACCJC SLO Report
The office provided data support and contributed to the college's 2012-2013 Institutional Status on Student Learning Outcomes and Assessment of Learning report, which was submitted to the accrediting commission. The purpose of the work was to assess the college's progress in meeting accreditation standards related to the assessment of student learning outcomes. The report was written by members of the Academic Senate Joint Institutional Effectiveness Committee, of which the Director of Institutional Research is the vice-chair.

Student Equity Study

A qualitative study using student interview methods was conducted in spring of 2013. The purpose of the study was to examine the educational experience of students from different cultural and ethnic backgrounds. The office convened a team of 7 faculty members to interview students about their educational experiences, including factors that facilitate and hinder student success. The study findings will be used to inform the key indicators of Institutional Effectiveness related to student equity.

The Student Equity Study fulfills one of the 2012-2013 institutional objectives in the college's Master Plan for Education: To identify different strategies, based on student equity data, to improve the success and retention of Latino and African American students, as well as students from other historically underrepresented groups.

ETS Study on Non-Cognitive Skills

The office collaborated with the Education Testing Services (ETS) and the SMC counseling department to conduct a research study investigating the impact of non-cognitive skills on student success outcomes. Specifically, the office provided the institutional data, including student background and demographic characteristics, course enrollment, and success outcome variables. The director will present the findings of the study at the Strengthening Student Success Conference in October 2013.

The ETS study partially fulfills one of the 2012-2013 institutional objectives on the college's Master Plan for Education: To develop a plan for how to assess the strategic initiative GRIT, with a focus on assessing students' acquisition of non-cognitive skills. The assessment should be tied to traditional metrics used to measure student success, e.g., grades, transfer, completion, improved academic honest. The college will run a pilot ETS study on the acquisition and assessment of students' non-cognitive skills as one mechanism to inform the plan.

Basic Skills Study for Board of Trustees Study Session

The office produced a comprehensive report describing the course behaviors and success of basic skills students for the session. The data were discussed at the Board of Trustees study session (February 2013) roundtable conversation around increasing the success of basic skills students.

Title V TLC Grant Support

In the absence of a grant evaluator or researcher, the office has provided research support for the new federal grant aimed to develop a new Teaching and Learning Center and improve the success of CTE and basic skills students. The office facilitated focus group discussions with Academic Senate committees in order to determine the areas of focus for professional development. In addition, the office recently administered a survey to all faculty regarding their professional development interests and needs.

Foster Youth Grant Support

The office conducted several studies, including a student survey, interviews with survey, and administrative data, to evaluate the needs of former foster youth attending Santa Monica College. The data will be used to inform the development of a new program serving former foster youth.

BSI-CTE Collaborative Support

The office participated in the BSI-CTE Collaborative Project. The purpose of the project was to engage CTE, basic skills, and counseling faculty in the inquiry process to better understand the barriers students face, and to develop a plan to address them. In the current year, the group began to implement some of the strategies and programs that were developed as a result of the activities of the inquiry, such as the Summer Jams and math modules. The office provided data which was used for program planning.

Student Success Act Implementation Support

In September 2012, the governor of California signed the Student Success Act into law, legislation designed to increase graduation and transfer rates at California community colleges. As a result, California community colleges are responsible for implementing a set of recommendations designed to improve student completion. The office provided data support for some of the local taskforce groups working to implement the recommendations at Santa Monica College, such as the education planning and basic skills groups.

DPAC College Services and Student Transportation Survey

The office administered two college-wide surveys this year. The first, the College Services Satisfaction Survey, was commissioned by the DPAC College Services Planning subcommittee, and assessed students' and employees' satisfaction with the food vendors, bookstore, and Bursar's office. The findings were used to improve the services in these areas.

In addition, the office administered the annual Student Transportation Survey. The survey findings were used to inform the planning process of the Transportation Taskforce and to calculate the student Annual Vehicle Ridership.

Support for Classified Professional Development Committee

The office supported the Classified Professional Development Committee in administering two surveys. The first survey assessed the professional development needs and interest of Classified Staff. The findings of the survey were used to inform the planning of professional development workshops offered in spring 2013, including the college-wide Flex Day. The second survey assessed the extent to which Classified Staff were satisfied with the Flex Day sessions and identified the reasons why some of the sessions were not well attended.

