



STRATEGIC PLANNING AND FACILITATION



2017-2022 Strategic Initiatives

Integrated Student Success and Student Equity Plan

Integrated Planning

Organizational Structure Review



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INTRODUCTION AND OVERVIEW OF THE PROJECT

Background

In August 2016 Santa Monica College released a Request for Proposals for a set of multi-faceted projects, including

- Strategic Planning
- Integrated Planning
- Student Success and Equity
- Organizational Structure Review

The Collaborative Brain Trust responded to this RFP on September 2, 2016, by submitting a comprehensive proposal addressing all of the RFP's many requirements. CBT was selected by Santa Monica College in October 2016 to proceed with the project.

The CBT proposal included facilitating a transparent, collaborative process to assist Santa Monica College re-envision its future by identifying significant strategic initiatives and objectives that actualize the College's vision, mission, and goals, while incorporating changing environments and new mandates. CBT would provide facilitation and assistance to address each of the four projects for the College, including recommendations to

- Develop a more fully integrated institutional student success structure and plan
- Strengthen the integration of institutional planning processes
- Review the organizational structure

as well as facilitation to help the College develop its *2017-2022 Strategic Initiatives and Objectives*.

Brief Description of Santa Monica College

A pioneer of the uniquely American community college movement, Santa Monica College fulfills the educational needs of the broadest cross-section of its extended community, which extends beyond its district boundaries to the students and employees who come to the College from the surrounding Los Angeles county region, from across the nation, and from all parts of the world. The College also responds to the ideals defined by the state's Master Plan for Higher Education as a one of the best colleges in transfer and a leading institution in career education and lifelong learning. The College has a strong relationship with the communities within its District, Santa Monica and Malibu; the voters of these two cities have funded a total of eight bond measures since 1946, helping to create and sustain facilities construction and improvements.

Through every point in its history, the College has cultivated a culture that responds quickly to shifts in the local economy and resulting workforce needs and leverages its standing as a trusted higher education partner to inform the creation of new curriculum and decision-making. Most recently this was demonstrated in the creation and approval of Santa Monica College's Bachelor of Science degree in Interaction Design. The College is situated within a thriving technology environment, the Westside of Los Angeles, known as "Silicon Beach," one of the world's top

three technology hubs, home to approximately 500 tech start-ups like Snapchat, and larger companies like Google and Yahoo.

Santa Monica College experienced many changes in recent years, from a regional increase in traffic congestion, requiring the College to partner with other agencies to provide more transit options to students; worsening parking problems; the loss of a longtime Vice President; and the retirement of the College's President in 2015. Nevertheless, the College has continued to provide robust student services and academic programs. Groundbreaking curriculum and academic/CTE programs were created, including the award-winning film production program, the nation's first accredited promo production program, and programs in public policy technical theatre. A successful STEM-Science Research Initiative program has been established, funded by a \$5.8 million grant from the U.S. Department of Education in 2011. The College is hopeful that the same creativity and tenacity that led the College to overcome challenges in the past will prevail. It is expected that the new President/Superintendent and a continuing spirit of dedication to student success will lead Santa Monica College to an even higher plane of excellence.

The Collaborative Brain Trust

The Collaborative Brain Trust (CBT) is a national firm that has been serving community colleges across the United States since 2008, providing research and analysis, organizational re-design, strategic and educational master planning, accreditation support, fiscal analysis, and human resources consulting. The firm is based in Sacramento, California, but includes experienced consultants throughout the United States. The Collaborative Brain Trust is recognized for its core values of innovation, collegiality, a commitment to student learning, and an ability to respond to the unique challenges specific to each client district. CBT is also known for its world-class veteran community college consultants, a mission driven focus for each project, a collaborative approach, and outstanding team leadership.

CBT Consultant Team

- **Julie Slark**, Team Lead, is a recognized national expert in strategic and educational master planning, accreditation, program review, research design and analysis, and student learning outcomes, as well as the development of organizational systems and processes. During her 40 years of service to community colleges, she served as Assistant Vice Chancellor of Educational Services at Rancho Santiago Community College District.
- **Brice Harris**, CBT Project Liaison to Board of Trustees, Chancellor Emeritus of the California Community Colleges, has also served in his 45-years within community college education as chancellor of the Los Rios Community College District, president of Fresno City College, and faculty member and vice-chancellor in the Kansas City, Missouri community college system.

- **Nga Pham**, Project Research Lead, currently the Director of District Research, Planning and Institutional Effectiveness at Rancho Santiago Community College District, has more than 20 years of experience in the California community college institutional research field, including district planning, accreditation, research, and data integrity.
- **Carolyn Russell**, with 35 years of service to California community colleges, specializes in supporting and aligning faculty perspectives and facilitating faculty collaboration. She has served as educator, senate and union president, president of the statewide organization FACCC, and ASCCC representative on the Community College Board of Governors.
- **Jon Sharpe**, Organizational Structure Review Lead, in his 35-year career, has served as the chief business officer for K-12 school districts and two California community college districts, most recently as Deputy Chancellor of the Los Rios Community College District. He has expertise and experience in finance, human resources, labor relations and negotiations, facilities, purchasing, and risk management.
- **John Spevak**, Strategic Initiatives Lead and Editor, during his 47 years in community college education, has served as a chief instructional officer, dean of off-campus centers, English instructor, and academic advisor. His expertise and experience includes a wide spectrum of instructional areas and facilitation of group decision-making.
- **James Walton**, served at Ohio State University as Vice President of Business Development at Science & Technology Campus Corporation, as well as the Associate Director of Strategic Relations in the Office of the President and The Office of Economic & Workforce Development at Ohio State University. His responsibilities included having a lead role in business development initiatives. He is currently Vice President of CBT.
- **Frances White**, Student Success and Student Equity Integrated Plan Lead and CBT Project Liaison to Board of Trustees, has served as the Superintendent/President of the Marin Community College District and president of Skyline College in San Bruno, California and faculty member and administrator in the California community colleges for 38 years. She has also been president of the Association of California Community College Administrators and member of the Board of Directors for the American Association of Community Colleges.

PROJECT PROCESS

The eight-month projects were implemented in four phases: Discovery, Collaboration, Plan, Review/ Finalize. In each phase the process was based on three key principles, ensuring that the project would be

- Data driven--involving quantitative and qualitative data gathered and analyzed, along with a review and analyses of other documents including the College's most recent Accreditation Self Evaluation and Quality Focus Essay;
- Inclusive--with ideas, opinions, and suggestions gathered from throughout the internal college community and the community it serves; and
- Transparent--with regular and open two-way communication with the college community.

Discovery Phase

The Discovery Phase began immediately after CBT was awarded the project contract, involving consultant team members

- Reviewing information and data available through the College's web site
- Participating in the development of Drop Box messaging strategies for work groups, then
- Scheduling an extensive series of on-campus meetings with college representatives in early December 2016.

The December meetings included participatory groups representing:

- Faculty
- Classified staff
- Students and
- Management.

Groups were formed to help with each of the four projects:

- Strategic Planning Task Force (SPTF), a task force of the District Planning Advisory Council (DPAC), to identify Strategic Initiatives, with the Task Force being kept updated on work of the other groups;
- Student Success and Equity Work Group;
- Integrated Planning Work Group;
- Organizational Structure Review Work Group.

The Strategic Planning Task Force was comprised of a sub-group of District Planning Advisory Council. The Work Groups each included representatives from the Strategic Planning Task Force and resource staff who had responsibility and knowledge about the subject areas. The Task Force and all of the Work Groups met with CBT team members in early December, when each was oriented to the process and the expected outcomes of the project.

Guidelines were developed by the consultants defining, “Membership, Purpose, Roles, and Operating Procedures” for the three work groups. (See Appendix.) This document specified that, “. . . each work group is unique in its purpose and approach to achieving that purpose . . .” The SPTF had been tasked by DPAC, in its participatory governance role as the principle college planning body, to develop Strategic Initiatives. On the other hand, the Organizational Structure Review Work Group received comparative college information and heard broad recommendations, but specific human resources recommendations were developed and made by the CBT consultant to the College President for further consideration. The Student Success and Equity Work Group developed the Student Success and Equity integrated plan with objectives, activities, responsible positions, and timelines for achievement. The Integrated Planning Work Group provided extensive planning and resource allocation process information and assessment opinions to the CBT consultants who then developed recommendations for college planning process improvements for Work Group review.

In December, the College Public Information Officer and some members the CBT consultant team developed a communications plan that included periodic email blasts from the College President and ASB President to inform the internal college community about the projects’ process and progress.

The last stage of the Discovery Phase began at the start of the spring 2017 semester, when the CBT consultant team started to develop a data portfolio of both quantitative and qualitative data, beginning with an extensive survey of the internal college community. The survey garnered responses from 663 students and 757 faculty and staff.

Collaborative Phase

The Collaborative Phase began in early March, after the spring semester had settled in. During three days (March 6, 7, and 8) the CBT consultant team followed a schedule of an extensive number of meetings, listening sessions, and interviews, including

- Meetings with the Task Force and the three Work Groups
- Listening sessions with key representative groups among faculty, classified staff, students and management
- Open forums for the entire college community
- Drop-in sessions related to organizational structure review and
- Meetings and interviews with representatives of industry, business, and civic leaders from the community the College serves.

In addition, a Flex Day presentation about the project was held on campus March 16, co-directed by the Faculty Senate President, the Special Assistant to the President, and a member of the consultant team. The session drew a significant number of participants from all college constituencies.

The goal during these three days of collaboration and the Flex Day presentation was to explain the process of the projects and to gather as many ideas as possible regarding the needs, desires, and challenges of the College and the community it serves during the next five years.

During the last stage of the Collaboration Phase, in late March and early April, the qualitative and quantitative data from the survey, listening sessions, and interviews was gathered into the **Data Portfolio for Strategic Planning** and shared with the Strategic Planning Task Force and later with the college community. The portfolio is presented in full in another part of this Project Report.

Planning Phase

During the Planning Phase, meetings of the Strategic Planning Task Force and two Work Groups were scheduled on April 17, 18, and 19, 2017. The Student Success and Equity Work Group continued to work on the integrated Student Success and Equity Plan. The Integrated Planning Work Group reviewed a final draft of the consultants' Integrated Planning project report and recommendations and offered comments. The Strategic Planning Task Force met in an all-day workshop to

- Review the mission, vision, and goals of the College
- Reflect on the data portfolio and planning implications as a result of the data
- Identify the needs of the College, the community it serves, and its students, and
- Develop five-year Strategic Initiatives and subsidiary strategic objectives.

The draft Initiatives and objectives developed by the Task Force were posted a week later on a college web site, and the internal college community was invited to make comments and provide input through May 12. On May 16 the Board of Trustees met to discuss the draft Strategic Initiatives and Objectives and provide their contributions.

Review and Finalize Phase

In the Review and Finalize Phase the Strategic Planning Task Force met on May 24 to review the comments from the college community and the input from the Board of Trustees relative to the Strategic Initiatives. Then, in light of that review, the Task Force made revisions to the initiatives and objectives, creating the final version of the six 2017-2022 Strategic Initiatives, presented below with the Task Force's preface. (The same list of Strategic Initiatives, along with the subsidiary objectives, is presented in another part of this Project Report).

On June 30 CBT submitted its complete and final project reports to President Jeffery, providing a road map for the future of Santa Monica College, and encouraged the College to implement the Strategic Initiatives and objectives with action plans each year for the next five years.

The Final Reports include

- Introduction and Overview
- Data Portfolio for Strategic Planning
- 2017-2022 Strategic Initiatives
- Student Success and Equity Integrated Plan
- Integrated Planning
- Organizational Structure Review
- Appendices.

The most notable connection among the projects is that student success and equity, integrated planning, and organizational staff benchmarking are identified specifically as college priorities within the Strategic Initiatives. Additionally, recommendations that will assist with structural implementation of the Strategic Initiatives are provided in the Integrated Planning report.

NEXT STEPS FOR SANTA MONICA COLLEGE

The Collaborative Brain Trust encourages Santa Monica College to utilize the results of all four projects. CBT suggests that the President review the recommendations of the project reports and determine how to proceed with each, as each has a distinctive nature in terms of college processes.

Regarding the Strategic Initiatives and objectives, CBT recommends that they be implemented over a five-year period through annual action steps with measurable outcomes, timelines, and responsible individuals identified. To ensure this implementation takes place, CBT recommends, that a participatory governance committee work to develop recommended action steps, that one administrator be identified to ensure the follow-up action steps take place, and that at the end of each year the implementation process and outcomes be assessed for their achievement and effectiveness. The Integrated Planning project report includes additional recommendations about integrated strategic planning within college planning practices.

Data Portfolio for Strategic Planning

A Focus on Student Success



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Acknowledgment

We thank the Santa Monica College administration, faculty, staff, students and the external community for their participation throughout the process of collecting data, survey implementation, and interview and listening sessions to ensure we obtained your feedback and input into the strategic planning processes for the upcoming five years. We attentively listened and recorded your comments and suggestions, studied data from the environmental scan of the community and the college, and created planning implications for your consideration as you develop strategic initiatives.

We also appreciate the cooperation and assistance of Dr. Hannah Lawler, Dean of Institutional Research, and her staff in obtaining much of the data needed to provide the Santa Monica College community with this level of in-depth analysis so that you can make the most effective plans for your future.

ENVIRONMENTAL SCAN

Santa Monica College (SMC) is a two-year community college that offers 75+ comprehensive programs of study to more than 30,000 students for transfer, careers, personal development, and/or lifelong learning. To initiate a sustaining and effective strategic plan to further continue its success and that of its students for the next five years, a careful environmental scan was conducted.

This data report, a profile of the Santa Monica College's community and its students, is presented in five sections:

- External scan (Santa Monica College community, population trends and characteristics, and local economic trends),
- Internal scan (enrollment trends, student characteristics and trends, student achievement, staffing and college operations),
- Student and employee satisfaction, themes from interviews and listening sessions and SCOT analysis (strengths, challenges, opportunities and threats),
- Planning implications (from analysis of data, trends and patterns that the College may want to pay particular attention to as it plans for the future), and
- Appendices (student and staff survey comments on critical areas that the College needs to address as it plans for the next five years; courses, programs, and services that SMC should offer; challenges or issues which SMC should be aware of; and suggestions for improvement).



EXTERNAL SCAN



SERVICE AREA POPULATION AND COMMUNITY CHARACTERISTICS

Data Set 1. Santa Monica College Service Area Population

	2010	2011	2012	2013	2014	2015	Change from 2010 to 2015
City of Santa Monica	88,679	89,153	90,008	90,752	91,619	92,169	4%
City of Malibu	12,794	12,746	12,743	12,751	12,830	12,856	.5%
SMC Service Area	101,473	101,899	102,751	103,503	104,449	105,025	4%
Los Angeles County	9,837,011	-	-	-	-	10,185,478	4%
State of California	37,333,583	-	-	-	-	39,059,809	5%

Source: City data are from the American Factfinder, U.S. Census; County and State data are from the California Department of Finance

- City of Santa Monica population has increased 4% since 2010, whereas, the City of Malibu population has held steady at nearly 13,000.
- SMC service area population growth rate for the last five years is comparable with that of the County of Los Angeles and the State of California.

Data Set 2. Santa Monica College Service Area Population Projections

Year		City of Santa Monica	City of Malibu	SMC Service Area	County of Los Angeles	State of California
Actual	2010	88,679	12,794	101,473	9,837,011	37,333,583
	2011	89,153	12,746	101,899	-	-
	2012	90,008	12,743	102,751	-	-
	2013	90,752	12,751	103,503	-	-
	2014	91,619	12,830	104,449	-	-
	2015	92,169	12,856	105,025	10,185,478	39,059,809
Projected	2016	92,956	12,844	105,800	-	-
	2017	93,687	12,860	106,547	-	-
	2018	94,418	12,876	107,295	-	-
	2019	95,149	12,893	108,042	-	-
	2020	95,881	12,909	108,789	10,451,759	40,719,999
	2021	96,612	12,925	109,537	-	-
	2022	97,343	12,941	110,284	-	-
Annual Growth Rate		.80%	.09%	.72%	.62%	.91%

Source: Cities data are from the American Factfinder, U.S. Census; County and State projection developed by the California Department of Finance; city projections developed by CBT using linear projection based on 2010-2015 actual population.

- The SMC service area population (consists of the City of Santa Monica and the City of Malibu) is projected to grow slightly faster (.72%) than the County of Los Angeles (.62%), but lower than the State of California (.91%) per year for next three years.

Data Set 3. Santa Monica College Service Area Race/Ethnicity

	2010	2011	2012	2013	2014	2015
City of Santa Monica	88,679	89,153	90,008	90,752	91,619	92,169
African American	4%	4%	4%	4%	4%	4%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	10%	10%	10%	10%	10%	9%
White	71%	71%	69%	68%	68%	67%
Some Other Race	1%	1%	0%	0%	0%	0%
Two or More Races	3%	3%	4%	4%	4%	4%
Hispanic Origin (any race)	12%	12%	14%	14%	15%	15%
City of Malibu	12,794	12,746	12,743	12,751	12,830	12,856
African American	1%	2%	2%	1%	1%	2%
American Indian/Alaskan Native	1%	1%	1%	0%	0%	0%
Asian	5%	4%	4%	6%	5%	4%
White	82%	84%	85%	82%	84%	85%
Some Other Race	0%	0%	0%	0%	0%	0%
Two or More Races	5%	4%	3%	4%	3%	2%
Hispanic Origin (any race)	7%	6%	6%	7%	7%	8%
SMC Service Area	101,473	101,899	102,751	103,503	104,449	105,025
African American	4%	4%	4%	3%	4%	4%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	9%	9%	9%	9%	9%	9%
White	72%	72%	71%	70%	70%	69%
Some Other Race	1%	0%	0%	0%	0%	0%
Two or More Races	3%	3%	3%	4%	4%	4%
Hispanic Origin (any race)	11%	11%	13%	13%	14%	14%
Los Angeles County	9,758,256	9,787,747	9,840,024	9,893,481	9,974,203	10,038,388
African American	9%	8%	8%	8%	8%	8%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	14%	14%	14%	14%	14%	14%
White	28%	28%	28%	28%	27%	27%
Some Other Race	0%	0%	0%	70%	0%	0%
Two or More Races	2%	2%	2%	2%	2%	2%
Hispanic Origin (any race)	47%	48%	48%	48%	48%	48%

Source: American Factfinder, U.S. Census

- The largest population for the two cities within the SMC service area is the White population (three-fourths for the City of Santa Monica and more than four-fifths for the City of Malibu).
- White population within the City of Santa Monica has decreased four percentage points within the last five years. The Hispanic population has increased steadily at three percentage points.
- The race/ethnic distribution for the City of Malibu has change little among the various groups; however, the White population has increased three percentage points since 2010.

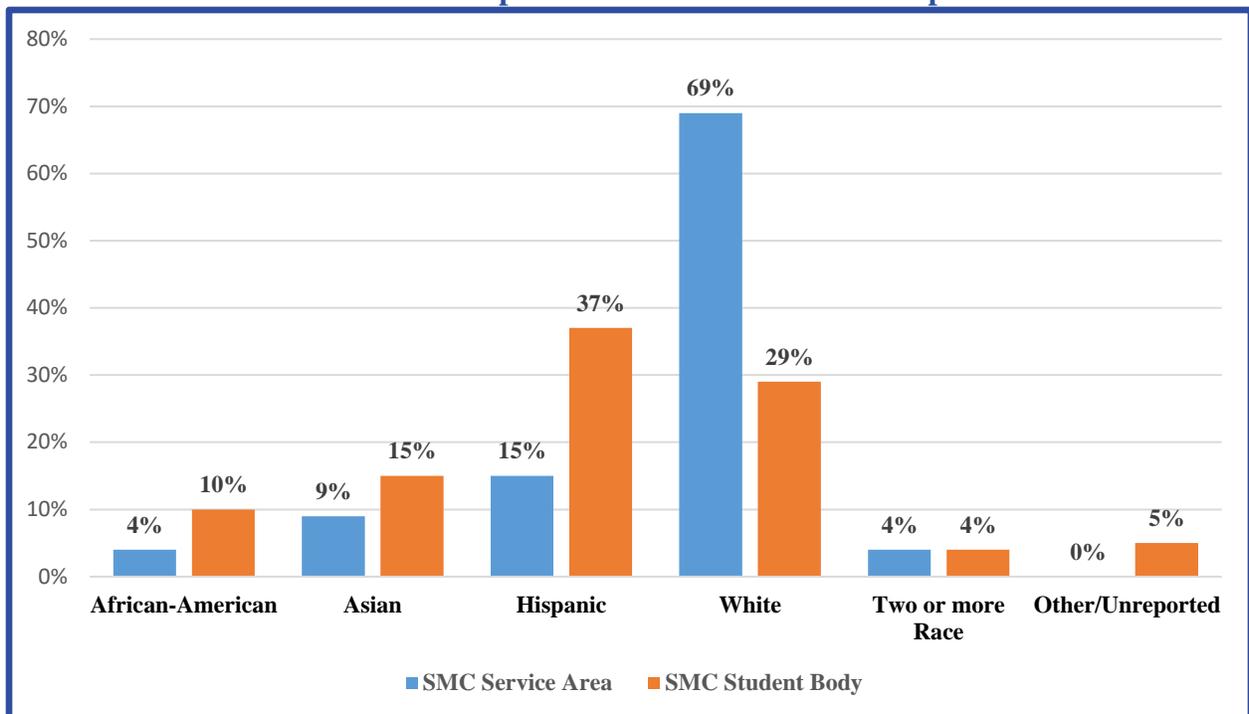
Data Set 4. Santa Monica College 2015 Service Area Population vs. 2015-16 Student Population

	African-American	Asian/Pacific Islander	Hispanic	White	Other	Two or More Race	Unreported
City of Santa Monica	4%	9%	15%	67%	0%	4%	0%
City of Malibu	2%	4%	8%	85%	0%	2%	0%
SMC Service Area	4%	9%	15%	69%	0%	4%	0%
SMC Student Body	10%	15%	37%	29%	0%	4%	5%

Source: American Factfinder, U.S. Census

- SMC student population is more diverse than that of the community’s residents, with 69% of the service area being White compared to 29% of 2015-16 students.

2015 Service Area Population vs. 2015-16 Student Population



Data Set 5. Santa Monica College Service Area, Age Distribution and Median Age

	2010	2011	2012	2013	2014	2015
<u>City of Santa Monica</u>	88,679	89,153	90,008	90,752	91,619	92,169
• Under 20	15%	15%	16%	16%	15%	15%
• 20-24	5%	6%	6%	6%	7%	7%
• 25-34	20%	19%	19%	19%	19%	20%
• 35-44	18%	17%	17%	16%	16%	16%
• 45-54	15%	14%	15%	15%	15%	15%
• 55-59	7%	8%	7%	7%	7%	6%
• 60+	21%	20%	21%	21%	21%	22%
<u>City of Malibu</u>	12,794	12,746	12,743	12,751	12,830	12,856
• Under 20	27%	24%	24%	22%	20%	19%
• 20-24	10%	8%	8%	9%	8%	5%
• 25-34	6%	6%	5%	6%	7%	6%
• 35-44	11%	11%	12%	11%	9%	9%
• 45-54	18%	19%	17%	16%	16%	18%
• 55-59	8%	9%	10%	11%	12%	12%
• 60+	21%	24%	24%	26%	29%	31%
<u>SMC Service Area</u>	101,473	101,899	102,751	103,503	104,449	105,025
• Under 20	16%	16%	17%	16%	16%	16%
• 20-24	6%	6%	7%	6%	7%	6%
• 25-34	18%	18%	17%	18%	18%	18%
• 35-44	17%	17%	16%	16%	15%	15%
• 45-54	15%	15%	15%	15%	15%	15%
• 55-59	7%	8%	8%	7%	7%	7%
• 60+	21%	20%	21%	22%	22%	23%
<u>Median Age</u>						
• City of Santa Monica	40.3	40.0	40.2	40.2	40.3	40.5
• City of Malibu	42.5	45.7	45.6	46.7	50.2	51.4
• County of Los Angeles	34.3	34.6	34.8	35.1	35.3	35.6
• State of California	34.9	35.1	35.2	35.4	35.6	35.8

Source: American Factfinder, U.S. Census

- City of Santa Monica population median age has held steady at 40-41, within the last four years.
- Though a small proportion of the SMC service area, the population in City of Malibu is aging, with 29% over the age of 55 in 2010 to 43% in 2015, a 14 percentage point increase.
- The median age of residences from the cities of Santa Monica and Malibu are much older (40s and 50s) when compared to the residences of the County of Los Angeles and State of California at mid-30s.