Program Review

The office produced comprehensive data reports for instructional programs undergoing the six year review or three-year mini review (CTE programs); the reports consisted of program-related student demographic, course enrollment, and success and achievement data. In addition, the office provided ad hoc support for numerous non-instructional programs undergoing the six-year review or annual review. The office contributed to the development of the new program review template in the areas related to data.

Student Learning and Units Outcomes Assessment
The office has been instrumental in providing support for programs (including administrative, instructional, and student support units) in the development of student learning and unit outcome statements, and the assessment of outcomes. The office produced data reports for each department chair for each primary term related to the program-level Institutional Learning Outcomes findings. In addition, the office provided several small group and one-on-one trainings for administrative units on the difference between SLOs and UOs, defining a UO, and assessing UOs. The work of the office supports the college in meeting proficiency in terms of the SLO standards required by the ACCJC.

Instituted Research Roundtable
The office launched its first research roundtable event in April 2013. The office plans to offer several roundtable events each year where campus members can discuss a published research report related to current trends in higher education. The April 2013 roundtable discussion focused on a research article produced by the Research and Planning Group of California, "Using Student Voices to Redefine Support: What Community College Students Say Institutions, Instructors and Others Can Do to Help Them Succeed". A total of 18 faculty, staff, and managers attended the discussion. The purpose of the roundtables is to expand the college's research capacity.

Research Matters Blog
In fall of 2011, the office launched a blog, *Research Matters,* which discusses research news, recent projects, and tips for conducting research. The purpose of the blog is to communicate with the campus more regularly about activities of the office. In 2012-2013 (as of May 2013), the office posted 81 blog entries, an increase from the 13 blog entries published in the previous year.

Increased Workshop Attendance
The office offered several professional development training workshops this year, including sessions related to assessment of student learning outcomes during the two Flex Day events and training for all programs going through program review on how to collect and use data for the program review process. These workshops were well attended because they were sponsored by larger campus committees (the Professional Development and Program Review Committees, respectively); however, the workshops sponsored by the office were not well attended in recent terms. The fall 2012 workshop related to the available data sources was sparsely attended (only 2 attendees). In order to increase attendance for the spring 2013 workshop on surveys, the office became more proactive in advertising for the event. For example, in addition to posting the workshop on the campus Bulletins, the director emailed the event flyer directly to campus members going through program review next year and personally invited them to attend the workshop. As a result, the spring 2013 workshop had 14 attendees.

Institutional Review Board (IRB) Committee
In fall of 2011, the office recruited faculty and managers to serve as an informal IRB committee to review requests to conduct research with Santa Monica College students and employees for non-institutional purposes. The office director and one research analyst serve and lead the IRB committee activities. The primary aim of the IRB process is to protect the rights and well-being of human subjects participating in research projects. In 2012, the committee reviewed 10 requests.

Utilized Education Advisory Board

In 2012, the college contracted the services of the Education Advisory Board (EAB), a research and consulting firm based in Washington DC. The EAB produces custom "best practice" research which relies on interviews with leaders at other higher education institutions to solve research problems. The office is the primary liaison between the EAB and the college and makes custom research requests on behalf of the college. This year, in response to the campus research needs, the office requested three custom studies that were conducted/are currently being conducted.

Assist Student Psychology Club in Research Project

The office provided statistical support for a study conducted by students from the Psychology Club measuring the perceived attractiveness of toughness. The study, "Lessons from Rasputin", was presented by students at a professional regional psychology conference. The students and their advisors are currently preparing a manuscript for publication.

Current Trends and Future Planning

The office is increasingly getting more involved with campus-wide initiatives. For example, four of the nine institutional objectives in the 2012-2013 Master Plan for Education identify the Institutional Effectiveness Committee (for which the director is vice chair of) or the Office of Institutional Research as responsible areas.

New federal data reporting requirements, such as the completion agenda, Gainful Employment, Student Success Scorecard, ACCJC SLO, and assessment of the recommendations of the Student Success Act, are placing more demands on the office workload.

Currently, approximately one third of the office projects are related to providing support for program review. As the institution implements the annual program review process in the upcoming year, the office anticipates that the numbers of research requests related to program review will increase.