Data Set 6. Santa Monica College Service Area Gender

	2010	2011	2012	2013	2014	2015
<u>City of Santa Monica</u>						
Male	49%	48%	48%	48%	48%	48%
Female	51%	52%	52%	52%	52%	52%
<u>City of Malibu</u>						
Male	48%	50%	51%	50%	49%	49%
Female	52%	50%	49%	50%	51%	51%

Source: American Factfinder, U.S. Census

- The gender distribution for both cities within the SMC community service area has remained constant, with slightly more females than males (two to four percentage points respectively).

Data Set 7. Santa Monica College Service Area Highest Education Attainment, 2015

	City of Santa Monica	City of Malibu	SMC Service Area Population	County of Los Angeles	State of California
Less than high school graduate	5%	2%	4%	22%	18%
High school graduate (includes equivalency)	10%	12%	10%	21%	21%
Some college, no degree	15%	18%	15%	20%	22%
Associate's degree	5%	7%	6%	7%	8%
Bachelor's degree	37%	32%	37%	20%	20%
Graduate or professional degree	28%	28%	28%	11%	12%

Source: American Factfinder, U.S. Census

- Two-thirds of the SMC service area, age 25 and over, has a bachelor's degree or higher, whereas, only one-third of County of Los Angeles and California has obtained the same education levels.
- The educational attainment of the County of Los Angeles' residences mirrors that of the State of California's residences.

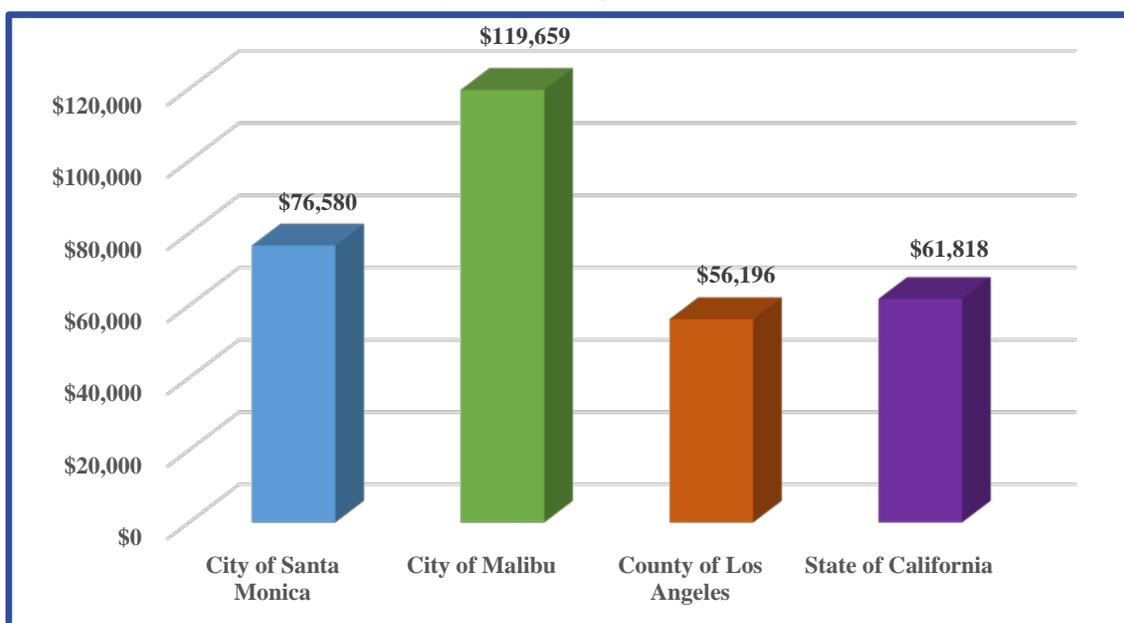
Data Set 8. Santa Monica College Service Area Income, 2015

	City of Santa Monica	City of Malibu	County of Los Angeles	State of California
Median Household Income	\$76,580	\$119,659	\$56,196	\$61,818
Mean Household Income	\$115,020	\$238,399	\$82,941	\$87,877
% Family Below Poverty	4.8%	6.5%	14.3%	12.2%

Source: American Factfinder, U.S. Census

- The median household income and mean household income for both cities within the SMC service area are much higher than those for the Los Angeles County and the State of California.
- The percent of families below poverty level for Santa Monica and Malibu is much lower than those for County of Los Angeles and the State.

**Median Household Income Comparisons
Service Area, County of Los Angeles and State of California**



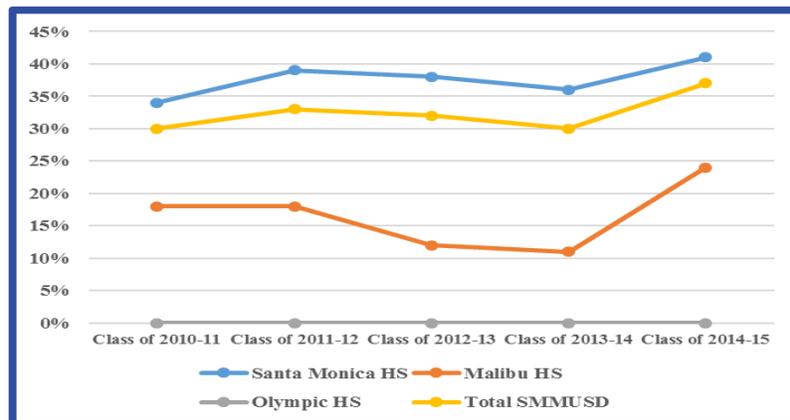
Data Set 9. Santa Monica College Feeder High School Graduates Enrollment

	Class of 2010-2011	Class of 2011-2012	Class of 2012-2013	Class of 2013-2014	Class of 2014-2015
Santa Monica High					
• Graduates	689	680	733	663	684
• # Enrolled at SMC	236	266	277	240	280
• % Enrolled at SMC	34%	39%	38%	36%	41%
Malibu High					
• Graduates	172	169	171	175	144
• # Enrolled at SMC	31	31	20	20	35
• % Enrolled at SMC	18%	18%	12%	11%	24%
Olympic High					
• Graduates	24	33	24	21	15
• # Enrolled at SMC	0	0	0	0	0
• % Enrolled at SMC	0%	0%	0%	0%	0%
Other					
• Graduates	31	16	2	21	5
• # Enrolled at SMC	10	0	0	0	0
• % Enrolled at SMC	32%	0%	0%	0%	0%
Total Graduates from SMMUSD	916	898	930	880	848
Enrolled at SMC within one Year	277	297	297	260	315
High School Capture Rate	30%	33%	32%	30%	37%

Source: California Department of Education Data Quest and Management Information System (MIS)

- The number of Santa Monica High School graduates has remained steady for the past four years, and the percentage of those graduates matriculating to SMC is increasing, at 41% in 2014-15.
- SMC “captures” about one-third of Santa Monica-Malibu Unified School District (SMMUSD) high school graduates within one year of graduation.
- There has been a steady increase of seven percentage points of SSMUSD graduates coming to SMC since the Class of 2010-11.

**Santa Monica College
Local High School Graduates Enrollment at SMC**



Data Set 10. Santa Monica College Nearby High School Graduates Enrollment

Nearby High School	Class of 2013-2014	Enrolled at SMC within One Year	% Grads Attending SMC
Alexander Hamilton Senior High	563	156	28%
Crenshaw Senior High	249	28	11%
Foshay Learning Center	181	27	15%
Hawthorne High	420	35	8%
Los Angeles Center for Enriched Studies	204	29	14%
University Senior High	366	116	32%
Beverly Hills High	435	242	56%
Culver City High	461	160	35%
El Segundo High	291	54	19%
Fairfax Senior High	404	81	20%
George Washington Preparatory High	237	22	9%
Inglewood High	306	43	14%
Los Angeles Senior High	252	84	33%
Mira Costa High	551	41	7%
Morningside High	216	15	7%
Susan Miller Dorsey Senior High	237	19	8%
Venice Senior High	410	134	33%
Palisades Charter School	627	64	10%
Total	6410	1350	21%

- In addition to the 260 high school graduates from its feeders Santa Monica High and Malibu High enrolling at SMC within one year of graduation, SMC also gained more than 1300 students from nearby high schools.
- At least one-third of the 2014 graduating class at Beverly High, Culver High, Venice High, University Senior High, and Los Angeles High attended SMC within one year of graduation.

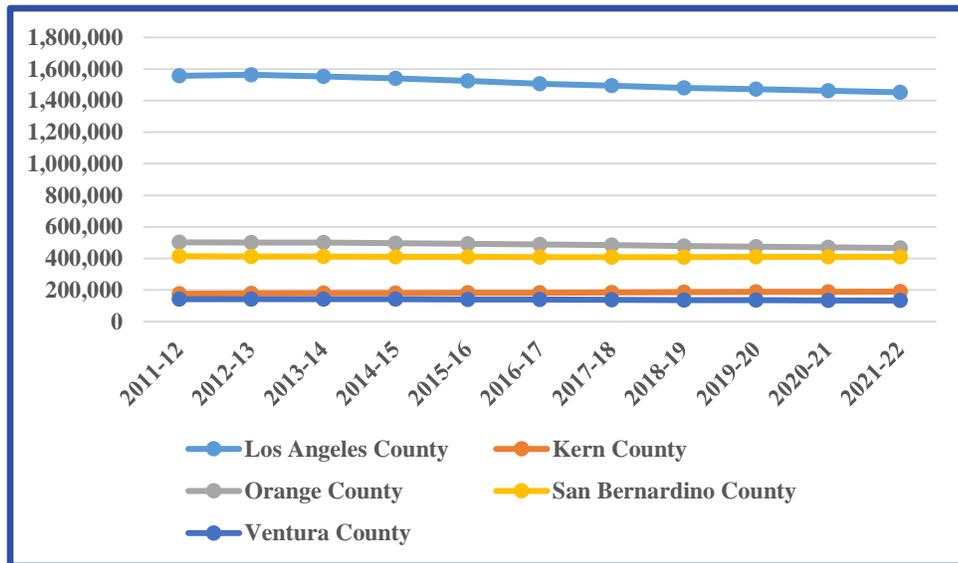
Data Set 11. K-12 Graded Enrollment for Los Angeles County and Surrounding Counties, Actual and Projection, 2011-12 through 2012-2022

		Los Angeles County	Kern County	Orange County	San Bernardino County	Ventura County
Actual	2011-12	1,557,575	175,628	501,763	414,319	141,609
	2012-13	1,563,683	178,487	501,385	412,222	141,599
	2013-14	1,553,608	179,590	499,788	411,670	141,888
	2014-15	1,540,421	180,273	496,407	410,796	141,280
	2015-16	1,523,783	181,364	492,246	408,991	140,280
Projection	2016-17	1,506,447	183,161	488,494	408,392	139,039
	2017-18	1,495,388	185,067	484,790	408,198	138,051
	2018-19	1,480,101	186,662	478,907	407,912	136,727
	2019-20	1,473,008	188,123	475,392	409,026	135,797
	2020-21	1,462,029	189,040	471,238	409,696	134,513
	2021-22	1,452,466	190,020	466,143	410,264	133,184

Source: California Department of Finance

- Los Angeles County’s K-12 graded enrollment has experienced a drop in the last five years and is expected to continue to drop 5% (from 2015-16 to 2021-22).
- Neighboring counties of Kern (5%) and San Bernardino (.3%) are expected to grow during the next six years, while counties of Orange and Ventura will drop 5% each.

K-12 Graded Enrollment by County



Data Set 12. High School Graduates for Los Angeles County and Surrounding Counties, Actual and Projection, 2011-12 through 2012-2022

		Los Angeles County	Kern County	Orange County	San Bernardino County	Ventura County
Actual	2011-12	105,093	11,045	38,040	28,365	9,637
	2012-13	106,165	11,102	37,614	28,191	9,806
	2013-14	106,271	11,259	37,545	28,003	9,594
	2014-15	105,245	11,506	38,028	28,597	9,551
Projection	2015-16	104,014	11,568	36,543	28,001	9,707
	2016-17	101,082	11,803	36,714	27,877	9,581
	2017-18	102,400	11,749	37,889	27,589	9,732
	2018-19	97,685	12,009	37,158	27,499	9,481
	2019-20	96,878	12,133	36,681	27,317	9,462
	2020-21	97,125	12,130	37,529	27,592	9,630
	2021-22	96,844	12,570	37,344	27,590	9,569

Source: California Department of Finance

- Los Angeles County’s K-12 graduates has held steady in the last three years, yet it is expected to drop eight percent in the next seven years.
- Nearby counties will not be experiencing the drastic decrease in high school graduates that Los Angeles County will be experiencing.

Data Set 13. Occupations with the Most Job Openings in Los Angeles and Orange Counties, 2015-2018

Occupation	Total Job Openings 2015-2018	Annual Openings	Median Hourly Wages	Median Annual Wage
Combined Food Preparation and Serving Workers, Including Fast Food	26,802	8,934	\$10.53	\$21,893
Cashiers	23,823	7,941	\$10.09	\$20,990
Waiters and Waitresses	22,993	7,664	\$11.49	\$23,903
Retail Salespersons	22,460	7,487	\$11.62	\$24,164
Personal Care Aides	22,359	7,453	\$13.17	\$27,389
Registered Nurses	16,146	5,382	\$50.52	\$105,090
Office Clerks, General	15,570	5,190	\$15.83	\$32,923
Laborers and Freight, Stock, and Material Movers, Hand	14,122	4,707	\$12.07	\$25,094
General and Operations Managers	12,713	4,238	\$53.96	\$112,243
Stock Clerks and Order Fillers	11,927	3,976	\$11.69	\$24,319
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	11,397	3,799	\$13.07	\$27,188
Customer Service Representatives	10,427	3,476	\$18.22	\$37,905
Cooks, Restaurant	9,342	3,114	\$12.73	\$26,473
Postsecondary Teachers	9,238	3,079	\$41.21	\$85,724
Accountants and Auditors	9,178	3,059	\$35.34	\$73,503
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	8,516	2,839	\$19.36	\$40,259
Maids and Housekeeping Cleaners	8,424	2,808	\$11.19	\$23,282
Nursing Assistants	8,315	2,772	\$15.61	\$32,466
Home Health Aides	7,928	2,643	\$15.66	\$32,565
Food Preparation Workers	7,616	2,539	\$11.13	\$23,143

Source: Center of Excellence, Labor Market Information System

- The list of top 20 occupations with the most openings in Los Angeles and Orange counties for upcoming years varies from food preparers to customer service representatives to registered nurses to general and operations managers. Median hourly wage ranges from a low of \$10.00 to a high of \$50.00.

Data Set 14. Fastest Growing Occupations in Los Angeles and Orange Counties, 2015-2018

Occupation	2015 Jobs	2018 Jobs	Additional Jobs within Next Three Years	Change 2015 to 2018
Home Health Aides	16,178	22,673	6,495	40%
Nurse Anesthetists	224	305	81	36%
Personal Care Aides	68,883	89,279	20,396	30%
Occupational Therapy Assistants	804	982	178	22%
Entertainment Attendants and Related Workers, All Other	169	206	37	22%
Veterinary Technologists and Technicians	2,563	3,105	542	21%
Helpers--Roofers	191	230	39	21%
Physical Therapist Assistants	1,988	2,367	379	19%
Healthcare Social Workers	6,349	7,470	1,121	18%
Wind Turbine Service Technicians	121	142	21	17%
Hydrologists	87	102	15	17%
Hearing Aid Specialists	147	171	25	17%
Nurse Practitioners	3,909	4,552	643	16%
Conservation Scientists	87	101	14	16%
Residential Advisors	3,422	3,972	550	16%
Audiologists	263	305	42	16%
Athletic Trainers	577	666	89	16%
Statisticians	897	1,035	138	15%
Veterinarians	1,919	2,212	294	15%
Rehabilitation Counselors	4,622	5,321	699	15%
Nurse Midwives	170	195	25	15%
Special Education Teachers, Preschool	886	1,016	129	15%
Social and Human Service Assistants	18,283	20,833	2,551	14%
Health Technologists and Technicians, All Other	4,811	5,479	668	14%
Veterinary Assistants and Laboratory Animal Caretakers	3,839	4,367	529	14%
Nursing Assistants	39,768	45,144	5,375	14%

Source: Center of Excellence, Labor Market Information System

- The list of 25 fastest growing occupations (the largest estimated percent change in the numbers of jobs from 2015 to 2018) are mostly health care: home health aides (40%), nurse anesthetists (36%), personal care aides (30%), and occupational therapy assistants (22%).

The following table lists nearly 100 “high-wage, high-skills” target occupations (listed by Standard Occupational Classification) for Los Angeles and Orange Counties have 1) a large number of annual openings (more than 100), 2) good wages (\$20.00 or higher median hour earnings), and 3) the educational level (Associate Degree or lower) for which SMC offers programs.

Data Set 15. Target Occupations within Los Angeles and Orange Counties, 2015-2018

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
Associate degree	Paralegals and Legal Assistants	23-2011	12,541	13,234	517	\$13.75	\$27.94		
	Web Developers	15-1134	9,818	10,804	465	\$17.14	\$32.34	√	√
	Dental Hygienists	29-2021	7,020	7,575	306	\$29.32	\$52.74		
	Respiratory Therapists	29-1126	5,663	6,072	277	\$26.25	\$38.96	√	
	Radiologic Technologists	29-2034	5,470	5,905	254	\$19.19	\$36.13		
	Computer Network Support Specialists	15-1152	6,870	7,208	203	\$19.78	\$35.21	√	√
	Physical Therapist Assistants	31-2021	1,988	2,367	192	\$19.44	\$37.35		
	Electrical and Electronics Engineering Technicians	17-3023	6,103	6,054	175	\$18.61	\$29.24		
	Architectural and Civil Drafters	17-3011	5,759	5,884	124	\$16.86	\$27.74		
	Civil Engineering Technicians	17-3022	2,871	2,995	113	\$20.56	\$36.87		
	Diagnostic Medical Sonographers	29-2032	1,578	1,782	101	\$30.43	\$47.14		
	Medical and Clinical Laboratory Technicians	29-2012	7,126	7,676	363	\$13.38	\$21.48		
	Veterinary Technologists and Technicians	29-2056	2,563	3,105	211	\$13.95	\$20.97		
	Life, Physical, and Social Science Technicians, All Other	19-4099	2,699	2,874	177	\$14.43	\$23.05		
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	6,545	6,717	132	\$12.47	\$20.75			

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Maintenance and Repair Workers, General	49-9071	46,665	49,628	2,273	\$11.69	\$20.67		
	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	65,254	66,488	1,976	\$12.10	\$24.43	√	√
	Social and Human Service Assistants	21-1093	18,283	20,833	1,245	\$11.45	\$21.55		
	Self-Enrichment Education Teachers	25-3021	16,703	18,281	859	\$13.58	\$21.14		
	Production, Planning, and Expediting Clerks	43-5061	21,291	21,494	696	\$13.41	\$22.28	√	√
	First-Line Supervisors of Personal Service Workers	39-1021	8,498	9,645	564	\$12.64	\$20.96		
	Photographers	27-4021	9,311	10,131	538	\$11.58	\$21.43	√	√
	First-Line Supervisors of Office and Administrative Support Workers	43-1011	71,045	73,991	2,106	\$16.43	\$28.54		√
	Sales Representatives, Services, All Other	41-3099	46,954	49,032	1,727	\$11.98	\$26.58	√	√
	Police and Sheriff's Patrol Officers	33-3051	30,599	31,553	1,352	\$32.14	\$48.26		
	Electricians	47-2111	21,105	22,700	872	\$14.75	\$28.37		
	Insurance Sales Agents	41-3021	22,743	23,271	807	\$14.45	\$25.28	√	
	Property, Real Estate, and Community Association Managers	11-9141	17,453	18,361	633	\$17.48	\$27.98	√	√

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Fitness Trainers and Aerobics Instructors	39-9031	11,593	12,754	617	\$12.05	\$25.06		
	Plumbers, Pipefitters, and Steamfitters	47-2152	14,137	15,164	536	\$14.06	\$25.26	√	√
	Cargo and Freight Agents	43-5011	8,241	8,671	422	\$13.58	\$21.54	√	√
	Real Estate Sales Agents	41-9022	23,346	23,896	402	\$14.49	\$20.60	√	√
	Executive Secretaries and Executive Administrative Assistants	43-6011	34,707	34,904	530	\$17.56	\$28.37		
	Information and Record Clerks, All Other	43-4199	8,559	9,022	383	\$13.03	\$21.74		
	First-Line Supervisors of Production and Operating Workers	51-1011	23,802	22,866	358	\$14.04	\$23.80		
	First-Line Supervisors of Construction Trades and Extraction Workers	47-1011	18,097	18,864	492	\$20.07	\$31.38		
	First-Line Supervisors of Mechanics, Installers, and Repairers	49-1011	13,472	14,029	463	\$18.99	\$36.15		
	Advertising Sales Agents	41-3011	11,073	11,235	448	\$16.00	\$30.21	√	√
	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	53-1021	8,727	8,831	324	\$13.46	\$21.71		
	Postal Service Mail Carriers	43-5052	11,472	11,325	335	\$15.70	\$28.13		
	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	53-1031	7,758	7,988	333	\$15.68	\$30.24	√	√

Educational Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	First-Line Supervisors of Non-Retail Sales Workers	41-1012	18,612	18,293	302	\$15.46	\$23.74	√	√
	Payroll and Timekeeping Clerks	43-3051	9,233	9,355	299	\$14.02	\$22.22		
	Industrial Machinery Mechanics	49-9041	8,689	8,962	324	\$16.30	\$28.81		
	Claims Adjusters, Examiners, and Investigators	13-1031	10,599	10,315	323	\$20.49	\$32.66	√	
	Health Technologists and Technicians, All Other	29-2099	4,811	5,479	275	\$16.83	\$26.06		
	Media and Communication Workers, All Other	27-3099	7,499	7,920	265	\$12.11	\$23.30		
	Operating Engineers and Other Construction Equipment Operators	47-2073	6,456	6,934	274	\$20.53	\$37.60		
	Bus and Truck Mechanics and Diesel Engine Specialists	49-3031	6,722	7,114	259	\$15.53	\$26.25		
	Legal Secretaries	43-6012	14,357	14,532	246	\$13.82	\$24.35		
	Media and Communication Equipment Workers, All Other	27-4099	6,369	6,501	203	\$15.92	\$36.22		
	Loan Interviewers and Clerks	43-4131	9,778	9,834	223	\$12.55	\$21.41		
	Flight Attendants	53-2031	6,216	6,502	219	\$14.12	\$22.58		
	Tax Preparers	13-2082	5,947	6,143	216	\$13.19	\$23.13		
	Correctional Officers and Jailers	33-3012	4,537	4,738	196	\$24.16	\$30.24		
	Opticians, Dispensing	29-2081	3,064	3,424	208	\$12.48	\$21.11		
	Eligibility Interviewers, Government Programs	43-4061	10,699	10,960	206	\$20.11	\$23.57		
	Sheet Metal Workers	47-2211	4,147	4,384	177	\$12.71	\$26.46		

Education Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Transportation, Storage, and Distribution Managers	11-3071	5,855	5,945	167	\$24.74	\$40.71	√	√
	Construction and Building Inspectors	47-4011	3,381	3,567	161	\$19.51	\$38.87	√	√
	Detectives and Criminal Investigators	33-3021	4,246	4,329	132	\$37.28	\$55.67		
	Healthcare Support Workers, All Other	31-9099	4,154	4,432	190	\$12.88	\$21.04		
	Mobile Heavy Equipment Mechanics, Except Engines	49-3042	3,643	3,771	131	\$17.95	\$28.85		
	Electrical Power-Line Installers and Repairers	49-9051	1,770	1,910	123	\$28.26	\$52.55		
	Telecommunications Line Installers and Repairers	49-9052	3,461	3,610	122	\$15.76	\$32.22		
	Real Estate Brokers	41-9021	7,268	7,424	119	\$17.41	\$26.88	√	√
	Procurement Clerks	43-3061	2,936	2,957	120	\$11.58	\$20.62		
	Community Health Workers	21-1094	1,812	2,046	117	\$12.35	\$21.66		
	Security and Fire Alarm Systems Installers	49-2098	3,619	3,692	117	\$13.31	\$22.75		
Medical Equipment Preparers	31-9093	2,125	2,305	108	\$13.41	\$21.22			
No formal educational credential	Refuse and Recyclable Material Collectors	53-7081	5,280	5,742	292	\$9.47	\$21.45		
	Roofers	47-2181	5,292	5,853	284	\$12.38	\$22.11		
	Entertainers and Performers, Sports and Related Workers, All Other	27-2099	4,194	4,532	253	\$14.22	\$21.64		
	Musicians and Singers	27-2042	13,256	13,829	600	\$14.12	\$26.92		
	Cement Masons and Concrete Finishers	47-2051	5,882	6,273	235	\$13.45	\$26.42		
	Motor Vehicle Operators, All Other	53-3099	2,283	2,409	117	\$11.47	\$28.83		

Educational Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
Postsecondary nondegree award	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021	9,212	9,978	408	\$12.94	\$24.75	√	√
	Medical Records and Health Information Technicians	29-2071	6,993	7,604	370	\$12.92	\$22.60		
	Library Technicians	25-4031	3,616	3,910	282	\$14.16	\$21.94		
	Licensed Practical and Licensed Vocational Nurses	29-2061	29,765	32,536	1,845	\$16.53	\$25.88		
	Audio and Video Equipment Technicians	27-4011	10,135	10,945	475	\$14.12	\$25.99		
	Firefighters	33-2011	9,986	10,299	401	\$26.94	\$37.40		
	Telecommunications Equipment Installers and Repairers, Except Line Installers	49-2022	10,655	10,889	210	\$15.63	\$28.09		
	Aircraft Mechanics and Service Technicians	49-3011	5,553	5,702	184	\$17.27	\$32.04		
	Sound Engineering Technicians	27-4014	4,166	4,368	168	\$16.99	\$31.91	√	√
	Surgical Technologists	29-2055	3,511	3,854	152	\$20.63	\$31.25		
Some college, no degree	Bookkeeping, Accounting, and Auditing Clerks	43-3031	78,161	78,312	1,093	\$12.33	\$20.32		
	Actors	27-2011	16,995	18,130	1,086	\$11.81	\$24.48		
	Computer User Support Specialists	15-1151	24,563	26,144	858	\$15.92	\$28.46		

Source: Center of Excellence, Labor Market Information System



INTERNAL SCAN



ENROLLMENT TRENDS AND STUDENT CHARACTERISTICS

Data Set 16. Santa Monica College Annual Unduplicated Headcount by Credit/Non-Credit

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Credit	42,775	42,037	41,553	42,756	43,468	1%
Non-Credit	5,547	5,155	4,856	4,740	4,593	-17%
Total Headcount	48,322	47,192	46,409	47,496	48,061	-0.5%

Source: Management Information System (MIS)

- Credit student headcount declined from 2011-12 to 2013-14, but started a positive trend in 2014-15 and 2015-16. All in all, this is a 1% increase in the last four years.
- Non-credit headcount, which accounts for about 10% of total headcount at SMC, has experienced a gradual but steep decline (-17% in the last four years).
- The proportion of college credit to non-credit headcount remains stable at 90% to 10%. Because credit program headcount is such a large proportion, the impact of the non-credit headcount decrease on total SMC headcount is minimal at -0.5%.

Data Set 17. Santa Monica College FTES Generated by Credit/Non-Credit

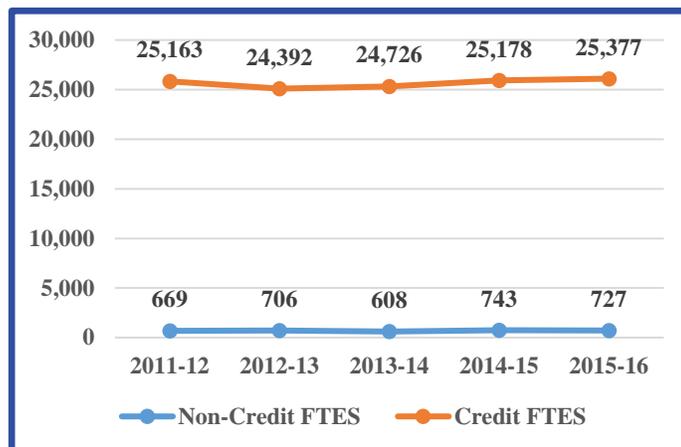
	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Credit FTES	25,163	24,392	24,726	25,178	25,377	1%
Non-Credit FTES	669	706	608	743	727	9%
Total FTES	25,832	25,098	25,334	25,921	26,104	1%

Source: Management Information System (MIS)

Note: This methodology is not the same as the methodology used in calculating FTES for state apportionment accounting (CCFS-320 report); includes non-resident FTES.

- SMC generates about 26,000+ full-time equivalent students (FTES), mainly from college credit enrollments (approximately 98%).
- Credit FTES increased less than 1% in the last four years, while non-credit FTES increased 9%.

FTES Generated, 2011-12 to 2015-16



Data Set 18. Santa Monica College Credit Course Sections Offered by Instructional Mode

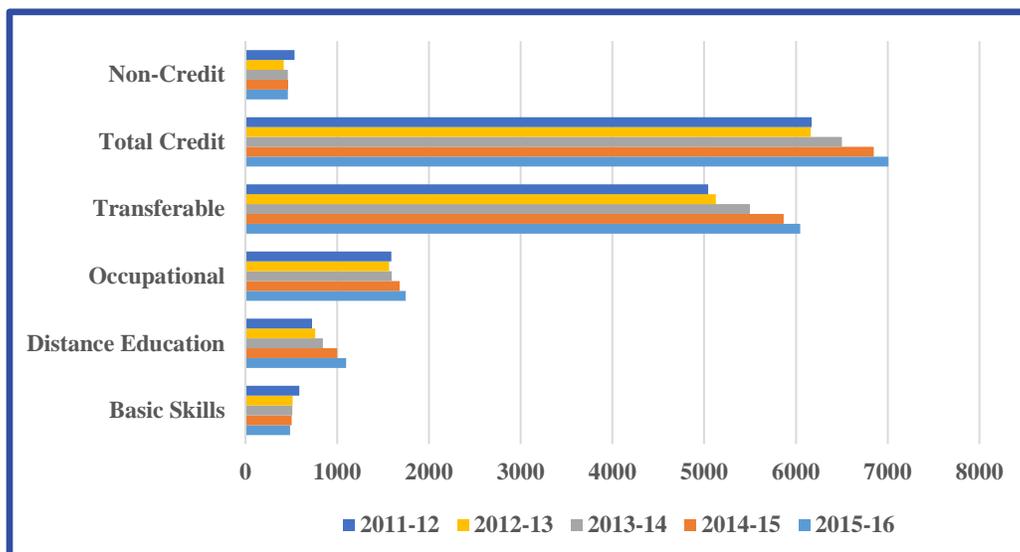
	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Basic Skills	587	514	512	504	487	-17%
Degree Applicable	5524	5592	5960	6322	6492	18%
Distance Education	725	761	843	999	1096	51%
Occupational Category:	1589	1565	1595	1680	1747	10%
• Advanced Occupational	617	584	580	608	610	-1%
• Clearly Occupational	726	766	799	852	896	23%
• Possibly Occupational	246	215	216	220	241	-2%
Transfer Status:	5044	5128	5499	5867	6047	20%
• UC & CSU Transferable	4040	4103	4419	4735	4870	21%
• CSU Transferable	1004	1025	1080	1132	1177	17%
Total Sections Offered	6170	6161	6501	6850	7007	14%

Source: Management Information System (MIS)

SMC offers an array of courses that fulfill many different requirements, those for basic skills to career education to transferrable. In 2015-16, students had more than 7000 course sections to select from, an increase of 14% in the last four years (7,007 vs. 6,170 in 2011-12).

- Basic skills sections make up seven percent of the credit offerings in 2015-16 (487 of 7,007 sections), a drop of 17%.
- The largest type of course sections offered, degree applicable, make up about 90% of SMC offerings, and has continued to steadily increase (5,524 to 6,496 sections).
- Distance Education course sections comprise about 10% of the college credit course offerings. It has increased in number of sections (725 in 2011-12 to 1,096 in 2015-16)
- Occupational course sections, which make up 25% of the credit course sections in 2015-16, also gained steadily, 10% (1589 to 1747 in four years).
- Transferable course offerings have gained 20% in sections.

Number of Course Sections Offered by Instructional Mode



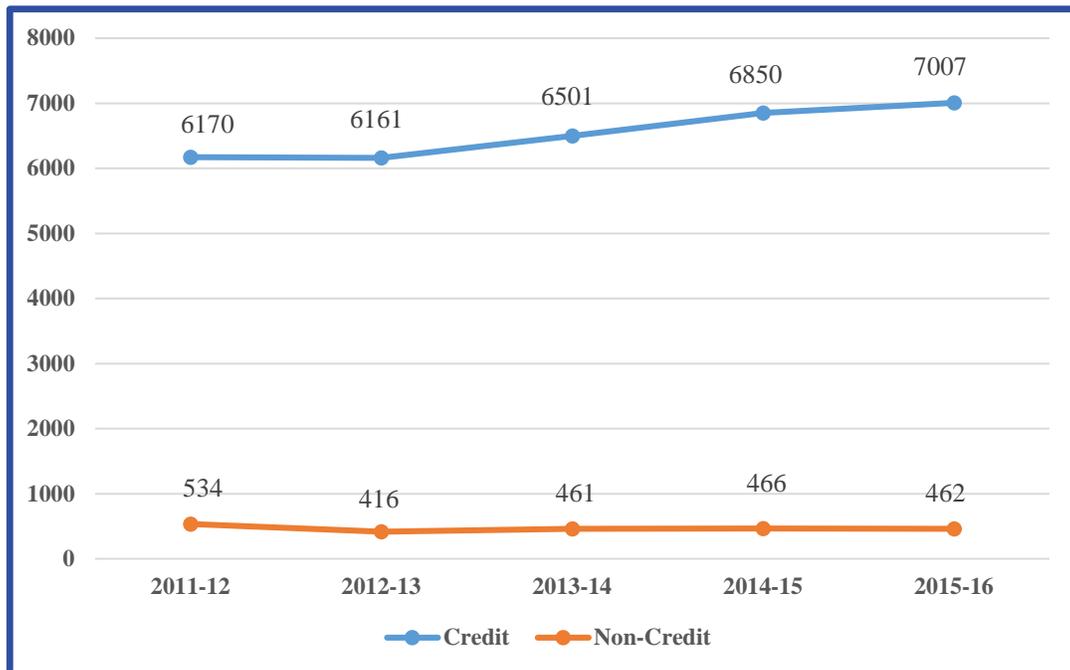
Data Set 19. Santa Monica College Course Sections Offered by Credit/Non-Credit

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Credit Sections	6170	6161	6501	6850	7007	14%
Non-Credit Sections	534	416	461	466	462	-13%
Total Sections	6704	6577	6962	7316	7469	11%

Source: Management Information System (MIS)

- SMC offers nearly 7,500 sections to their students each year, an increase of 11% since 2011-12.
- Credit course sections have increased 14% in the last four years, with 6,170 sections in 2011-12 to 7,007 sections since 2015-16.
- Non-credit course sections offered have decreased 13%, from 534 in 2011-12 to 462 in 2015-16. Non-credit courses comprised 8% of the total sections offered in 2011-12, compared to 6% of total sections offered in 2015-16.

Course Sections Offered, 2011-12 to 2015-16



Data Set 20. Santa Monica College Non-Credit Course Sections Offered by Course Type

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Emeritus	448	348	382	381	377	-16%
ESL	48	39	43	49	51	6%
Basic Skills	0	0	0	1	2	-
Parenting	3	0	0	0	0	-
Other	35	29	35	35	32	-9%
Total Sections Offered	534	416	461	466	462	-13%

Source: Management Information System (MIS)

- SMC offers nearly 500 sections to their non-credit students each year. However, the number of sections has steadily declined 13% in the last four years.
- Emeritus courses, which consist of more than 80% of the non-credit sections, have declined 16% (448 sections in 2011-12 to 277 in 2015-16).
- English as a second language sections make up the second largest type of courses offered in non-credit, and it has increased 6%.

Data Set 21. Santa Monica College Zip Codes of Student Residency, Fall 2016

			Credit N=30,830		Non-Credit & Emeritus N=3,396		
In-District		Malibu	1512		78		
		Santa Monica	2942		1142		
	TOTAL		3093	10%	1220	36%	
Out-of-District	Los Angeles City	90034	1191		125		
		90066	1138		218		
		90025	1080		194		
		90064	836		130		
		90019	784		21		
		90016	641		9		
		90011	563		4		
		90018	499		8		
		90035	484		44		
		90045	467		56		
		90024	455		114		
		90006	432		1		
		90037	377		2		
		90049	371		245		
		90044	361				
		90036	360		22		
		90004	354		4		
		90020	352		6		
		90043	348		13		
		90005	322		6		
		90008	296		6		
		90062	296				
		90046	288		13		
	90007	266		3			
	90003	265					
	90047	253		4			
	90057	210					
		Other*	2513		114		
	TOTAL		15802	51%	1362	40%	
		Los Angeles County	Inglewood	1003		19	
			Beverly Hills	747		66	
			Culver City	746		91	
			Marina Del Rey	473		144	
	Venice		447		96		
	Hawthorne		406		4		
	Pacific Palisades		270		214		
	Torrance		234		4		
	Van Nuys		232				
	North Hollywood		208		2		
	Other**		4967		142		
TOTAL		9733	32%	782	23%		
	Other California Counties	Orange	288		4		
		Ventura	208		8		
		San Bernardino	162				
		Riverside	144		1		
		San Diego	126				
	Other***	613		0			
TOTAL		1541	5%	13	0%		
Out-of-state/Unknown		661	2%	19	0%		

*less than 200 credit students per zip code within City of Los Angeles

**less than 200 credit students per city within County of Los Angeles

***less than 200 credit students per county within State of California

- The majority of the students reside outside of the SMC service area (90% of credit students and 64% non-credit/emeritus students).

Data Set 22. Santa Monica College Credit Student Ethnicity/Race

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
African-American	10%	10%	10%	10%	10%
Asian & Pacific Islander	17%	15%	15%	15%	15%
Caucasian	31%	29%	29%	28%	29%
Hispanic	33%	34%	35%	37%	37%
Two or More Ethnicities	4%	4%	4%	4%	4%
Unreported	5%	8%	8%	6%	5%

Source: Management Information System (MIS)

- SMC has a diverse student body, with a mostly Hispanic enrollment which is growing steadily now at 37%, followed by Caucasian at 29%, Asians at 15%, and African-American at 10%, and nearly 5% each of “two or more ethnicities” or “unreported.
- As the Hispanic enrollment grows, Caucasian and Asian enrollments decline slightly.

Data Set 23. Santa Monica College Credit Student Age

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Under 20	30%	29%	29%	28%	28%
20 to 24	40%	40%	41%	42%	41%
25 to 29	13%	14%	13%	14%	14%
30 to 39	10%	10%	10%	9%	10%
40 to 49	4%	4%	4%	4%	4%
50 & Older	3%	3%	3%	3%	3%
Average Age	23	23	23	23	23

Source: Management Information System (MIS)

- The SMC credit enrollment is young, with nearly 70% under the age of 25.
- Though the average age remains the same, at 23 years-of-age for the last four years, there is a loss of two percentage points of students under 20 years of age and a gain of same two percentage points between age of 20 through 29.
- Students over the age of 40 remain steady at 7% of the credit student enrollment.

Data Set 24. Santa Monica College Credit Student Gender

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Female	54%	53%	53%	53%	54%
Male	46%	47%	47%	47%	46%

Source: Management Information System (MIS)

- SMC enrolls more female students in the college credit programs.
- The proportion of female to male population at SMC has remained relatively the same over the last four years at 54% to 46% respectively.

Data Set 25. Santa Monica College Credit Student Stated Educational Goals*

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Transfer	65%	67%	68%	67%	66%
Associate Degree	6%	7%	7%	7%	3%
Certificate	1%	1%	1%	2%	2%
Career Objective	7%	7%	6%	6%	7%
4-Year Student	7%	6%	6%	6%	7%
Educational Development	7%	6%	6%	6%	6%
Other	1%	1%	1%	1%	1%
Undecided	6%	5%	5%	5%	8%

Source: Management Information System (MIS)

* Educational goal is identified based on a students' most recently reported goal in an academic year

- Two-thirds of SMC credit students stated transfer to the four-year university as their educational goal.

Data Set 26. Santa Monica College Credit Student Full-time/Part-Time Status*

	2011-2012 N=59,493	2012-2013 N=59,563	2013-2014 N=59,339	2014-2015 N=59,565	2015-2016 N=60,146
Full-Time	36%	34%	35%	35%	36%
Part-Time	64%	64%	65%	65%	64%
Average Unit Load	8.90	8.79	8.89	8.80	8.82

Source: Management Information System (MIS)

*Only fall and spring semester in the academic year were included in the analyses; multiple observations of the same student within both fall and spring terms of an academic year are counted as independent observations. Therefore, the size of the observed population (N) does not reflect the unique student headcount for each academic year

- More than one-third of SMC credit students are enrolled full-time (12 units or more per semester) and the remaining two-thirds enrolled in less than 12 units per semester.
- The average unit load per student has also held steady at 8.79 units (in 2012-13) to 8.90 (in 2011-12).

Data Set 27. Santa Monica College Credit Student Enrollment Status*

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
First-Time Freshmen	19%	19%	19%	18%	17%
First-Time Transfer	19%	18%	18%	19%	19%
Returning	17%	17%	17%	16%	17%
Continuing Student	43%	45%	44%	45%	44%
Special Admit High School	1%	1%	2%	2%	3%

Source: Management Information System (MIS)

*Students are assigned enrollment status based on their first enrollment within an academic year

- The distribution of enrollment statuses among SMC credit students remains steady, with nearly 60% of SMC credit students returning or continuing and an even distribution of those who are first-time transfer (19%) and first-time freshmen (17%).
- There is a shift among first-time freshmen (2 percentage points drop) and special admit high school (2 percentage points gain) student statuses.

Data Set 28. Santa Monica College Credit Student Residency

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
California Resident	84%	84%	84%	84%	83%
Out-of-State Resident	6%	6%	6%	6%	7%
Resident of a Foreign Country	10%	10%	10%	10%	10%

Source: Management Information System (MIS)

- California residents account for 83% of SMC’s 2015-16 college credit students, while 7% are out-of-state residents, and 10% are from foreign countries.
- The proportion of residency mix has not changed in the last four years, with the exception of 2015-16 with one percentage point increase in out-of-state residents and a drop in those from California.

Data Set 29. Santa Monica College Credit Student Characteristics

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Economically Disadvantaged	55%	48%	46%	46%	48%
Received Financial Aid	44%	50%	52%	51%	49%
First Generation College Student	52%	54%	54%	54%	53%
Disability Reported	3%	3%	3%	3%	3%
Veteran Status	2%	2%	2%	2%	2%

Source: Management Information System (MIS)

- About half (46% to 55%) of the college credit students are identified as “economically disadvantaged,” based on: CalWORKs/TANF/AFDC, Supplemental Security Income (SSI), general assistance program (GA), BOG waiver status, Pell Grant status, as well as other guidelines provided in the “California State Plan for Vocational & Technical Education,”
- The percentage of SMC credit students receiving financial aid has varied from 44% of total enrollment in 2011-2012 to a high of 52% in 2013-2014.
- More than half (52% to 54%) of SMC students are first-generation college students, as determined by students’ parent’s/guardian’s highest education level.
- The proportion of students who reported a disability (at least once during the academic year, regardless of if they receive DSPS services or not) are low, holding steady at 3% of the student credit student population.
- Only 2% of SMC credit students are identified as being a veteran, regardless of whether they utilize the Veterans Center services on campus or not.

Data Set 30. Santa Monica College Credit Student Freshmen English and Math Placement Levels

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
English Placement:	n= 4,456	n=4,338	n=4,300	n=4,619	n=4,249
• Basic Skills	65%	63%	64%	66%	69%
• Transfer Level	35%	37%	36%	34%	31%
Math Placement:	n= 5,104	n=5,047	n=5,164	n=5,626	n=4,262
• Basic Skills	57%	55%	54%	54%	53%
• Degree Applicable, Nontransferable	12%	12%	12%	11%	13%
• Transfer Level	31%	34%	34%	34%	34%

Source: Management Information System (MIS), SMC Office of Institutional Research, and Santa Monica College's Student Information System.

The most recent placement event before the first two weeks of the first fall semester were used to determine first-time freshmen's English and math preparedness level.

- About 4,500 freshmen take the English placement test every fall semester. Data shows small variations from year to year, ranging from 63% (Fall 2013) to 69% (Fall 2016) being placed in basic skills English.
- Thereby, the number of freshmen being placed into transfer level English has steadily declined from 37% in Fall 2013 to 31% in Fall 2016.
- The number of freshmen taking the math placement test has dropped 16% (from 5,104 students in Fall 2012 to 4,262 in Fall 2016).
- Of those who took the math placement test, the percent of students being placed into basic skills math has steadily declined from 57% to 53% in the last four years and the percent of students placed into transfer level math has increased three percentage points for the same time period (31% in Fall 2012 to 34% since Fall 2016).

Data Set 31. Santa Monica College International Student by Country of Origin

Country of Origin	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change from Fall 2013 to Fall 2016
China	1027	1193	1374	1405	37%
South Korea	530	464	389	324	-39%
Sweden	496	455	378	281	-43%
Japan	196	165	152	194	-1%
Saudi Arabia	102	147	132	116	14%
Hong Kong	130	105	91	90	-31%
Turkey	73	78	84	82	12%
France	61	55	62	75	23%
Indonesia	84	79	71	68	-19%
Taiwan (Republic of China)	49	48	54	64	31%
Brazil	27	33	51	62	130%
Norway	8	18	38	55	588%
Russia	34	45	46	51	50%
Italy	22	30	30	30	36%
Tunisia	19	23	27	27	42%
Canada	26	20	14	24	-8%
Kazakhstan	24	28	31	23	-4%
Morocco	15	18	25	22	47%
Vietnam	-	16	13	22	-
Germany	18	14	12	18	0%
Malaysia	17	20	15	18	6%
Ukraine	4	9	13	16	300%
United Kingdom	12	17	16	16	33%
Mexico	16	11	15	14	-13%
Other Africa countries	33	38	46	51	55%
Other Central America countries	21	18	16	23	10%
Other Europe countries	79	58	66	64	-19%
Other Middle East countries	75	65	53	60	-20%
Other Asian countries	110	109	108	79	-28%
Oceania countries	9	9	11	7	-22%
Other South America countries	36	35	25	28	-22%
Other Caribbean countries	2	3	5	4	100%
Total International Students	3355	3426	3463	3413	2%

Source: Office of the Vice President of Enrollment Development

- The number of international students enrolling at SMC increased 2%.
- SMC has attracted many international students from Asian countries.
- The highest number of students is from China.
- Though still relatively small in numbers, the number of students from Norway has increased nearly 600% in three years. On the other hand, the percent decrease of students from the countries with the highest numbers of students coming to SMC, South Korea, Sweden and Japan has declined significantly.