The college received two new federal grants in the last two years (STEM and TLC). In order to support the evaluation needs of the grants, two research analyst positions were written into the grant. However, the research analyst positions were not filled due to the current hiring freeze and budget conditions of the college. As a result, the workload of the office has increased and staffing needs are under evaluation.

Web Content and Digital Marketing

Web Content and Digital Marketing is responsible for planning and facilitating the design, content, and implementation of the College's website, online publications, and digital marketing strategies.

Overarching Goals and Responsibilities

- ➢ Evaluate and improve digital marketing presence and content strategy for the College's website and related external sites
- ➢ Develop, recommend and implement staff training related to website content management
- ➢ Work with department users to identify feasible website content development strategies and technologies suited to meet business needs
- ➢ Oversee the strategy, editorial, growth and paid outreach for SMC's official social media channels
- ➢ Coordinate with IT to ensure website development tools comply with SMC technology standards and technical service requirements
- ➢ Design, coordinate and implement the aesthetic direction of the College website to ensure consistency and a uniform visual identity
- ➢ Design, coordinate and implement digital media strategies to implement College marketing messages, branding and positioning
- ➢ Analyze and track SMC's usage metrics to recommend and implement improvement
- ➢ Identify emerging technologies and digital media partners
- ➢ Research, recommend and initiate selection of vendors and contracts for to the website and related products and services; supervise the execution of contracts
- ➢ Ensure web design complies with accessibility requirements designated in the Americans with Disabilities Act (ADA) and other pertinent regulations

Accomplishments

- ➢ Established relationships and worked with 20+ department users to identify feasible website content development strategies and provide ongoing SharePoint support
- ➢ Implemented web redesigns for Outreach, Human Resources, Associated Students, Communication, Fashion, Internships, Career Services, Study Abroad, Career Coach, Management Association, Review Panel and VIP Welcome Day
- ➢ Managed the vanity URL library for smc.edu, educating staff about the tool and adding 100+ vanity URLs
- ➢ Took over certain back-end SharePoint maintenance tasks for IT, including permissions management and user troubleshooting
- ➢ Created an Institutional Planning Resource Websites & Documents hub on the DPAC website
- ➢ Used Zmags third-party tool to create online version of Business & Professional Training Catalog
- ➢ Began cleanup of old content on www2 server; in this ongoing project 10+ sites have already been removed/migrated to SharePoint
- ➢ Assumed responsibility for SMC's social media channels in late February 2013. Since then, have established SMC's first Social Media Index and Social Editorial Calendar, connected to Hootsuite and bit.ly for better post management and data, as well as initiated a paid outreach campaign and increased engagement with students on Facebook and Twitter.
- ➢ Drafted a social media policy for SMC
- ➢ After retirement of SMC's PIO in December 2012, assumed responsibility for various aspects of this role, including Bulletins, event coverage and the SMC homepage News section
- ➢ Delivered 20+ group and individual SharePoint trainings over the course of the year

- Ensured uniform visual identity on new web projects, along with retroactively correcting aesthetics on older pages as needed
- Implemented enhancement to SMC's online events calendar allowing control over what's shown on homepage feed
- Updated the online form web part on smc.edu and created 10+ online forms for various departments
- Liaised with DSPS to get up to speed on ADA web requirements and subsequently educated SharePoint publishers on these matters; drafted accessibility guidelines for web videos on smc.edu
- Implemented targeted paid outreach campaigns on Facebook and Twitter to grow the SMC follower base—results have been good: just passed the 4k follower mark on Twitter and are nearing 10k likes on Facebook
- Working on building an Instagram presence for SMC; just launched last month and have already passed 100 followers with no promotion
- Continuing to support departments across campus in revamping their websites; recent and upcoming projects include Psych Services, Assessment's Prep2Test and a splash page for Communication and Media Studies
- Collaborating with the GRIT initiative to promote their Got Grit campaign on social channels

Current Trends and Future Planning

It has been a great first year, with many projects completed, solid relationships established and positive feedback from internal clients. Additionally, initial social media efforts are resulting in some gains.

Much of what informs the goals/objectives for web content and digital marketing comes from faculty/staff/student requests and suggestions, along with industry trends. Limited data is available from Facebook, Hootsuite, bit.ly and SharePoint analytics. A goal for the coming year is to pursue additional data collection tools and methods in order to better inform the college's strategies going forward.