STUDENT SUCCESS AND ACHIEVEMENT

Data Set 32. Santa Monica College Credit Course Completion by Department

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Art	73%	72%	73%	72%	70%
Athletics	86%	83%	89%	87%	87%
Business	68%	69%	70%	68%	69%
Communication	81%	81%	80%	80%	79%
Cosmetology	67%	72%	70%	72%	71%
Counseling	71%	69%	69%	71%	71%
CSIS	68%	69%	70%	68%	69%
Dance	77%	71%	68%	68%	70%
Design Tech	71%	72%	74%	72%	72%
Disable Stu Ctr	73%	67%	73%	66%	70%
Earth Science	69%	69%	67%	68%	66%
Education/ECE	80%	79%	82%	81%	81%
English	72%	70%	71%	69%	70%
ESL	69%	68%	62%	63%	62%
Health Science	84%	86%	80%	87%	89%
History	71%	69%	67%	66%	64%
Kinesiology	79%	77%	79%	78%	78%
Library	75%	76%	73%	68%	81%
Life Science	67%	68%	66%	66%	66%
Math	50%	48%	48%	49%	47%
Modern Language/Cul	69%	69%	70%	69%	68%
Music	72%	72%	74%	75%	74%
Philosophy/Socio	68%	68%	69%	70%	70%
Photo-Fashion	63%	68%	66%	68%	66%
Physical Science	64%	64%	61%	62%	63%
Psychology	69%	67%	65%	64%	65%
Student Life	73%	69%	70%	70%	61%
Theatre Arts	79%	79%	78%	77%	77%
Total	69%	68%	68%	68%	68%

Source: California Community College Chancellor's Office (CCCCO) MIS Data

- The programs with the highest passing rates include Health Science (89%) and Athletics (87%). However, they are relatively small departments (less than 800 enrollments).
- English, the largest department at SMC, has passing rates over the past four years varying from 69% to 72%. This is higher than the College's average of 68% passing rate.
- Though it is the fourth largest department, Math has the lowest passing rates, which have also dropped three percentage points in four years.

Data Set 33. Santa Monica College Credit Course Completion and Retention Rates

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion	69%	68%	68%	68%	68%
Course Retention	85%	83%	83%	83%	83%

Source: California Community College Chancellor's Office (CCCCO) MIS Data

- The proportion of students receiving a passing grade (A, B, C, CR or P) in credit courses is relatively consistent over the last four years at 68%.
- The retention rate (those who received a grade of A, B, C, CR, P, D, F, NC, I, NP) has also held steady at 83%.

Data Set 34. Santa Monica College Transfers to Four-Year Universities

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Change from 2010-11 to 2014-15
Universities of California	1007	1074	1059	1059	1085	8%
California State Universities	1054	1100	854	1022	1195	13%
California Privates Colleges	397	351	402	343	473	19%
Out-of-States Colleges	347	330	357	391	365	5%
Total Transfers	2805	2855	2672	2815	3118	11%

Source: CSU Analytics Studies website, UC Office of the President, and California Community College Chancellor's Office (CCCCO) Data Mart

- The number of students transferring to four-year universities has increased 11% in the last four years. Universities of California and California State Universities admit nearly three-fourths of SMC transfers (35% and 38% respectively).
- Students transferring to the University of California campuses have slightly increased from 1007 in 2010-11 to 1085 in 2014-15.
- CSU transfers have increased 13% (1054 to 1195) during the same period of time.
- More SMC students are also attending California private colleges (19% increase).

Data Set 35. Santa Monica College Certificates of Achievement & Associate Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificates of Achievement	1505	1373	1528	1515	1499
Associate in Science for Transfer (A.S.T.) Degree	3	54	84	176	252
Associate in Arts for Transfer (A.A.T.) Degree	0	23	26	111	247
Associate of Science (A.S.) degree	1	52	331	362	480
Associate of Arts (A.A.) degree	1225	1078	993	1573	2383

Source: Management Information System (MIS)

- The number of traditional associate degrees awarded to students has more than doubled in four years (1,226 in 2011-12 to 2,863 in 2015-16).
- In 2011-12, SMC started awarding associate for transfer degrees, which has sharply increased to nearly 500 within four years.
- The number of certificates of achievement has remained stable at about 1,500 each year.

STUDENT SUCCESS SCORECARD

To ensure transparent accountability for the California Community College System, the Board of Governors convened a Student Success Task Force to identify benchmarks to demonstrate progress of students' successful completion from the system. A wide representation of the community colleges stakeholders, including faculty and researchers, identified a set of benchmarks (detailed below), that each time students progress to each metric, they are more likely to be successful. Earning a certificate, a degree, transfer to the four-year university, or obtaining skills or jobs are examples of success as a result of a community college education. The data below present data for students who initiate their college education at Santa Monica College. There are seven metrics:

- Student achievement
- Completion of at least 30 units
- Student persistence rate
- Basic skills education progress
- Career technical education
- Skills builder
- Career development and college preparation

Because students come to our colleges with different skill sets, students are tracked from two groups: those who are college prepared (students whose initial enrollment is into transferable level math or English) and those who need remedial (students whose initial enrollment is into below transferable Math or English) coursework.

Data Set 36. Santa Monica College Student Completion Rate

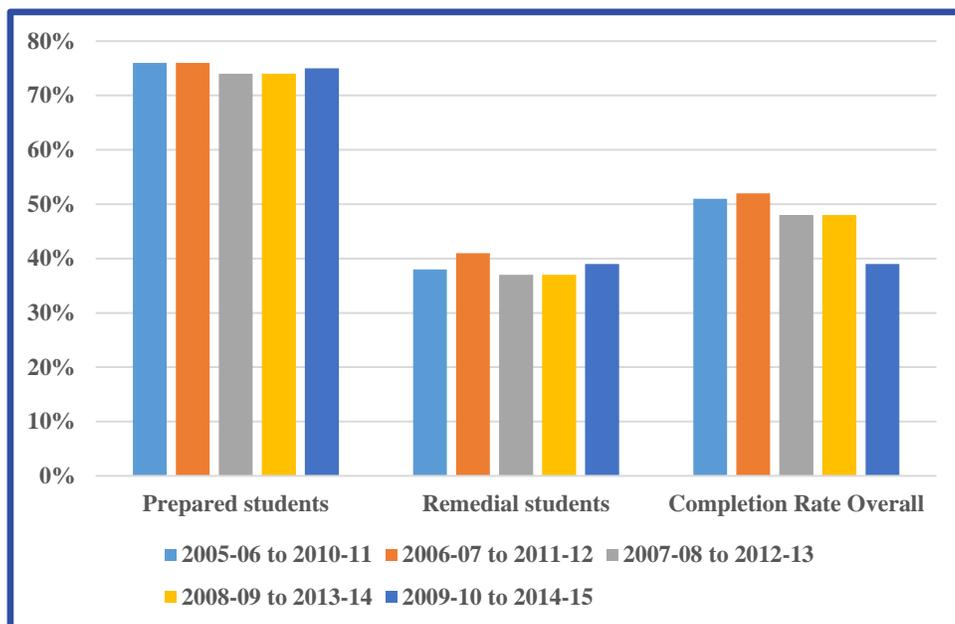
	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Completion Rate Overall	51%	52%	48%	48%	50%	50%
• Prepared students	76%	76%	74%	74%	75%	75%
• Remedial students	38%	41%	37%	37%	39%	38%

Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

The completion rate tracks first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned a Chancellor's Office-approved credit certificate, an associate's degree, transferred to a four-year university, or achieved "transfer readiness" status (students who earn 60 UC/CSU transferable units with a grade point average of 2.0 or above) within six years of initial enrollment at Santa Monica College.

- The overall completion rates for the five cohorts range from 48% to 52%, with an average of 50%. The prepared students performed at 74% to 76%, with an average of 75%. Remedial students' completion rates are also stable at 37% to 41%, with an average of 38%.
- Prepared and remedial groups show variation from year to year, with a drop in performance for the 2007-08 and 2008-09 cohorts, but an increase in 2009-10 cohort.
- The completion rate for the prepared students is almost twice as high as the rates for remedial student groups (75% vs. 38% respectively).

Santa Monica College Student Completion Rate



Data Set 37. Santa Monica College Student Completion of at Least 30 Units

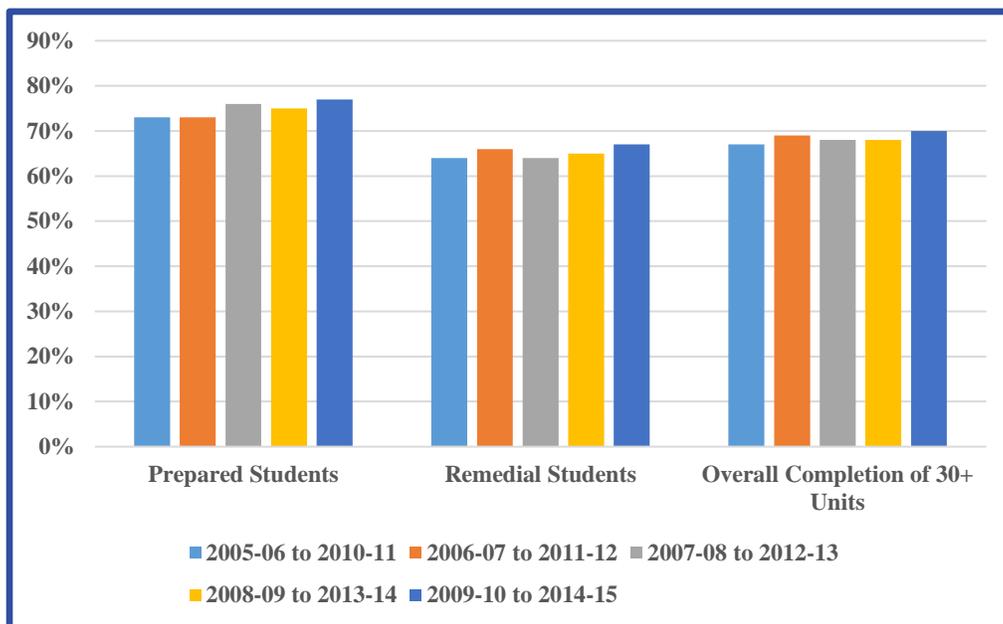
	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Percent of Students Who Earned at Least 30 Units	67%	69%	68%	68%	70%	68%
• Prepared students	73%	73%	76%	75%	77%	75%
• Remedial students	64%	66%	64%	65%	67%	65%

Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

A second benchmark, percentage of students completing at least 30 units, tracks first-time students with a minimum of six units earned who attempted any Math or English in the first three years and earned at least 30 college units, at any California community college.

- Prepared students completing at least 30 units within six years range from 73% to 76%, with an average of 75%.
- The overall (both prepared and remedial) percentage of students who earned at least 30 units increased slightly for the five cohorts, ranging from 67% to 70%, for an average of 68%.
- The gap for the completion metric between the prepared students and remedial students average ten percentage points (75% and 65% respectively).

Santa Monica College Student Completion of at Least 30 Units



Data Set 38. Santa Monica College Student Persistence Rate

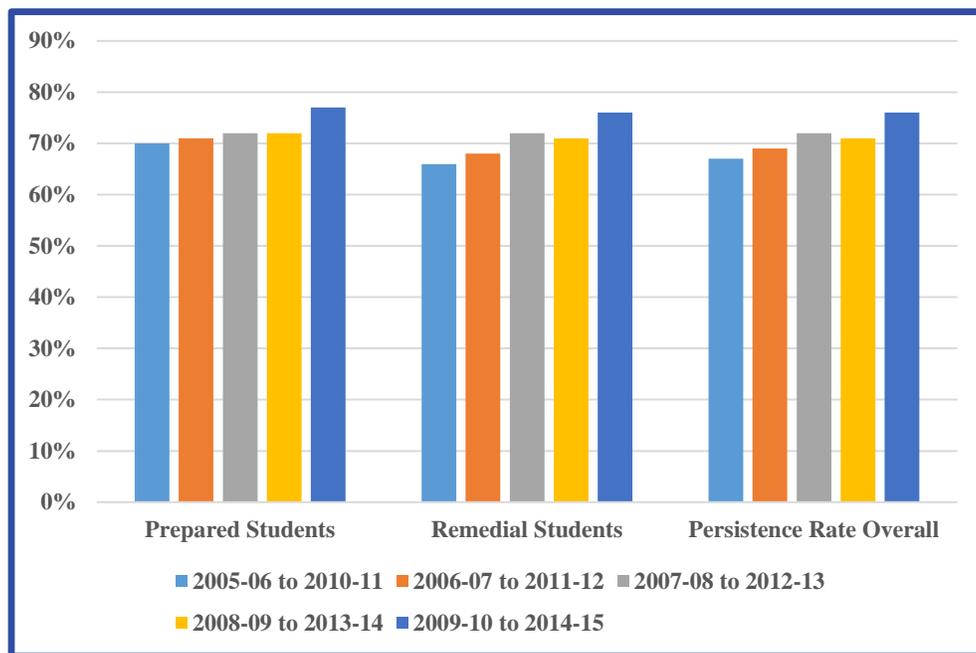
	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Persistence Rate Overall	67%	69%	72%	71%	76%	71%
• Prepared students	70%	71%	72%	72%	77%	72%
• Remedial students	66%	68%	72%	71%	76%	71%

Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

A third benchmark of the Student Success Scorecard is the persistence rate that tracks 1) first-time students with a minimum of six units earned who attempted any math or English in the first three years and enrolled in first three consecutive primary semester terms (fall and spring) within a six-year time period anywhere in the California Community College System.

- SMC's overall persistence rate has increased nine percentage points for the five cohorts, ranging from 67% to a high 76% with an average rate of 71%.
- Persistence rates for prepared students have been relatively stable at 70% to 72%, but increased last year to 77%.
- Remedial students' persistence rates have steadily increased from 66% to 76%, with an average rate of 71%.
- The persistence rates gap between prepared and remedial students has narrowed, from four percentage points to one percentage point.

**Santa Monica College
Student Persistence Rate**



Data Set 39. Santa Monica College Basic Skills Education Progress

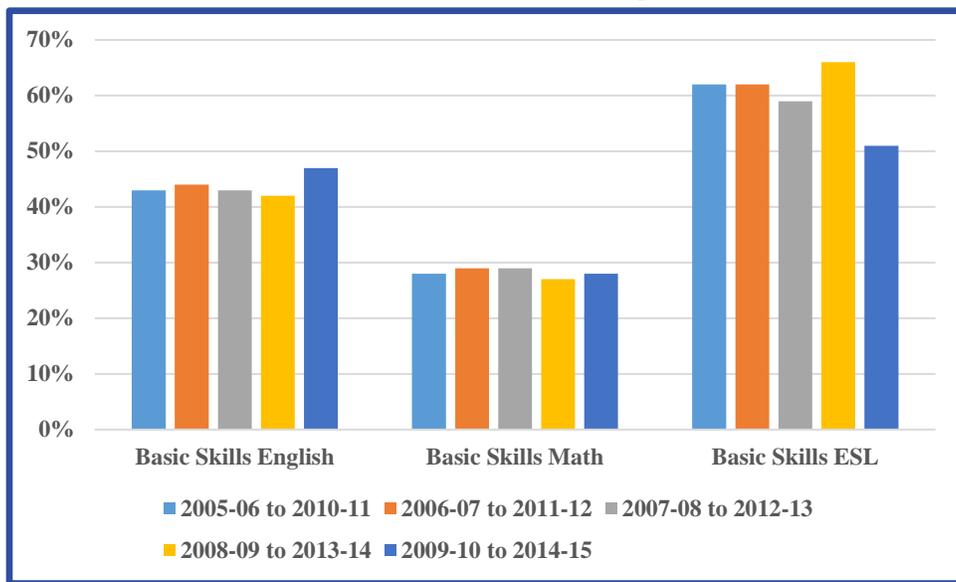
	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
• Basic Skills English	43%	44%	43%	42%	47%	44%
• Basic Skills Math	28%	29%	29%	27%	28%	28%
• Basic Skills ESL	62%	62%	59%	66%	51%	60%

Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

A fourth benchmark, the basic skills education progress rate is the percentage credit students who 1) attempted for the first time a course designated at “levels below transfer” in English, Math or ESL within six years and 2) successfully completed a college-level course in the same discipline. Santa Monica College serves a large portion of remedial students and so progress through the remedial sequence is an important metric to monitor.

- The basic skills English progress rates held steady for the first four years, 42% to 44%, and increased five percentage points to 47% last year.
- Basic skills Math progress rates are the lowest of the three basic skills studied and held steady at 27% to 29%, averaging at 28%.
- Though basic skills ESL students performed at the highest for progress rates at 51% to 66%, it also took the largest drop of nearly nine percentage points in the five cohorts studied.

Santa Monica College
Basic Skills Education Progress



Data Set 40. Santa Monica College Career Technical Education

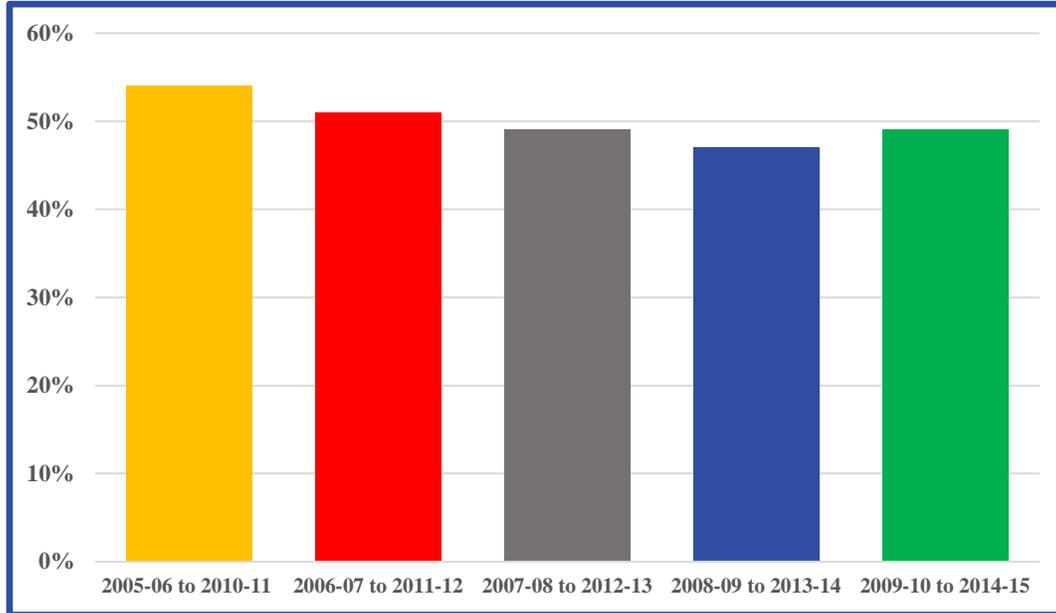
	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Career Technical Education Rate	54%	51%	49%	47%	49%	50%

Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

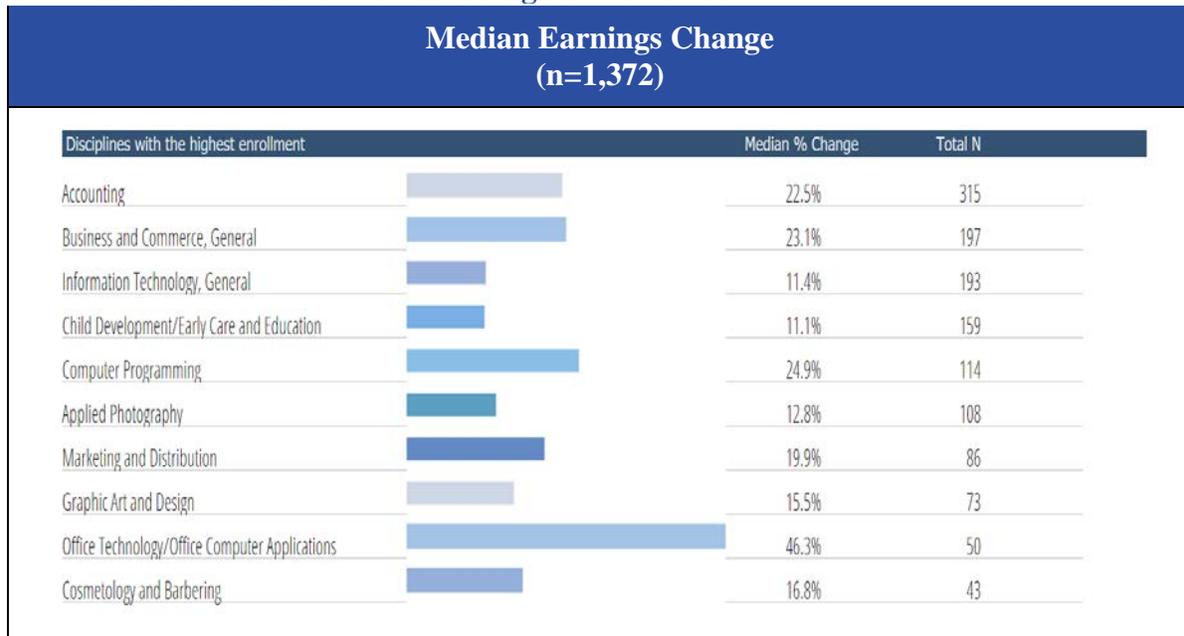
The Scorecard also dedicated a benchmark to Career Technical Education (CTE) rate and it is the percentage of students who 1) completed a CTE course for the first time and 2) completed more than 8 units in the subsequent three years in a single discipline and 3) transferred to a four-year institution, earned an associate degree, earned a certificate (Chancellor's Office approved), or achieved "transfer prepared" status within six years at the California Community colleges.

- The CTE completion rate has consistently dropped in the last three years, ranging from 54% in 2005-06 cohort to 47% with the 2008-09 cohort. The two percentage point increase with the 2009-10 cohort may prove to be a positive trend for future years.
- The college's five-year CTE average is at 50%.

Santa Monica College Career Technical Education



Data Set 41. Santa Monica College Skills Builder



Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

Skills builders are workers who maintain and add to skill sets required for ongoing employment and career advancement. The median inflation is the adjusted wages before and after the year of enrollment for students 1) who completed a vocational course of at least (.5 units) and passed all Career Technical Education (CTE) coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four-year university the year of enrollment or the following year.

- The median percentage change in wages for the 1,372 skills builders identified at SMC was a gain of 15%.

Data Set 42. Santa Monica College Career Development and College Preparation

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2006-07 to 2009-10
Career Development & Career Preparation Rate	7%	8%	7%	7%	7%

Source: California Community College Chancellor's Office (CCCCO), <http://scorecard.cccco.edu/scorecard.aspx>

Currently the only Scorecard benchmark devoted to the continuing education program is the Career Development and College Preparation (CDCP) Rate. It is the percentage of students tracked for six years and 1) who attempt two or more CDCP courses, 2) with a minimum of four attendance hours in each of those courses, 3) within three years and 4) earned a CDCP Certificate, a Chancellor's Approved credit certificate, an associate degree or transfer to four-year institution.

- The overall six-year completion rates for the four non-credit cohorts is at 7%.

FACULTY AND STAFF

Data Set 43. Santa Monica College Number of Faculty and Staff, Fall 2011-Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change from Fall 2011 to Fall 2015
Classified	471	460	442	437	466	-1%
Confidential	8	8	8	6	6	-25%
Academic Administrators	46	48	45	48	50	9%
Classified Administrators	41	44	41	38	42	2%
Full-Time Faculty	325	332	330	326	354	9%
Part-Time Faculty	346	359	370	396	396	14%
Total	1,237	1,251	1,236	1,251	1,314	6%

Source: California Community College Chancellor's Office (CCCCO), SMC Institutional Self-Evaluation Report, 2016-17

- Overall, SMC increased 6% the number of all employees in the last four years.

Data Set 44. Santa Monica College Full-Time to Part-Time Faculty Ratio, Fall 2011-Fall 2015

	Fall 2011 (n=671)	Fall 2012 (n=691)	Fall 2013 (n=700)	Fall 2014 (n=722)	Fall 2015 (n=750)
Full-Time Faculty	48%	48%	47%	45%	47%
Part-Time Faculty	52%	52%	53%	55%	53%

Source: California Community College Chancellor's Office (CCCCO), Full-Time Faculty Obligation Report

- The ratio of full-time faculty to part-time faculty (per “FON”) dropped (Fall 2011 to Fall 2014), but slightly increased to 47% in Fall 2015.

Data Set 45. Santa Monica College Employee Ethnicity

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	n=1861	n=1883	n=1904	n=1958	n=2012
Educational Administrator	48	45	46	48	55
African-American	17%	20%	20%	23%	25%
Asian	15%	16%	13%	10%	7%
Hispanic	13%	13%	20%	19%	18%
Multi-Ethnicity	4%	2%	2%	2%	2%
Pacific Islander	2%	2%	2%	2%	2%
Unknown	6%	2%	2%	2%	2%
White Non-Hispanic	44%	44%	41%	42%	44%
Academic, Tenured/Tenure Track	316	306	309	324	330
African-American	12%	12%	11%	11%	12%
Asian	11%	12%	13%	13%	12%
Hispanic	14%	15%	15%	15%	15%
Multi-Ethnicity	0%	0%	0%	0%	1%
Pacific Islander	1%	1%	0%	0%	0%
Unknown	2%	2%	1%	2%	2%
White Non-Hispanic	61%	58%	59%	58%	59%
Academic, Temporary	995	1050	1062	1081	1091
African-American	8%	8%	8%	8%	9%
Asian	10%	10%	10%	10%	11%
Hispanic	10%	10%	11%	12%	13%
Multi-Ethnicity	1%	1%	1%	2%	1%
Pacific Islander	0%	0%	0%	0%	0%
Unknown	5%	4%	5%	5%	5%
White Non-Hispanic	66%	66%	64%	63%	61%
Classified	502	482	487	505	536
African-American	23%	23%	22%	21%	21%
Asian	12%	12%	12%	13%	12%
Hispanic	23%	24%	26%	26%	27%
Multi-Ethnicity	1%	0%	0%	0%	1%
Unknown	2%	3%	4%	4%	6%
White Non-Hispanic	38%	37%	36%	35%	32%

Source: California Community College Chancellor's Office (CCCCO) DataMart

- Classified staff and administration are more diverse than the faculty (both tenured/tenure track and temporary academic).
- African-American and Hispanic representation among administrative ranks has increased; however, Asian representation has drastically dropped.
- The ethnic make-up among the tenured/tenured track faculty rank has not changed in the last four years. However, non-white population for temporary academic ranks has dropped five percentage points.
- Hispanic representation in the classified ranks has increased four percentage points, and the White population has decreased six percentage points.

Data Set 46. Santa Monica College Employee Gender

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	n=1861	n=1883	n=1904	n=1958	n=2012
Educational Administrator	48	45	46	48	55
Female	73%	73%	74%	73%	73%
Male	27%	27%	26%	27%	27%
Academic, Tenured/Tenure Track	316	306	309	324	330
Female	58%	57%	56%	56%	57%
Male	42%	43%	44%	44%	43%
Academic, Temporary	995	1050	1062	1081	1091
Female	54%	54%	54%	55%	56%
Male	46%	46%	46%	45%	44%
Classified	502	482	487	505	536
Female	51%	52%	51%	52%	51%
Male	49%	48%	49%	48%	49%

Source: California Community College Chancellor's Office (CCCCO) DataMart

- The gender distribution among administration ranks has not changed in the last four years, with more than two-thirds being female.
- There are more females than males among the teaching ranks. Female representation among the tenured/tenured track has slightly dropped in the last four years, while the temporary academic's female presence has slightly increased during this same time period.
- The classified gender distribution is nearly equal with 51% females and 49% males. Also, the difference has not changed in the last four years.

Data Set 47. Santa Monica College Employee Age

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	n=1861	n=1883	n=1904	n=1958	n=2012
Educational Administrator	48	45	46	48	55
18 to 34	8%	7%	7%	4%	5%
35 to 39	8%	7%	11%	8%	7%
40 to 49	27%	29%	30%	29%	25%
50 to 59	33%	31%	24%	27%	29%
60 to 69	23%	22%	26%	27%	27%
70+	0%	4%	2%	4%	5%
Academic, Tenured/Tenure Track	316	306	309	324	330
18 to 34	4%	4%	4%	6%	8%
35 to 39	9%	9%	10%	13%	13%
40 to 49	23%	22%	22%	20%	23%
50 to 59	30%	32%	28%	29%	26%
60 to 69	29%	28%	29%	25%	23%
70+	4%	6%	6%	7%	6%
Academic, Temporary	995	1050	1062	1081	1091
18 to 34	12%	12%	13%	14%	16%
35 to 39	11%	12%	11%	12%	11%
40 to 49	22%	22%	21%	21%	19%
50 to 59	24%	24%	25%	23%	23%
60 to 69	23%	22%	22%	22%	22%
70+	8%	8%	8%	8%	9%
Classified	502	482	487	505	536
18 to 34	16%	15%	17%	19%	20%
35 to 39	8%	9%	9%	11%	11%
40 to 49	25%	24%	23%	23%	24%
50 to 59	32%	31%	31%	29%	29%
60 to 69	17%	18%	16%	16%	15%
70+	3%	3%	2%	2%	2%

Source: California Community College Chancellor's Office (CCCCO) DataMart

- The administrative ranks are aging, with 23% being 60 and older in Fall 2012. However, in Fall 2016, that percentage has increased to 32% (seven percentage point difference).
- On the other hand, tenured/tenure track faculty are younger, with 36% being under 50 years of age in Fall 2012 and 44% in the Fall 2016 (eight percentage points differences). There are slightly more female than male employees.
- Though those under 34 years of age have gained four percentage points among the academic temporary faculty, there is not much difference otherwise.
- Classified also experienced a slight gain in younger staffing in the last four years.

FISCAL STABILITY

Data Set 48. Santa Monica College Annual Operating Excess/Deficiency (General Unrestricted Funds)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenues & Transfers	\$130,256,518	\$133,916,853	\$144,945,575	\$150,456,338	\$176,032,526
Expenditures & Transfers	\$139,096,992	\$138,533,415	\$141,494,606	\$150,646,540	\$165,888,572
Annual Operating Excess/Deficiency	(\$8,840,474)	(\$4,616,562)	\$3,450,969	(\$190,202)	\$10,144,014

Source: Santa Monica College Office of Business/Administration; Institutional Effectiveness Report, 2016

- The College has an annual general unrestricted fund budget of more than \$150,000,000. It has ended three of the last five fiscal years with a negative balance, but has an excess of more than \$10 million in 2015-2016.

Data Set 49. Santa Monica Fund Balance

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Expenditures & Transfers	\$139,096,992	\$138,533,415	\$141,494,606	\$150,646,540	\$165,888,572
General Fund Balance	\$15,137,372	\$10,520,810	\$13,971,779	\$13,781,577	\$23,425,691
Annual Operating Excess/Deficiency	10.88%	7.59%	9.87%	9.15%	14.4%

Source: Santa Monica College Office of Business/Administration; Institutional Effectiveness Report, 2016

- The College's fund balance has steadily decreased in the last four fiscal years, but ended 2015-2016 with 14.4% surplus.

Data Set 50. Santa Monica College Salaries & Benefits

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Salaries & Benefits	88.0%	89.5%	89.0%	89.4%	88.6%

Source: California Community College Chancellor's Office (CCCCO), Institutional Effectiveness Partnership Initiative (IEPI)

- The percent of unrestricted general funds used toward salaries and benefits has continued to maintain around 89% in the last five fiscal years.

Data Set 51. Santa Monica College Percentage Total Revenue from Non-Resident Tuition/Intensive English Revenue

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Resident Revenue	\$21,387,129	\$24,544,282	\$24,731,024	\$27,182,917	\$31,065,989
Revenue and Transfers	\$136,530,922	\$139,256,518	\$133,916,853	\$144,945,575	\$150,456,338
% Non-Resident Revenue/Total Revenue	15.7%	18.8%	18.5%	18.8%	20.6%

Source: Santa Monica College Office of Business/Administration; Institutional Effectiveness Report, 2016

- The percent of annual unrestricted general funds obtained from non-resident tuition fees continues to increase, from 15.7% in 2010-2011 to 20.6% in 2014-2015 fiscal year. Tuition charged to non-resident students increased from \$222 per unit to \$279 per unit during the same time period.

Data Set 52. Santa Monica College WSCH/FTEF

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
WSCH	401,287	394,297	386,444	382,959	391,057
FTEF	631.95	626.63	623.77	634.10	652.20
WSCH/FTEF	635.00	629.23	619.53	603.94	599.59

Source: Santa Monica College Office of Academic Affairs' TIMS (The Instructional Management System); Institutional Effectiveness Report, 2016

- Though the College is efficient in achieving the 560.0 WSCH/FTEF (productivity of instructional programs in term of class size), it has steadily dropped 5.5% in the last four years, from 635 in Fall 2011 to 599.59 in Fall 2015.



**STUDENT,
EMPLOYEE, AND
COMMUNITY
SATISFACTION**



STUDENT SATISFACTION

Strategic Plan Project Survey Results Student Respondents (n=663)

Spring 2017

Santa Monica College (SMC) wanted to include students' opinions as part of its planning for the future. An online survey was launched at the beginning of Spring 2017 for a two-week time period; 663 students participated. As a whole, findings show that students are broadly satisfied with their experience at SMC and that there are minor differences in ratings among the different ethnic groups. Those who identified themselves as "multi-ethnicities," "unknown," and Asians to some extent, tended to be slightly more critical in their assessment of SMC throughout the survey than other groups. Below are summaries of findings:

Overall Direction:

- Students stated general satisfaction with their experience at SMC (average of 1.81 out of 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied").
- In general, all groups agreed that "SMC's highest priority is to promote student success." African-American students were most generous in their ratings (1.59) and Asian students were slightly less agreeable (1.92).
- There were minor differences in ratings among males and females; however, females' ratings toward SMC slightly more agreeable or more satisfactory than males in most categories asked.

College Features:

- Students were satisfied with the following college features: learning resources (tutoring, open labs, library, etc.) (1.77), friendliness and helpfulness of staff (1.88), the college climate and collegiality among students and faculty/staff (1.89), and ease of registration and enrollment (1.90).
- Financial aid services and availability (2.06) and availability of classes (2.35) received slightly lower satisfaction ratings
- More than one-third of the students responded "don't know" to their level of satisfaction regarding "career technical programs that promote student success in career." Those who did rate this question, provided average satisfaction with the program at 2.10.

Campus Facilities:

- Students-respondents from all groups rated equal level of satisfaction with the appearance of the campus (1.75), campus safety and security (1.78), classroom technology (1.95), college website (1.97), and laboratory facilities (1.98).
- However, all student groups also expressed equal levels of dissatisfaction with the following campus facilities: parking (3.20 out of a 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied"), food services/cafeteria environment (2.28), classroom facilities (2.10), and transportation options (2.03).

Student Success and Equity:

- Students-respondents were equally favorable in their assessment that SMC prepares students for successful transfers (1.79) and successful careers (1.91), and lifelong learning (1.93).
- Caucasians were very agreeable that SMC celebrates, acknowledges, and supports student ethnic and cultural diversity (1.58). Asian respondents were slightly less agreeable than all of the ethnic groups at 1.89.
- Respondents agree that SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds (1.91), focuses on student needs (1.95), provides students the support they need to succeed in college (1.89), and assists students to access the financial support they need for their education (2.03).
- Nearly one-third of the respondents stated that they “don’t know” if SMC helps students to cope with non-academic responsibilities.
- One-fifth of all respondents do not know if SMC assists students to access the financial support they need for their education (such as financial aid or scholarships). Those who did rate this question had equal ratings (average of 2.03) for all groups.

Student Comments:

Students offered many thoughtful praises and appreciation for the College, its faculty and staff and administration. However, they also offered many concerns/suggestions that need to be addressed in upcoming years.

- Students would like to participate more, but they feel their comments and concerns are brushed aside. They would like to be able to share/address a situation, to be heard and be part of the solution.
- Students’ main concerns about campus facilities are: being overcrowded, lack of parking, aging facilities and lack of maintenance of buildings and bathrooms.
- Respondents would like to see more variety of class offerings, especially math, science and vocational courses. They also noted that SMC needs to focus on its online offerings.
- Maintaining a quality faculty that engages students inside the classroom, as well as outside of the classroom.
- Keeping class size small and tuition and book costs low are important concerns students have in attending SMC. They need assistance with addressing their financial needs.
- Students need more counseling to help them through the educational journey.
- The College needs to introduce the many support services/programs to students when they first arrive at the College. Many expressed frustrations for not knowing about these programs until years later.
- Improve relationships between everyone, faculty and students, administration and staff, etc. They expressed the need for tolerance and respect for everyone. Some would like an Equity Resource Center or a Lesbian-Gay-Bisexual-Transgender (LGBT) Resource Center, where everybody is welcomed and understood.
- The College needs to upgrade the website so that it is easy to find information, up-to-date information about events and activities, etc.
- Because many students make a long commute to attend SMC, they would like the College to address the need for affordable housing.
- Some students voiced the need to pay attention to international students, such as class offerings, affordable housing, jobs, etc.

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
African-American	31	32%	68%	0%	0%	18%	0%	1.68
Asian	56	18%	71%	9%	2%	18%	3%	1.95
Caucasian	159	36%	55%	7%	3%	10%	0%	1.76
Latino	122	37%	58%	4%	1%	15%	0%	1.69
Multi-ethnicities	58	21%	71%	5%	3%	7%	0%	1.91
Unknown/other	40	25%	50%	10%	15%	13%	4%	2.14
Female	284	31%	60%	7%	2%	12%	1%	1.80
Male	166	32%	60%	4%	4%	15%	1%	1.80
Unknown/other	16	19%	63%	6%	12%	16%	0%	2.12
TOTAL	466	31%	60%	6%	3%	13%	1%	1.81

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
African-American	32	44%	53%	3%	0%	14%	1.59
Asian	62	26%	60%	11%	3%	13%	1.92
Caucasian	166	33%	52%	10%	5%	6%	1.88
Latino	136	49%	42%	6%	3%	5%	1.63
Multi-ethnicities	56	34%	55%	7%	4%	10%	1.80
Unknown/other	43	30%	47%	14%	9%	11%	2.03
Female	300	40%	49%	8%	3%	7%	1.75
Male	181	34%	51%	9%	6%	8%	1.87
Unknown/other	14	14%	71%	14%	0%	18%	2.00
TOTAL	495	37%	50%	9%	4%	8%	1.80

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
African-American	37	19%	46%	35%	0%	3%	2.16
Asian	70	7%	41%	40%	11%	1%	2.56
Caucasian	175	13%	55%	19%	13%	1%	2.32
Latino	141	20%	50%	21%	9%	1%	2.18
Multi-ethnicities	62	8%	52%	31%	10%	0%	2.42
Unknown/other	46	11%	35%	28%	26%	4%	2.70
Female	321	14%	51%	28%	8%	1%	2.30
Male	194	14%	49%	22%	16%	2%	2.39
Unknown/other	16	13%	25%	25%	38%	6%	2.88
TOTAL	531	14%	49%	26%	12%	2%	2.35
Level of satisfaction with career technical programs that promote student success in careers.							
African-American	29	31%	55%	14%	0%	22%	1.83
Asian	49	12%	63%	18%	6%	31%	2.18
Caucasian	90	17%	57%	18%	7%	48%	2.12
Latino	100	24%	55%	15%	6%	30%	2.03
Multi-ethnicities	45	9%	76%	7%	9%	27%	2.16
Unknown/other	32	22%	53%	3%	22%	32%	2.27
Female	211	21%	58%	16%	5%	35%	2.05
Male	124	19%	61%	11%	10%	36%	2.12
Unknown/other	10	0%	60%	10%	30%	41%	2.70
TOTAL	345	19%	59%	14%	8%	35%	2.10
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
African-American	37	32%	60%	5%	3%	3%	1.78
Asian	67	18%	61%	18%	3%	6%	2.06
Caucasian	171	23%	63%	11%	3%	3%	1.93
Latino	135	39%	52%	7%	3%	5%	1.74
Multi-ethnicities	61	30%	62%	5%	3%	2%	1.82
Unknown/other	48	21%	52%	19%	8%	0%	2.13
Female	310	28%	60%	10%	3%	4%	1.87
Male	193	28%	57%	10%	5%	2%	1.92
Unknown/other	16	19%	56%	25%	0%	6%	2.06
TOTAL	519	28%	59%	10%	4%	4%	1.89

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with friendliness and helpfulness of staff.							
African-American	38	21%	66%	8%	5%	0%	1.97
Asian	68	24%	60%	10%	6%	3%	1.99
Caucasian	172	31%	54%	12%	3%	3%	1.86
Latino	141	36%	55%	8%	1%	1%	1.74
Multi-ethnicities	61	34%	54%	8%	3%	0%	1.80
Unknown/other	48	19%	54%	17%	10%	0%	2.20
Female	317	29%	57%	10%	4%	2%	1.90
Male	194	33%	54%	10%	3%	1%	1.82
Unknown/other	17	18%	65%	12%	6%	0%	2.06
TOTAL	528	30%	56%	10%	4%	2%	1.88
Level of satisfaction with ease of registration and enrollment.							
African-American	38	40%	50%	8%	3%	0%	1.74
Asian	69	28%	48%	20%	4%	0%	2.01
Caucasian	176	32%	48%	11%	10%	0%	1.98
Latino	140	41%	50%	5%	4%	1%	1.73
Multi-ethnicities	62	34%	55%	7%	5%	0%	1.82
Unknown/other	48	25%	44%	17%	15%	0%	2.20
Female	323	33%	50%	11%	7%	1%	1.91
Male	193	36%	48%	10%	6%	0%	1.87
Unknown/other	17	24%	53%	6%	17%	0%	2.18
TOTAL	533	34%	49%	10%	7%	0%	1.90
Level of satisfaction with financial aid services and availability.							
African-American	35	37%	49%	9%	6%	8%	1.83
Asian	52	23%	44%	25%	8%	27%	2.17
Caucasian	98	31%	45%	15%	9%	44%	2.03
Latino	132	34%	42%	14%	11%	8%	2.01
Multi-ethnicities	47	30%	53%	6%	11%	24%	1.98
Unknown/other	36	14%	47%	19%	19%	26%	2.47
Female	247	32%	44%	15%	9%	24%	2.02
Male	138	29%	46%	13%	12%	30%	2.07
Unknown/other	15	7%	60%	20%	13%	12%	2.40
TOTAL	400	30%	45%	15%	10%	26%	2.06

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
African-American	34	38%	56%	6%	0%	11%	1.68
Asian	65	31%	63%	6%	0%	7%	1.75
Caucasian	141	33%	55%	10%	2%	19%	1.81
Latino	137	45%	47%	7%	1%	4%	1.63
Multi-ethnicities	55	40%	49%	7%	4%	11%	1.75
Unknown/other	46	15%	65%	7%	13%	2%	2.18
Female	292	38%	52%	9%	2%	9%	1.75
Male	171	34%	59%	6%	2%	12%	1.75
Unknown/other	15	20%	53%	7%	20%	12%	2.27
TOTAL	478	36%	54%	8%	3%	11%	1.77
Level of satisfaction with campus and security.							
African-American	35	34%	60%	3%	3%	8%	1.74
Asian	63	30%	60%	8%	2%	10%	1.81
Caucasian	164	31%	61%	6%	2%	7%	1.79
Latino	138	44%	51%	1%	4%	4%	1.65
Multi-ethnicities	56	32%	54%	9%	5%	10%	1.88
Unknown/other	46	22%	61%	9%	9%	4%	2.05
Female	303	30%	60%	7%	3%	7%	1.82
Male	184	42%	52%	2%	4%	6%	1.69
Unknown/other	15	13%	67%	7%	13%	12%	2.20
TOTAL	502	33%	57%	5%	4%	7%	1.78
Level of satisfaction with technology for students and faculty in classrooms and labs.							
African-American	35	23%	63%	9%	6%	5%	1.97
Asian	62	32%	57%	11%	0%	10%	1.79
Caucasian	150	26%	51%	18%	5%	15%	2.03
Latino	137	31%	53%	14%	3%	4%	1.89
Multi-ethnicities	56	34%	52%	9%	5%	10%	1.86
Unknown/other	44	14%	57%	20%	9%	6%	2.21
Female	295	28%	55%	15%	2%	9%	1.92
Male	175	29%	52%	13%	6%	10%	1.97
Unknown/other	14	7%	50%	21%	21%	18%	2.64
TOTAL	484	28%	54%	15%	4%	9%	1.95

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with classroom facilities.							
African-American	35	26%	60%	11%	3%	5%	1.91
Asian	67	18%	61%	16%	5%	4%	2.07
Caucasian	170	15%	54%	24%	7%	3%	2.22
Latino	140	23%	58%	14%	6%	2%	2.02
Multi-ethnicities	59	27%	53%	17%	3%	3%	1.97
Unknown/other	46	11%	59%	20%	11%	2%	2.30
Female	314	19%	59%	18%	4%	3%	2.06
Male	188	21%	53%	18%	8%	3%	2.13
Unknown/other	15	0%	53%	27%	20%	12%	2.67
TOTAL	517	19%	57%	18%	6%	3%	2.10
Level of satisfaction with food services and cafeteria environment.							
African-American	27	15%	48%	22%	15%	29%	2.37
Asian	63	16%	35%	43%	6%	10%	2.40
Caucasian	131	16%	52%	23%	9%	26%	2.25
Latino	129	24%	46%	19%	11%	10%	2.17
Multi-ethnicities	48	17%	56%	21%	6%	21%	2.17
Unknown/other	39	5%	56%	13%	26%	21%	2.61
Female	269	17%	50%	24%	10%	17%	2.26
Male	155	19%	45%	24%	12%	21%	2.28
Unknown/other	13	8%	54%	15%	23%	24%	2.54
TOTAL	437	17%	48%	24%	11%	19%	2.28
Level of satisfaction with laboratory facilities.							
African-American	29	10%	76%	3%	10%	24%	2.14
Asian	51	26%	65%	8%	2%	26%	1.86
Caucasian	117	19%	64%	15%	3%	33%	2.01
Latino	102	30%	55%	11%	4%	28%	1.88
Multi-ethnicities	42	24%	60%	7%	10%	32%	2.02
Unknown/other	33	18%	58%	18%	6%	32%	2.13
Female	226	24%	61%	12%	3%	30%	1.93
Male	135	22%	63%	10%	6%	31%	2.00
Unknown/other	13	8%	54%	23%	15%	24%	2.46
TOTAL	374	23%	62%	11%	5%	30%	1.98

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
African-American	36	28%	67%	3%	3%	3%	1.81
Asian	66	30%	58%	12%	0%	6%	1.82
Caucasian	172	36%	54%	8%	2%	2%	1.76
Latino	142	46%	47%	5%	2%	1%	1.63
Multi-ethnicities	61	33%	61%	5%	2%	2%	1.75
Unknown/other	46	22%	67%	9%	2%	4%	1.91
Female	317	36%	57%	6%	2%	2%	1.74
Male	190	36%	54%	9%	1%	2%	1.75
Unknown/other	16	25%	56%	13%	6%	6%	2.00
TOTAL	523	36%	55%	7%	2%	2%	1.75
Level of satisfaction with parking.							
African-American	30	0%	30%	23%	47%	21%	3.17
Asian	50	4%	22%	34%	40%	29%	3.10
Caucasian	137	5%	22%	26%	47%	22%	3.15
Latino	102	5%	17%	32%	46%	29%	3.20
Multi-ethnicities	48	4%	13%	33%	50%	23%	3.29
Unknown/other	38	0%	16%	24%	61%	23%	3.49
Female	242	5%	22%	29%	45%	25%	3.14
Male	151	3%	17%	29%	51%	23%	3.27
Unknown/other	12	0%	8%	33%	58%	29%	3.50
TOTAL	405	4%	20%	29%	47%	25%	3.20
Level of satisfaction with transportation options.							
African-American	34	29%	53%	12%	6%	11%	1.94
Asian	65	25%	46%	26%	3%	7%	2.08
Caucasian	143	22%	52%	20%	6%	19%	2.11
Latino	137	29%	52%	12%	7%	4%	1.96
Multi-ethnicities	55	27%	60%	9%	4%	10%	1.89
Unknown/other	42	21%	52%	17%	10%	15%	2.15
Female	287	28%	52%	15%	5%	11%	1.97
Male	174	23%	51%	18%	8%	11%	2.10
Unknown/other	15	7%	60%	20%	13%	12%	2.40
TOTAL	476	25%	52%	17%	6%	11%	2.03

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with the college website.							
African-American	37	24%	62%	11%	3%	3%	1.92
Asian	69	17%	64%	17%	1%	1%	2.03
Caucasian	175	24%	53%	17%	7%	1%	2.06
Latino	139	34%	56%	7%	3%	3%	1.79
Multi-ethnicities	60	20%	65%	10%	5%	3%	2.00
Unknown/other	45	22%	60%	9%	9%	4%	2.05
Female	316	27%	57%	11%	5%	2%	1.94
Male	193	23%	59%	14%	4%	2%	1.99
Unknown/other	16	13%	62%	13%	13%	6%	2.25
TOTAL	525	25%	58%	12%	5%	2%	1.97

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

Santa Monica College’s Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
African-American	30	23%	63%	13%	0%	6%	1.90
Asian	69	29%	57%	10%	4%	5%	1.89
Caucasian	152	20%	62%	13%	5%	7%	2.03
Latino	123	38%	45%	15%	2%	5%	1.81
Multi-ethnicities	51	31%	57%	8%	4%	9%	1.84
Unknown/other	39	10%	54%	23%	13%	5%	2.39
Female	272	28%	56%	12%	4%	8%	1.91
Male	166	25%	55%	15%	5%	4%	2.00
Unknown/other	13	23%	38%	23%	15%	6%	2.31
TOTAL	451	27%	55%	13%	4%	6%	1.95
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
African-American	29	35%	59%	3%	3%	12%	1.76
Asian	54	30%	56%	11%	4%	9%	1.89
Caucasian	144	50%	44%	4%	2%	12%	1.58
Latino	124	51%	43%	5%	2%	5%	1.57
Multi-ethnicities	54	41%	54%	4%	2%	4%	1.67
Unknown/other	36	31%	53%	14%	3%	13%	1.88
Female	270	45%	48%	6%	2%	9%	1.64
Male	158	44%	47%	6%	3%	9%	1.68
Unknown/other	13	23%	54%	15%	8%	7%	2.08
TOTAL	441	44%	48%	6%	2%	9%	1.66

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for successful careers.							
African-American	29	35%	55%	10%	0%	12%	1.76
Asian	49	20%	65%	14%	0%	17%	1.94
Caucasian	132	26%	57%	14%	3%	19%	1.95
Latino	120	38%	51%	11%	0%	8%	1.73
Multi-ethnicities	49	18%	61%	14%	6%	13%	2.08
Unknown/other	35	26%	31%	34%	9%	15%	2.25
Female	248	30%	58%	11%	2%	16%	1.83
Male	153	28%	50%	20%	3%	12%	1.90
Unknown/other	13	8%	46%	38%	8%	7%	2.46
TOTAL	414	29%	54%	15%	2%	14%	1.91
SMC prepares students for successful transfer.							
African-American	27	44%	48%	7%	0%	16%	1.63
Asian	54	30%	54%	15%	2%	9%	1.89
Caucasian	137	41%	49%	7%	3%	16%	1.72
Latino	120	43%	48%	7%	2%	8%	1.70
Multi-ethnicities	50	28%	60%	6%	6%	11%	1.90
Unknown/other	34	32%	32%	24%	12%	13%	2.16
Female	255	38%	48%	11%	2%	14%	1.78
Male	156	40%	49%	6%	5%	9%	1.76
Unknown/other	11	9%	64%	9%	18%	16%	2.36
TOTAL	422	38%	49%	10%	4%	12%	1.79
SMC prepares students for lifelong learning.							
African-American	27	22%	74%	4%	0%	18%	1.81
Asian	49	25%	53%	20%	2%	16%	2.00
Caucasian	143	26%	55%	12%	7%	12%	2.00
Latino	124	36%	51%	11%	2%	4%	1.78
Multi-ethnicities	48	25%	60%	8%	6%	13%	1.96
Unknown/other	32	28%	47%	6%	19%	20%	2.17
Female	259	31%	58%	9%	3%	11%	1.84
Male	154	26%	51%	15%	8%	11%	2.05
Unknown/other	10	20%	30%	30%	20%	23%	2.50
TOTAL	423	29%	55%	11%	5%	11%	1.93

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
I am satisfied with my educational experience at SMC.							
African-American	31	29%	65%	7%	0%	6%	1.77
Asian	52	23%	58%	19%	0%	10%	1.96
Caucasian	161	32%	58%	6%	4%	2%	1.81
Latino	126	41%	48%	10%	2%	3%	1.73
Multi-ethnicities	54	32%	56%	7%	6%	4%	1.87
Unknown/other	36	22%	50%	14%	14%	10%	2.21
Female	280	33%	57%	8%	3%	5%	1.79
Male	167	32%	52%	11%	5%	4%	1.89
Unknown/other	13	23%	38%	31%	8%	0%	2.23
TOTAL	460	32%	53%	10%	4%	4%	1.84
SMC provides the support students need to help them succeed in college.							
African-American	30	27%	63%	10%	0%	9%	1.83
Asian	52	14%	75%	12%	0%	9%	1.98
Caucasian	143	29%	53%	15%	3%	12%	1.92
Latino	125	38%	51%	8%	2%	4%	1.74
Multi-ethnicities	53	26%	60%	8%	6%	5%	1.92
Unknown/other	35	29%	40%	14%	17%	10%	2.21
Female	268	28%	59%	10%	3%	9%	1.87
Male	159	31%	52%	13%	4%	8%	1.90
Unknown/other	11	18%	45%	18%	18%	15%	2.36
TOTAL	438	29%	56%	11%	4%	8%	1.89
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
African-American	27	26%	63%	7%	4%	18%	1.89
Asian	47	23%	53%	13%	11%	18%	2.11
Caucasian	138	30%	50%	17%	3%	15%	1.93
Latino	121	41%	48%	7%	4%	7%	1.75
Multi-ethnicities	49	33%	51%	10%	6%	11%	1.90
Unknown/other	34	24%	47%	18%	12%	10%	2.18
Female	253	33%	52%	12%	3%	14%	1.85
Male	153	31%	48%	12%	9%	11%	1.99
Unknown/other	10	20%	40%	20%	20%	17%	2.40
TOTAL	416	32%	51%	13%	5%	12%	1.91

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
African-American	21	19%	48%	14%	19%	36%	2.33
Asian	39	15%	56%	23%	5%	29%	2.18
Caucasian	101	9%	45%	37%	10%	38%	2.48
Latino	106	29%	39%	21%	11%	18%	2.14
Multi-ethnicities	38	13%	42%	32%	13%	31%	2.45
Unknown/other	28	18%	36%	25%	21%	26%	2.52
Female	203	21%	44%	26%	9%	30%	2.22
Male	121	14%	44%	29%	13%	29%	2.41
Unknown/other	9	0%	11%	33%	56%	25%	3.44
TOTAL	333	18%	43%	27%	12%	30%	2.32
SMC assists student to access the financial support they need for their education (e.g. financial aid, scholarships).							
African-American	29	21%	62%	14%	3%	12%	2.00
Asian	47	23%	57%	17%	2%	18%	1.98
Caucasian	101	22%	55%	18%	6%	38%	2.08
Latino	120	37%	45%	12%	7%	7%	1.99
Multi-ethnicities	48	19%	58%	10%	13%	13%	2.17
Unknown/other	34	15%	53%	18%	15%	15%	2.34
Female	237	27%	51%	18%	5%	19%	2.01
Male	132	26%	57%	8%	9%	24%	2.01
Unknown/other	10	0%	50%	20%	30%	17%	2.80
TOTAL	379	26%	53%	15%	7%	21%	2.03

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

Santa Monica College
Student Strategic Plan Project Survey Participants

N=663	
<u>Ethnicity:</u>	
African-American	7%
Asian	13%
Caucasian	31%
Latino	28%
Multi-ethnicities	12%
Decline to answer/other	9%
<u>Gender:</u>	
Female	62%
Male	36%
Other	1%
Decline to answer	1%
<u>Age:</u>	
Less than 20	26%
20-25	39%
26-29	10%
30-39	11%
40-49	5%
50+	8%
Decline to answer	1%
<u>Units Enrolled in at SMC:</u>	
Less than 6 units	19%
6-11 units	34%
12 or more units	47%
<u>Semesters Enrolled at SMC:</u>	
Less than 2 semesters	28%
3-4 semesters	33%
5-6 semesters	18%
7-8 semesters	9%
9 or more semesters	12%

EMPLOYEE SATISFACTION

Strategic Plan Project Survey Results, Spring 2017 Faculty & Staff Respondents

An online survey was implemented to the Santa Monica College faculty and staff community at the beginning of Spring 2017 for a two-week time period. All faculty and staff were invited to participate; 760 responded. Summary findings include:

Overall Direction:

- All groups found general satisfaction with their experience at SMC (average 1.64 to 1.92 out of 4-scale rating, with 1 being “strongly satisfied” and 4 being “strongly dissatisfied”, but the full-time classified were slightly less satisfied (1.97).
- In general, classified staff rated the College slightly lower than other groups in term of most items asked, including “SMC’s highest priority is to promote student success.”
- Respondents rated staff to be friendly and helpful; however, full-time classified (1.85) and managers did not rate this highly satisfactory (both at 2.09)
- More than one-third of the staff/faculty/administration responded “don’t know” to each of the following college features:
 - Satisfaction with laboratory facilities (49%),
 - Satisfaction with career technical programs that promote student success in career (48%),
 - Satisfaction with ease of registration and enrollment (36%).
- All employee groups expressed equal levels of dissatisfaction with campus parking (2.92), food services/cafeteria environment (2.48) and classroom facilities (2.45),
- Also, employees from across the ranks rated equal level of satisfaction with campus safety and security (1.83), learning resources (1.96), appearance of the campus (2.03), transportation options (2.07), classroom technology (2.16), college website (2.21), and laboratory facilities (2.22).

Student Success and Equity:

- Employees from across the campus were equally favorable in their assessment that SMC:
 - Prepares students for successful transfers (1.64) and successful careers (1.93), and lifelong learning (1.94),
 - Celebrates, acknowledges, and supports student ethnic and cultural diversity (1.67),
 - Encourages interaction among students from different economic, social, and racial or ethnic backgrounds (1.84),
 - Focuses on student needs (1.85), and
 - Provides students the support they need to succeed in college (1.90).
- More than one-quarter of the employees stated that they “don’t know” if SMC helps students to cope with non-academic responsibilities (30%) if SMC regularly assesses student support services in order to improve student success (41%). Those who did rate this question had equal ratings for all groups.

Planning and Resource Allocation Processes:

- Managers/Administrators were more familiar with the components of the SMC's planning processes (2.11 out of 4, 1 being "strongly agree" and 4 being "strongly disagree") than part-time faculty and staff (3.18 and 3.19 respectively).
- Full-time faculty and managers/administrators (2.38 and 2.63 respectively) were somewhat agreeable in being actively engaged in the planning processes. Part-time and full-time classified staff and part-time faculty did not feel engaged in the planning process.
- Both full- and part-time classified staff also found planning processes not very clearly linked to the resource allocation process (2.66 and 3.22 f respectively).
- Managers/Administrators noted that planning processes at SMC somewhat informed their work at the College (2.20) than other employee groups.
- More than one-third of the employees stated that they "don't know" if the planning processes at SMC informs them of their work at the College (38%) or if the planning processes are clearly linked to the resource allocation process (53%).

Organizational Structure:

- Faculty and staff were somewhat in agreement (2.34 out of 4, 1 being strongly agree" and 4 being "strongly disagree") that the current college organization of departments and leadership works well. Both part-time and full-time faculty's average ratings (2.06 and 2.38 respectively) were slightly more favorable than managers/administrators (2.52) and full-time classified's (2.63) lower ratings.

Comments:

Respondents were also very generous in sharing their comments about what they think are most critical considerations for the Santa Monica College and its success, challenges that SMC should be aware of, courses/programs/services that SMC should offer and areas of improvement, as well as how the organization should be structured.

- Employees would like to see the College hire more full-time faculty to ensure a consistent quality of education for students. At the same time, they would like to see the hiring of a more diverse faculty to match that of the already diverse student body. This will ensure better levels of tolerance and respect for each other.
- Many would like for the College to put forth effort in maintaining financial stability, using resources that follow a formal approved process of which plans drive budget.
- There is a need to break down silos to build better communication among the different employee groups and different departments.
- Offer more variety of classes to students, especially in terms of STEM and vocational areas.
- Though the college community embraces that being #1 in transfers is important, they also recognize that not all students want to go that route and that SMC needs to provide them with practical skills to obtain good paying jobs.
- Employees noted the need to upgrade technology in the workplace and in the classroom. Many stated that the College is behind in the technology and software that employers and students already use.

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
Full-Time Classified	154	27%	56%	10%	7%	14%	0%	1.97
Part-Time Classified	19	42%	53%	0%	5%	27%	0%	1.68
Full-Time Faculty	159	38%	52%	8%	1%	10%	0%	1.72
Part-Time Faculty	277	40%	56%	3%	1%	8%	0%	1.64
Manager/Administrator	61	38%	59%	3%	0%	14%	0%	1.66
TOTAL**	672	37%	55%	6%	2%	11%	0%	1.74

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
Full-Time Classified	176	34%	48%	13%	6%	2%	1.90
Part-Time Classified	25	56%	24%	8%	12%	4%	1.76
Full-Time Faculty	177	45%	45%	9%	2%	1%	1.68
Part-Time Faculty	290	51%	44%	5%	0%	3%	1.54
Manager/Administrator	68	49%	47%	5%	0%	4%	1.56
TOTAL**	738	45%	45%	8%	2%	3%	1.67

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
Full-Time Classified	136	12%	60%	23%	6%	23%	2.23
Part-Time Classified	21	10%	62%	10%	19%	19%	2.38
Full-Time Faculty	170	14%	62%	21%	3%	4%	2.12
Part-Time Faculty	264	17%	60%	20%	3%	11%	2.09
Manager/Administrator	46	13%	65%	17%	4%	31%	2.13
TOTAL**	638	15%	61%	20%	4%	15%	2.14
Level of satisfaction with career technical programs that promote student success in careers.							
Full-Time Classified	122	10%	53%	25%	12%	31%	2.39
Part-Time Classified	16	13%	56%	13%	19%	39%	2.38
Full-Time Faculty	145	12%	67%	19%	3%	18%	2.12
Part-Time Faculty	196	21%	60%	16%	4%	34%	2.02
Manager/Administrator	45	18%	56%	16%	11%	32%	2.20
TOTAL**	526	15%	60%	19%	7%	29%	2.16
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
Full-Time Classified	163	20%	53%	16%	12%	6%	2.20
Part-Time Classified	25	28%	48%	16%	8%	4%	2.04
Full-Time Faculty	176	22%	57%	16%	5%	1%	2.05
Part-Time Faculty	286	37%	58%	4%	1%	4%	1.68
Manager/Administrator	62	8%	63%	21%	8%	6%	2.29
TOTAL**	714	27%	57%	12%	5%	4%	1.95
Level of satisfaction with friendliness and helpfulness of staff.							
Full-Time Classified	173	22%	55%	16%	8%	3%	2.09
Part-Time Classified	26	42%	42%	8%	8%	0%	1.81
Full-Time Faculty	174	25%	66%	9%	1%	2%	1.86
Part-Time Faculty	294	44%	48%	7%	1%	1%	1.65
Manager/Administrator	65	12%	68%	19%	2%	2%	2.09
TOTAL**	734	31%	55%	10%	3%	2%	1.85

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

**Two participants identified themselves as “other,” and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with ease of registration and enrollment.							
Full-Time Classified	126	18%	56%	15%	11%	29%	2.19
Part-Time Classified	16	25%	50%	13%	13%	38%	2.13
Full-Time Faculty	119	12%	61%	24%	3%	32%	2.19
Part-Time Faculty	175	29%	57%	13%	2%	41%	1.89
Manager/Administrator	40	3%	53%	40%	5%	40%	2.48
TOTAL**	478	19%	57%	18%	5%	36%	2.10
Level of satisfaction with financial aid services and availability.							
Full-Time Classified	109	17%	51%	17%	14%	39%	2.28
Part-Time Classified	13	8%	62%	15%	15%	50%	2.38
Full-Time Faculty	89	17%	65%	17%	1%	49%	2.02
Part-Time Faculty	137	24%	61%	13%	2%	53%	1.92
Manager/Administrator	37	11%	76%	14%	0%	44%	2.03
TOTAL**	387	19%	61%	15%	5%	48%	2.07
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
Full-Time Classified	125	22%	61%	10%	6%	30%	2.01
Part-Time Classified	23	30%	44%	13%	13%	12%	2.09
Full-Time Faculty	171	13%	63%	22%	2%	3%	2.14
Part-Time Faculty	264	33%	57%	10%	0%	11%	1.78
Manager/Administrator	47	19%	60%	13%	9%	30%	2.11
TOTAL**	631	24%	59%	14%	3%	16%	1.96
Level of satisfaction with campus safety and security.							
Full-Time Classified	173	25%	64%	5%	6%	3%	1.92
Part-Time Classified	25	28%	56%	8%	8%	4%	1.96
Full-Time Faculty	176	27%	61%	9%	3%	1%	1.88
Part-Time Faculty	290	35%	56%	9%	1%	4%	1.77
Manager/Administrator	67	37%	57%	5%	2%	3%	1.70
TOTAL**	733	30%	59%	8%	3%	3%	1.83

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

**Two participants identified themselves as “other,” and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with technology for students and faculty in classrooms and labs.							
Full-Time Classified	134	14%	58%	16%	11%	24%	2.25
Part-Time Classified	25	8%	52%	28%	12%	4%	2.44
Full-Time Faculty	173	9%	56%	30%	6%	3%	2.34
Part-Time Faculty	278	21%	57%	20%	2%	7%	2.03
Manager/Administrator	57	19%	65%	16%	0%	17%	1.96
TOTAL**	669	16%	57%	22%	5%	11%	2.16
Level of satisfaction with classroom facilities.							
Full-Time Classified	143	4%	43%	38%	16%	20%	2.66
Part-Time Classified	26	4%	50%	35%	12%	0%	2.54
Full-Time Faculty	172	7%	40%	37%	16%	3%	2.63
Part-Time Faculty	283	14%	53%	26%	7%	6%	2.27
Manager/Administrator	57	5%	60%	35%	0%	16%	2.30
TOTAL**	681	9%	48%	32%	11%	9%	2.45
Level of satisfaction with food services and cafeteria environment.							
Full-Time Classified	162	8%	45%	30%	17%	9%	2.56
Part-Time Classified	18	11%	44%	17%	28%	31%	2.61
Full-Time Faculty	159	3%	49%	35%	13%	11%	2.57
Part-Time Faculty	233	12%	52%	25%	10%	22%	2.33
Manager/Administrator	59	5%	51%	36%	9%	13%	2.47
TOTAL**	633	8%	49%	30%	13%	16%	2.47
Level of satisfaction with laboratory facilities.							
Full-Time Classified	99	9%	58%	16%	17%	44%	2.41
Part-Time Classified	14	7%	43%	29%	21%	46%	2.64
Full-Time Faculty	90	7%	66%	23%	4%	49%	2.26
Part-Time Faculty	137	22%	58%	15%	4%	55%	2.02
Manager/Administrator	39	13%	56%	23%	8%	43%	2.26
TOTAL**	381	13%	59%	19%	9%	49%	2.22

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
Full-Time Classified	176	17%	56%	15%	13%	2%	2.24
Part-Time Classified	26	35%	46%	12%	8%	0%	1.92
Full-Time Faculty	179	15%	59%	21%	5%	0%	2.16
Part-Time Faculty	294	33%	57%	10%	1%	1%	1.80
Manager/Administrator	67	13%	61%	19%	6%	0%	2.18
TOTAL**	744	23%	57%	15%	6%	1%	2.03
Level of satisfaction with parking.							
Full-Time Classified	166	2%	28%	32%	37%	7%	3.04
Part-Time Classified	25	0%	36%	36%	28%	4%	2.92
Full-Time Faculty	170	4%	25%	36%	36%	4%	3.04
Part-Time Faculty	287	7%	34%	35%	25%	4%	2.76
Manager/Administrator	68	0%	29%	40%	31%	0%	3.01
TOTAL**	718	4%	30%	35%	31%	5%	2.92
Level of satisfaction with transportation options.							
Full-Time Classified	162	22%	59%	10%	9%	9%	2.07
Part-Time Classified	20	20%	45%	15%	20%	23%	2.35
Full-Time Faculty	158	13%	65%	18%	4%	11%	2.15
Part-Time Faculty	239	18%	62%	16%	4%	20%	2.06
Manager/Administrator	67	22%	70%	5%	3%	3%	1.88
TOTAL**	648	18%	62%	14%	6%	14%	2.07
Level of satisfaction with the college website.							
Full-Time Classified	173	14%	54%	16%	16%	3%	2.34
Part-Time Classified	26	15%	62%	15%	8%	0%	2.15
Full-Time Faculty	179	8%	50%	32%	10%	0%	2.44
Part-Time Faculty	295	26%	59%	11%	4%	2%	1.94
Manager/Administrator	69	3%	62%	20%	15%	0%	2.46
TOTAL**	744	16%	56%	18%	9%	1%	2.21

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

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Santa Monica College's Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
Full-Time Classified	163	26%	49%	20%	5%	5%	2.04
Part-Time Classified	26	27%	50%	8%	15%	0%	2.12
Full-Time Faculty	169	35%	49%	15%	1%	1%	1.82
Part-Time Faculty	268	37%	53%	10%	1%	7%	1.75
Manager/Administrator	64	36%	50%	14%	0%	5%	1.78
TOTAL**	692	33%	51%	14%	2%	5%	1.85
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
Full-Time Classified	163	42%	46%	5%	7%	5%	1.76
Part-Time Classified	26	42%	42%	8%	8%	0%	1.85
Full-Time Faculty	169	34%	59%	7%	0%	1%	1.72
Part-Time Faculty	267	47%	48%	4%	1%	7%	1.59
Manager/Administrator	65	43%	51%	5%	2%	3%	1.65
TOTAL**	692	42%	50%	5%	2%	5%	1.67
SMC prepares students for successful careers.							
Full-Time Classified	144	20%	62%	11%	7%	16%	2.05
Part-Time Classified	24	21%	50%	17%	13%	8%	2.21
Full-Time Faculty	152	24%	63%	13%	1%	11%	1.91
Part-Time Faculty	253	30%	59%	10%	1%	12%	1.83
Manager/Administrator	61	15%	71%	13%	2%	9%	2.02
TOTAL**	636	25%	61%	12%	3%	12%	1.93
SMC prepares students for successful transfer.							
Full-Time Classified	162	35%	59%	3%	3%	5%	1.75
Part-Time Classified	25	28%	60%	8%	4%	4%	1.88
Full-Time Faculty	166	44%	51%	5%	1%	2%	1.62
Part-Time Faculty	273	47%	47%	5%	1%	5%	1.61
Manager/Administrator	65	52%	48%	0%	0%	3%	1.48
TOTAL**	693	43%	51%	4%	1%	4%	1.64

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for lifelong learning.							
Full-Time Classified	148	18%	61%	16%	6%	14%	2.10
Part-Time Classified	22	18%	55%	14%	14%	15%	2.23
Full-Time Faculty	150	24%	57%	18%	1%	11%	1.97
Part-Time Faculty	240	31%	55%	13%	1%	16%	1.83
Manager/Administrator	56	21%	70%	9%	0%	16%	1.88
TOTAL **	618	25%	58%	14%	3%	14%	1.94
SMC provides the support students need to help them succeed in college.							
Full-Time Classified	155	23%	63%	9%	5%	9%	1.95
Part-Time Classified	24	17%	58%	13%	13%	8%	2.21
Full-Time Faculty	163	22%	60%	17%	1%	4%	1.98
Part-Time Faculty	261	30%	60%	10%	0%	9%	1.81
Manager/Administrator	64	23%	67%	9%	0%	5%	1.86
TOTAL **	669	25%	61%	12%	2%	7%	1.90
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
Full-Time Classified	142	34%	48%	13%	6%	16%	1.90
Part-Time Classified	25	36%	48%	8%	8%	4%	1.88
Full-Time Faculty	157	26%	54%	19%	1%	7%	1.95
Part-Time Faculty	245	37%	54%	9%	0%	15%	1.72
Manager/Administrator	63	30%	59%	10%	2%	6%	1.83
TOTAL **	634	33%	53%	12%	2%	12%	1.84
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
Full-Time Classified	116	20%	49%	24%	7%	32%	2.18
Part-Time Classified	18	11%	39%	28%	22%	31%	2.61
Full-Time Faculty	134	15%	44%	35%	6%	21%	2.32
Part-Time Faculty	188	21%	51%	24%	4%	34%	2.10
Manager/Administrator	51	16%	57%	26%	2%	24%	2.14
TOTAL **	508	18%	49%	27%	6%	30%	2.20

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC assists students to access the financial support they need for their education (e.g., financial aid, scholarships).							
Full-Time Classified	136	27%	55%	10%	9%	21%	2.01
Part-Time Classified	18	17%	56%	17%	11%	31%	2.22
Full-Time Faculty	122	20%	63%	16%	1%	28%	1.98
Part-Time Faculty	186	24%	62%	13%	1%	35%	1.91
Manager/Administrator	55	20%	75%	6%	0%	18%	1.85
TOTAL**	519	23%	62%	12%	3%	28%	1.96
SMC regularly assesses student support services in order to improve student success.							
Full-Time Classified	104	15%	56%	16%	13%	39%	2.26
Part-Time Classified	16	13%	44%	25%	19%	39%	2.50
Full-Time Faculty	107	24%	49%	23%	4%	37%	2.07
Part-Time Faculty	144	30%	58%	11%	1%	50%	1.83
Manager/Administrator	51	28%	45%	24%	4%	24%	2.04
TOTAL**	424	24%	53%	18%	5%	41%	2.05

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

**Two participants identified themselves as “other,” and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College’s Planning and Resource Allocation Processes:

	Total	Very familiar 1	Somewhat familiar 2	Slightly familiar 3	Not at all familiar 4	Don't know	Mean Rating*
How familiar are you with the components of the planning processes at SMC?							
Full-Time Classified	155	10%	25%	40%	24%	6%	2.78
Part-Time Classified	21	10%	5%	43%	43%	19%	3.19
Full-Time Faculty	166	18%	30%	30%	23%	1%	2.57
Part-Time Faculty	265	2%	22%	31%	45%	8%	3.18
Manager/Administrator	66	30%	38%	23%	9%	0%	2.11
TOTAL**	675	11%	26%	32%	31%	6%	2.83

*Average of responses from 1 to 4, 1 being “Very familiar” and 4 being “Not at all familiar.” “Don’t know” responses were excluded from the calculation of the mean.

**Two participants identified themselves as “other,” and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
I am actively engaged in the planning processes at SMC.							
Full-Time Classified	125	4%	22%	51%	22%	23%	2.92
Part-Time Classified	19	0%	11%	37%	53%	24%	3.42
Full-Time Faculty	153	10%	33%	43%	15%	8%	2.63
Part-Time Faculty	242	0%	20%	46%	34%	15%	3.13
Manager/Administrator	58	14%	43%	35%	9%	11%	2.38
TOTAL**	599	5%	26%	44%	25%	15%	2.89
The planning processes at SMC are clearly linked to the resource allocation process.							
Full-Time Classified	85	8%	42%	25%	25%	49%	2.66
Part-Time Classified	9	0%	33%	11%	56%	65%	3.22
Full-Time Faculty	105	6%	43%	42%	10%	37%	2.55
Part-Time Faculty	89	8%	55%	25%	12%	69%	2.42
Manager/Administrator	44	5%	55%	34%	7%	32%	2.43
TOTAL**	334	7%	48%	31%	15%	53%	2.54
The planning processes at SMC inform my work at the College.							
Full-Time Classified	102	5%	47%	24%	25%	39%	2.68
Part-Time Classified	14	0%	29%	14%	57%	46%	3.29
Full-Time Faculty	123	5%	39%	44%	12%	26%	2.63
Part-Time Faculty	149	3%	46%	30%	21%	48%	2.68
Manager/Administrator	51	14%	57%	26%	4%	20%	2.20
TOTAL**	441	5%	45%	31%	18%	38%	2.63

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

**Two participants identified themselves as “other,” and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College's Organizational Structure:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
The current college organization structure of departments and leadership works well.							
Full-Time Classified	145	8%	40%	32%	20%	12%	2.63
Part-Time Classified	17	18%	29%	35%	18%	35%	2.53
Full-Time Faculty	153	8%	58%	24%	11%	8%	2.38
Part-Time Faculty	218	18%	62%	16%	5%	24%	2.06
Manager/Administrator	60	3%	48%	42%	7%	5%	2.52
TOTAL**	59	12%	53%	25%	11%	16%	2.34

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College Employee Strategic Plan Project Survey Participants

N=760	
<u>Employment Role:</u>	
Full-Time Classified	24%
Part-Time Classified	3%
Full-Time Faculty	24%
Part-Time Faculty	40%
Manager/Administrator	9%
<u>Ethnicity:</u>	
African-American	10%
Asian	11%
Caucasian	44%
Latino	13%
Multi-ethnicities	8%
Decline to answer/other	14%
<u>Gender:</u>	
Female	59%
Male	33%
Other	1%
Decline to answer	7%
<u>Age:</u>	
Less than 25	2%
25-29	5%
30-39	18%
40-49	20%
50-59	24%
60+	22%
Decline to answer	9%
<u>Years of service:</u>	
Less than 2 years	23%
3-5 years	16%
6-10 years	17%
More than 10 years	44%

STUDENT VS. EMPLOYEE SATISFACTION

Strategic Plan Project Survey Results Student and Employee Respondents Comparisons

Spring 2017

Though two groups may coexist in one setting, their experiences may be very different. Therefore, it is important to review their opinions individually, as well as comparatively, to ensure that all perspectives are considered and valued as we look forward to planning for the future. In general, employees (faculty, staff and administrators, and board members) and students rated Santa Monica College very similarly in satisfaction to their experience and agreement for the 17 areas in question.

Findings include:

- Employees were slightly more satisfied with their experience at SMC than students (1.74 vs. 1.81 respectively, on of 4-scale rating, with 1 being “strongly satisfied” and 4 being “strongly dissatisfied”)
- They were also more agreeable that “SMC’s highest priority is to promote success” than the students at 1.67 vs. 1.80.
- Students and employees were most agreeable in terms of “student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC” (1.66 and 1.67 respectively) that “SMC prepares students for successful transfers” (1.79 and 1.64 respectively), and that SMC’s highest priority is to promote student success (1.80 and 1.67 respectively)
- Employees are most critical of parking (3.20), food services and cafeteria environment (2.47), and classroom facilities (2.45)
- Students are most critical of parking (3.20), availability of classes (2.35), and helping students to cope with non-academic responsibilities (2.32).
- The highest differences between employees and students’ rating include:
 - satisfaction with classroom facilities (.35 point differences with student at 2.10 vs. faculty at 2.45),
 - satisfaction with parking (.28 point differences with students at 3.20 vs. faculty at 2.92),
 - satisfaction with appearance of the campus (.28 point differences with students at 1.75 vs. faculty at 2.03),
 - satisfaction with the college website (.24 point differences with students at 1.97 vs. faculty at 2.21), and
 - satisfaction with laboratory facilities (.24 differences with students at 1.98 vs. faculty at 2.22).

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
Students	466	31%	60%	6%	3%	13%	1%	1.81
Faculty & Staff	672	37%	55%	6%	2%	11%	0%	1.74

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
Students	495	37%	50%	9%	4%	8%	1.80
Faculty & Staff	738	45%	45%	8%	2%	3%	1.67

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
Students	531	14%	49%	26%	12%	2%	2.35
Faculty & Staff	638	15%	61%	20%	4%	15%	2.14
Level of satisfaction with career technical programs that promote student success in careers.							
Students	345	19%	59%	14%	8%	35%	2.10
Faculty & Staff	526	15%	60%	19%	7%	29%	2.16

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
Students	519	28%	59%	10%	4%	4%	1.89
Faculty & Staff	714	27%	57%	12%	5%	4%	1.95
Level of satisfaction with friendliness and helpfulness of staff.							
Students	528	30%	56%	10%	4%	2%	1.88
Faculty & Staff	734	31%	55%	10%	3%	2%	1.85
Level of satisfaction with ease of registration and enrollment.							
Students	533	34%	49%	10%	7%	0%	1.90
Faculty & Staff	478	19%	57%	18%	5%	36%	2.10
Level of satisfaction with financial aid services and availability.							
Students	400	30%	45%	15%	10%	26%	2.06
Faculty & Staff	387	19%	61%	15%	5%	48%	2.07
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
Students	478	36%	54%	8%	3%	11%	1.77
Faculty & Staff	631	24%	59%	14%	3%	16%	1.96
Level of satisfaction with campus safety and security.							
Students	502	33%	57%	5%	4%	7%	1.78
Faculty & Staff	733	30%	59%	8%	3%	3%	1.83
Level of satisfaction with technology for students and faculty in classrooms and labs.							
Students	484	28%	54%	15%	4%	9%	1.95
Faculty & Staff	669	16%	57%	22%	5%	11%	2.16
Level of satisfaction with classroom facilities.							
Students	517	19%	57%	18%	6%	3%	2.10
Faculty & Staff	681	9%	48%	32%	11%	9%	2.45
Level of satisfaction with food services and cafeteria environment.							
Students	437	17%	48%	24%	11%	19%	2.28
Faculty & Staff	633	8%	49%	30%	13%	16%	2.47
Level of satisfaction with laboratory facilities.							
Students	374	23%	62%	11%	5%	30%	1.98
Faculty & Staff	381	13%	59%	19%	9%	49%	2.22

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
Students	523	36%	55%	7%	2%	2%	1.75
Faculty & Staff	744	23%	57%	15%	6%	1%	2.03
Level of satisfaction with parking.							
Students	405	4%	20%	29%	47%	25%	3.20
Faculty & Staff	718	4%	30%	35%	31%	5%	2.92
Level of satisfaction with transportation options.							
Students	476	25%	52%	17%	6%	11%	2.03
Faculty & Staff	648	18%	62%	14%	6%	14%	2.07
Level of satisfaction with the college website.							
Students	525	25%	58%	12%	5%	2%	1.97
Faculty & Staff	744	16%	56%	18%	9%	1%	2.21

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

Santa Monica College's Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
Students	451	27%	55%	13%	4%	6%	1.95
Faculty & Staff	692	33%	51%	14%	2%	5%	1.85
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
Students	441	44%	48%	6%	2%	9%	1.66
Faculty & Staff	692	42%	50%	5%	2%	5%	1.67
SMC prepares students for successful careers.							
Students	414	29%	54%	15%	2%	14%	1.91
Faculty & Staff	636	25%	61%	12%	3%	12%	1.93
SMC prepares students for successful transfer.							
Students	422	38%	49%	10%	4%	12%	1.79
Faculty & Staff	693	43%	51%	4%	1%	4%	1.64

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for lifelong learning.							
Students	423	29%	55%	11%	5%	11%	1.93
Faculty & Staff	618	25%	58%	14%	3%	14%	1.94
SMC provides the support students need to help them succeed in college.							
Students	438	29%	56%	11%	4%	8%	1.89
Faculty & Staff	669	25%	61%	12%	2%	7%	1.90
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
Students	416	32%	51%	13%	5%	12%	1.91
Faculty & Staff	634	33%	53%	12%	2%	12%	1.84
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
Students	333	18%	43%	27%	12%	30%	2.32
Faculty & Staff	508	18%	49%	27%	6%	30%	2.20
SMC assists students to access the financial support they need for their education (e.g., financial aid, scholarships).							
Students	379	26%	53%	15%	7%	21%	2.03
Faculty & Staff	519	23%	62%	12%	3%	28%	1.96

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

THEMES FROM LISTENING SESSIONS

CBT Consulting hosted a series of listening sessions, drop-in sessions, as well as special focus sessions to ensure all constituent groups had opportunities to share what they envision for the future of Santa Monica College. Participants were appreciative of the opportunities and forthcoming with criticisms and suggestions which they shared in the excitement of shaping the future for its success for the college, as well as for success of its students and its employees.

General themes:

- Concerns over impending financial challenges due to enrollment drop and the decline in international enrollment due to changing federal policy
- Negative climate on campus due to frequent leadership changes, yet there is a sense of pride in the new transfer of leadership
- Proud of innovation
- A desire to make Santa Monica "unique" again. A sense of "both/and," that Santa Monica College can continue to be a premier transfer institution and a premier CTE and workforce development college.
- Strong support by community members loyal to SMC and willing to help. The college doesn't communicate well to the community. Say college needs more welcoming atmosphere and to get community on campus (welcome tours, free special events, greater outreach, open houses, volunteer opportunities). Need more community integration.
- Many in community feel the college is too expansive. What size should it be? Taking up all vacant land. See college as traffic obstruction
- Issue of serving a lot of Santa Monica non-resident students. Happy serving non-resident students, but want to see more local students attend the college. But, not to be confused...there is broad support for immigrant students.
- See need to increase collaboration with K-12. Understand if most students are from out of Santa Monica jurisdiction that it is hard with so many non-SM students. Need something more for local students (some sort of preference/prioritization).

What could be done to improve overall student success at SMC?

- Create innovative math curriculum and pedagogy that enables Santa Monica to move to the top 10% in the state in achieving student success in math courses, from basic math through calculus.
- Develop multiple career pathways so that all students know where they can access the path, where they can exit in pursuit of a job, and where they can re-enter to advance in their career. This would also include non-credit entry points with seamless transition to credit programs. This includes careers from entry-level jobs to doctors and lawyers.
- Create an innovate basic skills program, involving instruction, support services, and student services, so that Santa Monica College could help students both learn in-depth and progress more rapidly through the basic skills sequence and into credit CTE and transfer programs.
- The College needs to consider a larger online program to help with overcrowding classroom/campus. Students travel from far away because of SMC's reputation, however, they are also willing to take online classes as it still fulfills their wish of being associated with SMC.

Thinking big, but realistically with increasingly limited resources, what would you like SMC to be in five years?

- Even greater transfer numbers
- Much more innovation
- Global citizenship focus
- Better structure to get the work done
- Improved information systems
- More productive counseling support
- Expand the CTE program innovatively and in collaboration with local business and industry so that SMC is widely known for its ability to be a destination place to prepare students for good jobs in the local and regional community.
- Create an integrated student learning and services plan whereby instructors, along with support and student services, work synergistically and coherently to increase student success to levels among the highest in the state.
- Become so student centered for international students that Santa Monica is the number one premier community college destination for international students.
- Create an integrated planning process so that everyone understands it, is on board with it, and sees how good planning positively affects everyone in the college community.
- Utilize a technology that is user-friendly, reliable, and advances student success throughout the college community
- Communities want to stay involved and help give back to the college.
- Some good partnerships, but not enough know. Need better communications
- Would like to see greater collaboration with Health Care industry/local Hospitals.
- Increase medical curriculum.
- Love College Emeritus program.
- Want to focus on local job needs.

What suggestions would you have for improving the College's planning processes?

- College needs clear objectives (initiatives) – too many “pet projects”
- Stronger leadership to help the College focus the tasks at hand and better communication among staff of various disciplines.
- Better marketing to clearly communicate about the College internally and externally
- College needs more clear identity
- Create a planning process where everyone sees plans are transparently created, followed through and lead to appropriate resource allocation with an overall goal of strengthening the college and improving student success.
- Bring all of the scattered planning process into a coherent whole.

If you were creating one strategic objective for Santa Monica College, what would it be?

- All felt need better communication of what the college does, what it provides, how residents can use it. For example, the bonds passed not because residents think SMC is great, but because we are a progressive community.
- Revisit the staffing ratios (classified, full-time/part-time faculty, upper management, student support services) to ensure we have the appropriate staff to serve students and community.
- Revise the current hiring practice as it lacks of transparency and communication.
- Develop planning processes that are clear, able to implement, room for meaningful input from all groups.
- Develop a plan to decide which grants to apply, who should work on it, how to assess it, how to implement it, etc. Those involved must agree before time and effort are put into applying for it.
- Need to revive the professional development program to include a mentoring program for new faculty hires, training for classified on new equipment and software, etc.
- Recraft the College image that meets internal and external stakeholders' needs
- Create a broader-based enrollment for underserved and CTE students (basic skills, internships, partnerships, and pathways).
- Increase non-credit especially in light of new funding mechanisms, add support services, provide seamless transition from noncredit to credit, create culture of respect for students and faculty and review load factors
- Transfer and international student mission image must be shared by AA/certificate/basic skills/workforce missions.
- Expand communication/marketing to include “branding,” keep businesses in the loop for external groups and increase transparency, develop means to gather regular input from all campus stakeholders.
- The number one goal of Santa Monica College is to ensure student success. Every role on campus should be focused on how they are helping students achieve their goals.
- The college will invest in its faculty to ensure that SMC has world-class faculty to bring curriculum to the classroom preparing students for the jobs of tomorrow. Faculty will be given all the resources needed to create a one-of-a-kind education for our students.
- The hallmark of Santa Monica College is its diversity. No matter your age, race, color, creed, ethnicity, economic status or political preference, you have a home here. We strive to reach out to underprivileged students at all points of their academic career.
- We belong to the community. You don't have to belong to participate in everything that SMC has to offer. Both our current needs and future dreams are one in the same.
- We are open for business. We are ready to heed the call for rapid adaptation of our curriculum to ensure that students are prepared for the future workforce. We will invest in building strategic partnerships with the companies that our students want to work for.
- Nothing is possible without a holistic buy-in from our campus community. We must ensure that internal processes are clear and understandable, and that reporting lines are well-defined and followed. Only then will we be able to move forward as One Santa Monica College.
- Student housing is a big deal to students as it can be expensive and they don't pretend to have a solution, but feel it is a large issue.

THEMES FROM EXTERNAL STAKEHOLDER INTERVIEWS

CBT Consulting hosted a series of listening sessions, drop-in sessions, as well as special focus sessions and interviews with external stakeholders (Santa Monica City, Santa Monica Chamber, Santa Monica-Malibu Unified School District, Iao Katagiri (RAND), Yesenia Monsour (Kaiser), Shanika Hope and Ken Eisner (Amazon Web Services), Steve Kazanjian (PromaxBDA), GAB - General Advisory Board, KCRW Radio Station, The Broad Stage, Malibu City (Various participants), SMC Foundation Board) to ensure all constituent groups had opportunities to share what they envision for the future of Santa Monica College. Participants were appreciative of the opportunities and forthcoming with criticisms and suggestions which they shared in the excitement of shaping the future for its success for the college, as well as for success of its students and its employees.

General themes:

- SMC is an educational asset in the city. It has provided invaluable services to the city that may not have otherwise been provided by any other organization (both academically and for other services too).
- SMC is a symbol of diversity for Santa Monica City - across race, religion, ethnicity, financially, etc.
- SMC's Public Relations should address the community. The college should be more explicit in its interests in the community, better communication, and flow of information more freely. There is no ownership, yet they want to.
- There is no clear structure for external stakeholders, knowing who they should work with for all of their needs. External stakeholders can have many different needs, and it is very difficult to navigate the college. And more importantly, they are unsure if they are reaching the appropriate decision-makers for their requests, they often feel that a border exists and information is sometimes prevented from getting to the right leaders.
- Identity issue - On one hand, there is much conversation about whether SMC is a transfer school or a two-year destination school - it is both. On the other hand, there are conversations about the vision and mission of the school - most external audiences are clueless as to what we are. They ought to know at least the 1-3 key topics that SMC would want external constituents to know (i.e. "we are the college for "x").

Please provide an overview of your current relationship with Santa Monica College (how you interact and communicate, what you are investing, what you are getting out of it).

- Industry partners see SMC as innovative and disruptive, and that is really attractive as most educational institutions are not. They believe that SMC is willing to think differently and respond rapidly to the changing industry environments that is very critical for most big companies, especially in tech.
- Many describe their interactions with SMC as a relationship, rarely ever a partnership. They mention that a partnership would be much deeper and they have never been able to get to that level with SMC to date.
- SMC is reactionary, meaning they usually reply if external groups inquire, but rarely do they hear from SMC asking to do something together.
- Their words: At times, our voice with SMC does not seem representative of the level of investment we have made. Sometimes that is approving their bonds, where we help get them passed, but afterwards it seems that we are no longer part of the picture. Our voice is not heard (this is both Santa Monica City and Malibu). In other cases, industry tries to partner but are rarely brought to the table in high-level conversations about future directions of the college as it pertains to curriculum.

What are some of your high-level company objectives that you envision Santa Monica College is, or could be part of?

- Commit to underprivileged students. The external community sees SMC as a beacon of hope for underprivileged students and families, it is no secret. If they had one belief in SMC, it would be that SMC is seriously focused on those students. Most external audiences brought this item up. Those students must be taken care of.
- Build better affinity with SMC students, from businesses to other groups like KCRW. How can these groups better communicate with students, or in other terms, how can SMC help these groups connect with students?
- For companies, there is one underlying issue which is “if we do build a big partnership with SMC, and delve into curriculum and internships, etc., then how are we going to help these students find jobs?” That is a major conversation topic with industry - we all want the same thing but we have to be prudent in venturing into the right avenues. But it is a major goal of ours as it relates to partnering with colleges.
- Partner together to grow Santa Monica City in terms of talent, wealth, and community partnerships. External audiences see SMC as a major ingredient in accomplishing large city goals.

How could Santa Monica College make these objectives a reality?

- Be a bigger asset in the community - meaning to extend its strengths outward more fully to provide more valuable services (like arts, athletics, space, parking, workshops) to K-12 students, parents, families, businesses, and civic organizations.
- Be a better asset in the community - meaning to better communicate who Santa Monica College is (clear identity and purpose) to the community so that individuals, families, businesses, and other groups can become more knowledgeable about how to work together with SMC for the growth of Santa Monica City.
- Be a bolder asset in the community - SMC should be reaching out to industry and the community much, much more. They should be unafraid and unashamed to ask to be part of “X” and ensure that they are properly preparing students for future jobs and fulfilling some needs of the community.
- Follow through on commitments - SMC has made many commitments, but have not always followed through on them. Now is the time to firm their stance in these relationships and move forward. This is especially evident in Malibu, but also with key industry relationships where those groups are waiting for SMC to say that they are ready to accelerate the relationship.
- At SMMUSD - “We are in the business of selling dreams. Santa Monica College has to be part of that conversation to support a bridge from Pre-K to Career.”

If you were creating one strategic objective for Santa Monica College, what would it be?

- Create a gateway for Pico Blvd – think about how the campus could be a hallmark of Pico Blvd that could trickle down into surrounding neighborhoods.
- SMC could be the “silver bullet” for education - meaning they could tell the K-12 students that if you accomplish x, y, z, then there is a space for you at SMC.
- SMC is in the middle of a very financially-healthy community. As a major asset in the city, it should find more ways to connect with individuals and businesses to mutually raise funds that build a better future for Santa Monica City.
- Focus on “relevance” - students should have a relevant academic experience, fit for a student of 2017. SMC should also be relevant to the community, first to the immediately surrounding community and then the community beyond. And that means be a leader in the community, a figure that the community looks to for leading their city forward.
- Be the **fastest** moving college to work with when it comes to industry (and community groups as well). SMC may not be the best at this or that (although it does have many “best of’s”) but multiple groups mentioned that if they are the fastest (and easiest) to work with, then that means a world of difference and gives them an edge over the other schools in the LA region.

SCOT ANALYSIS

(Strengths, Challenges, Opportunities, Threats)

After thoroughly reviewing the series of interviews, listening sessions, drop-in sessions, and special focus sessions with the Board, faculty, staff, employees, students, business and community partners, the CBT Consulting team offers the College the following SCOTs Analysis:

- Strengths - areas that currently work for the College,
- Challenges - areas of concerns that need to be addressed,
- Opportunities - areas which participants identify, and
- Threats - areas of critical concern that need to be addressed with urgency and great focus.

Strengths

- Faculty, staff, and administration care about students, equity, and student success
- Committed faculty, staff, administration and Board who are eager to work with the new president
- There is a great deal of talent, experience, and expertise at the College in all areas.
- SMC has a very recognizable brand, although many have different interpretations, which allows the College to do big things. Not all colleges have this benefit.
- SMC is located in Los Angeles, one of the largest and best cities in the U.S. that brings instant exposure, credibility, and endless opportunities.
- Faculty, staff, and administrators are ready and willing to collaborate.
- Local community members are very loyal and supportive of the College.
- A strong reputation, especially in regards to enabling students to transfer and to helping international students
- Desire for growth and innovation
- SMC has a statewide reputation as the number one community college transfer institution
- International Education
- Students willing to travel long distances to attend the College, even from other countries.
- Innovative climate – measured risk takers
- The College has a positive culture of being student-focused by the staff, faculty, administration and the board.
- High counselor/student ratio
- New facilities and more coming
- Serving the community well
- SMC is THE higher education player in Santa Monica, and a big player in the LA region.
- SMC provides a very large set of valuable services to its internal and external constituents.
- SMC has a lot of relationships with big companies, the types that students want to work for in the future.

Challenges

- Students would like to be more involved in the early stages of idea development, being heard, taken seriously, and involved in the implementation.
- Enrollment decline needs to be turned around soon
- There will be serious fiscal issues if enrollment doesn't increase soon and continue to trend upwards
- Some students are deciding to take math classes at other colleges.
- Finding a way to "right size" the College, especially in regard to staffing
- Staffing issues especially 40/60 ft/pt ratio
- Suspect upper management staffing and hiring processes
- Lack of clear planning processes
- Top down/ad hoc nature of planning w/o meaningful and honored input from those who must implement
- Condition of facilities and parking
- The College is holding onto the focus of being #1 in transfer, and that may conflict with the need to provide basic skills and workforce offerings.
- Insufficient support services (financial aid, tutoring, technicians)
- SMC lacks of cohesive college identity among trustees, management, faculty, staff, students, and external community. There is a lack of communication and transparency.
- Unplanned enrollment chasing, especially grants
- Constrained growth in non-credit and CTE (space and staffing)
- Who's on first when it comes to outreach and developing enrollment?
- Many new to town and upcoming companies are looking for higher-than-average talents that they believe SMC can provide. However, the College is very large and hard to navigate for industry representatives to connect and partner with so that together you can develop and train future workforce.
- There is a lot of "old guards" at the college that have been there for a very long time. It is sometimes hard to think differently when things have been the same going back decades.
- SMC has multiple campuses, which causes complications when trying to have consistent messaging and communications, both internally and externally.
- SMC is the cause of some issues for the city, mainly transportation but also a large influx of people. This is a good thing, but the community wants to see SMC be more active in helping resolve some of these issues.

Opportunities

- The College has a head start in developing career pathways and they have the talent to make their career pathways one of the best models in the state
- Local businesses and industries are receptive to working with the College, especially in terms of job training, placement, and support.
- The College can build on their strong reputation of being innovative to develop new ways to attract students, foster equity, and help students succeed at high levels
- Capitalize on need for and increased funding of non-credit
- Solicit support from famous graduates for naming buildings, structures
- Institutionalize successful grant-driven projects
- Bachelor's Degrees – although will take time*
- College needs focus on new strengths – health, arts, technology (silicon beach)
- There is opportunity in CTE/Workforce program expansion
- Reorganize to improve workflow and reduce costs
- Improve pathways with K-12 and universities (dual enrollment)
- Improved retention, student success and enrollment
- Improved math sequencing
- Enhanced marketing (public lack of knowledge of great programs and services)
- Improve employee group relationships and work to improve labor agreements
- Close the achievement gap
- Focus on new ideas and growth
- Work with SMMUSD to create career pathways, starting in junior high (per recommendations from the district)
- Develop a disciplined approach to working with industry that works well across campus. Build upon the existing industry relationships and reach out to new faces in town.
- Build better relationships with key community groups like City of Santa Monica, SM Chamber, and Malibu.
- Be an education leader that brings stakeholders from K-12, higher educational institutions, community and civic organizations, and businesses to develop a consistent strategic direction for the region.
- Double-down on putting students first, making sure that every student in Santa Monica City has a spot at SMC, and then every student at SMC is set up for success that will lead them to a competitive job in the future.

Threats

- Internal organizational structure that prevents good relationship among departments that causes a lack of ability to follow up with external stakeholders.
- Bias of a community college in an increasingly wealthy city.
- Improper understanding of needs and wants from all stakeholders. There is no room for assumptions and ambiguity, especially when all stakeholders seem to really want to see and help SMC succeed.
- SMC is heavily dependent on out-of-service area residents which is a concern because nearby colleges are becoming competitive and creative with retaining their students.
- Enrollments are declining due to new government travel restrictions, decrease in school age population, and the good economy.
- Impact of political climate for aliens (transfer students), undocumented (non-credit), and international students.
- Difficulty in passing bonds for facilities when student population is from outside the service area and local community doesn't fully understand the need to contribute
- SMC's lack of "front door" gateway to the college, facilities are poorly maintained.
- Troubling financial trends, low average class size, increase in salary and benefits, and a lack of budget and priorities.
- ADTs and other colleges are reducing the SMC transfer advantage*
- Inadequate controls on expenses, especially in terms of hiring too many management positions and lack of alignment of budget and priorities.
- Innovation on the decline
- Informal organizational structure very strong – perhaps too strong*
- Success numbers are not improving
- SMC's organization is highly silo'd, "old guard", traditionalists where the informal structure is stronger than the formal structure. This issue causes communication and mistrust among the members of various constituent groups, thereby, impeding the work to serve students.
- No centralized student support services/programs, too scattered
- Increased need for outside funding could be a problem if the community is continually satisfied with SMC's contributions to the community at large.



PLANNING IMPLICATIONS



PLANNING IMPLICATIONS

Following is a summary of key points, which are drawn from combining data points from multiple sources within the Data Portfolio and then making suggestions for implications and considerations for planning. The issues below are provided to “bridge” the data and the discussions for planning.

- 1. The SMC communities, internal and external, expressed remarkable pride and satisfaction with Santa Monica College, as well as agreement that student success is, and should continue to be, the primary focus of college efforts.**
 - Of the 466 student survey respondents and 672 faculty and staff survey respondents, there was great satisfaction expressed about “How satisfied are you with your experience at SMC?”
 - 91% of students and 92% of faculty and staff were either “strongly satisfied” or “satisfied”.
 - When survey respondents were asked to rate their agreement with the statement, “SMC’s highest priority is to promote student success”:
 - 87% of students and 90% of faculty and staff either “strongly agreed” or “agreed”.
 - “Satisfaction with positive college climate and collegiality” and “friendliness and helpfulness of staff” were typically given strong ratings.
 - SMC is fortunate to have extensive name recognition and familiarity on the part of external constituents, within the service area and beyond.
 - During the strategic planning process, external constituent interviewees always expressed familiarity with SMC, although the partnership and relationship reportedly could be strengthened.
 - For student survey responses of satisfaction with college experiences and services, Asian students typically provided the lowest average ratings and Latino students typically the highest.

- 2. The SMC service area presents a challenging set of demographic characteristics for a community college. Students have a contrasting demographic profile from the geographic service area.**
 - The average age of the service area is 40.5 years of age, compared to that of California and Los Angeles County, 35.8 and 35.6 years of age, respectively. Thirty percent of the service area population is over 55 years of age.
 - Two-thirds of the SMC service area over age 25 has a Bachelor’s Degree or higher, compared to 31% for Los Angeles County.
 - The median household income of the city of Santa Monica is \$76,580, compared to that for Los Angeles County, which is \$56,196. Note that 48% of SMC’s 2015-16 annual student headcount was “economically disadvantaged”, representing one variable differentiating the student enrollment from the geographic service area.
 - The service area population is predominantly White (69%) and 14% Hispanic. There is a stark contrast with the student credit enrollment, which is very diverse: 37% Hispanic, 29% Caucasian, 15% Asian & Pacific Islander, and 10% African American.

3. It is critical for the College to develop a cohesive and comprehensive enrollment management plan and corresponding strategies, including coordinated fiscal and human resources plans.

- Enrollment and FTES have remained “flat”, at best. Annual headcount has increased 1% since 2011-12, from 42,775 to 43,468 in 2015-16. FTES has increased 1% during the same timeframe.
- Likewise, the geographic service area population is anticipated to increase by only .72% annually between now and 2022.
- Los Angeles County (in which SMC resides) projects a decline in K-12 enrollments and high school graduates between 2015-16 and 2021-22 of 5% and 8%, respectively.
- Making it difficult to plan enrollment strategies, SMC depends upon a wide geographic area of Los Angeles County for its enrollment; 90% of current SMC students reside outside of the SMC geographic service area.
- SMC has developed a large base of international students, which has slightly increased (2%) between Falls 2013 (3355) and 2016 (3413). There is concern, however, throughout the U.S. higher education community that current political events may negatively impact the numbers of international students coming here.
- Budget and human resources planning (since staffing consumes 90% of expenditures) needs to align with enrollment planning. As the college community well knows, current enrollment trends are inconsistent with expenditures and staffing, and the College could face serious troubles, i.e., downsizing if changes aren’t made. Examples of areas of concern revealed during the planning process include the recent decline in WSCH/FTEF, deficit annual expenditures, and size of administrative staffing.
- With non-credit funding having been equalized, with an average ages of 40.5 for Santa Monica and 51.4 for Malibu populations, to enhance FTES, and to best serve the needs of the community, SMC should carefully consider expansion of the Emeritus and other non-credit programs. Multiple constituents interviewed referenced the value and profile of the College’s Emeritus program.

4. SMC needs to re-imagine, re-craft and reinforce its identity, internal and external, from being historically being focused on transfer, with a large international student enrollment, to a broader more inclusive identity that will better serve the community and help weather enrollment volatility.

- During this strategic planning process, the need to re-evaluate the College’s “brand” was a topic brought up by audiences on many occasions. It’s important to indicate that the numbers of students transferring from SMC to four-year universities and colleges remains strong and is growing. However, some changes including the following set the stage for new thinking about an updated, relevant image:
 - New college administration
 - New workforce, business and industry needs, careers, and environment
 - Enhanced funding for career education
 - Enhanced focus on need for career education in higher education, in general
 - National political conditions that may affect international student enrollments
 - Focus on basic skills needs of students which needs prominence

- Strengthening communication, marketing, and relationships with all external constituents (business, industry, K-12, public agencies/cities) was repeatedly identified as a need during interviews and listening sessions.

5. Important feedback about selected technology, campus and facilities that should be addressed includes:

- A significantly high level of satisfaction was provided for campus safety and security on the student and faculty/staff surveys, with almost 90% of respondents “satisfied” or “very satisfied” with that function. In fact, this function and “appearance of the campus” received some of the highest average ratings by student respondents.
- Multiple interviewees expressed that the entrance to the College from Pico Blvd. needs enhancement.
- Parking at the campus was rated the lowest of any other attribute assessed on the survey, with 76% of student respondents and 66% of faculty and staff respondents rating their satisfaction as “dissatisfied” or “very dissatisfied”. This issue was also mentioned often in survey comments.
- Other physical attributes of the College, such as the food services and cafeteria environment, classroom facilities, and technology were rated lower than others.
- Multiple student survey respondents commented about the need to improve some building and bathroom maintenance.
- The need for updating technology is a concern for many faculty/staff and student survey respondents. Specifically, enhancing online course and program options, use of the college website, and technology for faculty and staff responsibilities were repeatedly identified.

6. The new college discussion and early efforts about a “guided pathways” focus for students and programs will be very constructive for enhancing student success and the integration of programs and services.

- Many faculty and staff expressed concern during the strategic planning process that departments and groups worked independently, in “silos”, and would benefit from increased collaboration, coordination, and cooperation. *Guided pathways* provides a model for providing students with programs and experiences that are combined to include student services, basic skills, career education, and typical “transfer” programs so that students can easily navigate to completion without having to pick and choose from a “cafeteria”-like programs and services. The development of *guided pathways* engages faculty and staff from across the college.
- *Guided pathways* also provides a focus on career education, which is appropriate for all students whether they plan to transfer to a four-year college or university, and/or whether intend for their career education to be complete or upgraded at the community college level. As SMC re-considers its “brand”, as the SMC business and industry community expresses a vision for SMC that prioritizes economic and workforce development, and as the distinction between career and academic education decreases, educational programs that enhance career education for students makes sense.

- *Guided pathways* models include an emphasis on basic skills and the integration of basic skills into all curriculum. Although transfer education has been a trademark for SMC, the fact that the majority of freshmen who take the course placement test for English and Math “place into” basic skills levels (69% and 53%, respectively) is critical for planning programs for student success.
- The development of *guided pathways* may also require that SMC develop an Educational Master Plan in order to comprehensively and cohesively review and update programs and services that have been developed and in place over many years’ time. Strategic plan interviewees and survey respondents identified many potential new educational programs and courses.
- Overall, SMC students are notably needy of student support services and supports that assist them to “cope with non-academic responsibilities, such as work, family, etc”. 39% of student survey respondents “disagreed” that SMC provided such support; 53% of students are first-generation college students; and, 49% receive financial aid. These facts are critical for integration into overall program and student success planning.
- Finally, a caution is provided that this effort needs to be developed and implemented thoroughly and across the college. This suggestion is provided in light of the facts that the College already has numerous active and current initiatives and objectives, that the College reportedly could improve its follow through processes for plans, and that successful *guided pathways* programs require college-wide participation.

7. Internal planning processes need to be streamlined and better integrated.

- Survey responses and interviewees from the internal community confirmed the need for a focus on strengthening integration of planning. Many identified the need for better implementing existing multiple plans and initiatives, implementing adequate plan follow-through, identifying a limited and manageable number of central priorities for the College to focus on, and for connecting resource allocation processes, especially staffing, to plans, priorities, and principles.

2017-2022 Strategic Initiatives



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REVIEW OF MISSION, VISION, AND GOALS

Throughout the development of the Strategic Initiatives and objectives, the College's Vision, Mission, and Goals were used as guiding principles:

Santa Monica College: Changing Lives in the Global Community through Excellence in Education

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their education goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high-quality undergraduate degrees and certificates, and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

Institutional Learning Outcomes

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events;
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style; and
- Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Supporting Goals

Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies, and services to meet the evolving needs of students and the community

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology;
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach, and financial aid.

Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology.

Supportive Collegial Environment

- Employ decision-making and communication processes that respect the diverse needs of the entire college community.

There was a general consensus within the College that current Vision, Mission, and Goals were an appropriate context for creating a new five-year Strategic Plan, especially since the College's Institutional Learning Outcomes, a key part of this context, were relatively recently reviewed. The one exception was the Mission Statement, in order to respond to a recent accreditation recommendation directing a revision to more clearly articulate the student population the College serves.

During the spring 2017 semester, concurrent with and separate from the process of developing new Strategic Initiatives, the Vice President of Academic Affairs, Georgia Lorenz, facilitated an ongoing discussion of revising the Mission Statement to meet the accreditation recommendation. Dr. Lorenz brought to the Strategic Planning Task Force, at its March, April, and May meetings, draft revisions which were discussed with suggestions from the Task Force members. At its June 14, 2017, meeting, DPAC approved this final version of the revised Mission Statement.

Revised Mission Statement

Santa Monica College provides a safe, inclusive, and dynamic learning environment that encourages personal and intellectual exploration – one that challenges and supports students in achieving their education goals. Students learn to contribute to the local and global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes that each individual makes a critical contribution to the achievement of this mission.

Santa Monica College’s academic programs and support services are intended to serve diverse individuals from local, national, and global communities who are seeking high-quality, affordable undergraduate education. The College offers certificates, Associate degrees, a baccalaureate degree, and streamlined pathways for transfer to university and for career training. The College promotes a commitment to life-long learning among students and the communities it serves.

EXPECTED OUTCOME FOR STRATEGIC PLANNING TASK FORCE

Responding to Santa Monica's desire to create new Strategic Initiatives for 2017-2022, CBT consultant team members worked closely with a shared governance task force, the Strategic Planning Task Force, whose charge was to achieve that outcome.

Following are the members of the Strategic Planning Task Force:

- Fran Chandler (Co-Chair) – Faculty – Business, Academic Senate President
- Katharine Muller (Co-Chair) – Administration -- Special Assistant to the President
- Chris Bonvenuto – Administration-- Chief Director Business Services; President, Management Association
- Kennesha Green – CSEA – Disabled Students Programs and Services (replaced in March by Martha Romano)
- Connie Lemke – CSEA – Retired, still active in the organization
- Georgia Lorenz – Administration – Vice President, Academic Affairs
- Mitra Moasessi – Faculty – Chair, Math Department
- Peter Morse – Faculty – Physics; President, Faculty Association
- Teresita Rodriguez – Administration—Vice President, Enrollment Development
- Martha Romero – CSEA – Veterans Services (replaced Kennesha Green in March)
- Howard Stahl – Faculty – Chair Elect, Computer/Information Science; Chair, DPAC Budget Committee
- Terrance Ware – Associated Students – President, Associated Students
- Laura Zwicker – Associated Students -- Student Trustee

On December 14, 2016, the Task Force met with the consultant team and was oriented to the expected outcome and the process for developing five-year Strategic Initiatives. A Strategic Initiative, as described to the Task Force, is a broad statement that articulates how the College intends to address current and anticipated challenges and needs. It is broad enough to be college-wide, future-oriented (at least five years), and informed by the analysis of data and information. Good Strategic Initiatives seamlessly lead to action-oriented objectives to be implemented during the following five years with annual implantation action plans. (See attachment A for the document presented to the Strategic Planning Task Force on March 8 entitled ("Questions, Answers, and Examples Regarding a Strong Community College Strategic Plan").

THE STRATEGIC PLANNING PROCESS

The process for developing Strategic Initiatives, as described to the Task Force, involved collecting and analyzing an extensive amount of quantitative and qualitative data, including a wide range of ideas and suggestions from internal and external college stakeholders. The process was designed to be as transparent and inclusive as possible. During the process the Strategic Planning Task Force also received updates from the three Work Groups meeting during the spring 2017 semester.

Data Collection

Since strong Strategic Initiatives are data driven, during the next four months of the process a great deal of time was spent collecting and developing data which would be analyzed, and then presented to the Task Force in April. The data consisted of several major components:

- An external scan of the extended community which the College serves
- An internal scan of the College and the students it serves
- A detailed survey sent to the entire internal college community, including students
- Listening sessions, facilitated by all eight CBT consultant team members over a three-day period of time, with key groups representing faculty, classified staff, students, management, and external community constituents.
- Open forums for the entire college community
- Drop-in sessions related to organizational structure review and
- Meetings and interviews with representatives of industry, business, and civic leaders from the greater community the College serves.

A large number of ideas and suggestions were gathered from the survey (from 663 student responses and 760 responses from faculty and staff members) and from more than 30 listening sessions held on March 6, 7, and 8. Those ideas and suggestions, along with the extensive array of quantitative data in the external and internal scans (including data provided by the College and data gathered and developed independently by the consultants) became the basis of the development of Strategic Initiatives.

On March 8, 2017, the Strategic Planning Task Force met again, facilitated by members of the CBT consultant team, with all members of the Task Force providing their ideas regarding the needs of Santa Monica College for the next five years. During this meeting the consultants reviewed the ongoing process of working toward Strategic Initiatives and asked the Task Force members to review carefully the *Data Portfolio for Strategic Planning*, which would be sent to them in advance of their next meeting and reminded the membership that the Initiatives they would be developing on April 18 need to be based on the evidence within the Data Portfolio.

On April 18, 2017 the Strategic Planning Task Force met in a day-long workshop facilitated by the consultants. Earlier that month the Task Force had been sent the extensive Data Portfolio for Strategic Planning the consultants had produced (presented in another section of this Project

Report). During the workshop the consultants reviewed with the Task Force highlights of Data Portfolio. Among these highlights was the consultants' "SCOT" analysis of the College's

- Strengths (areas that currently work for the College)
- Challenges (areas of concerns that need to be addressed)
- Opportunities (areas of future possibilities) and
- Threats (areas of critical concern that need to be addressed with urgency and great focus).

Planning Implications

Another key highlight was the consultants' list of eight Planning Implications, a summary of key points drawn from examining and combining data from multiple sources within the Data Portfolio, in order to develop suggestions for implications and considerations for planning and to provide a "bridge" between the data and the discussions for planning.

1. The SMC communities, internal and external, expressed remarkable pride and satisfaction with Santa Monica College, as well as agreement that student success is, and should continue to be, the primary focus of college efforts.
2. The SMC service area presents a challenging set of demographic characteristics for a community college. Students have a contrasting demographic profile from the geographic service area.
3. It is critical for the College to develop a cohesive and comprehensive enrollment management plan and corresponding strategies, including coordinated fiscal and human resources plans.
4. SMC needs to re-imagine, re-craft and reinforce its identity, internal and external, from being historically being focused on transfer, with a large international student enrollment, to a broader more inclusive identity that will better serve the community and help weather enrollment volatility
5. Important feedback about selected technology, campus, and facilities concerns should be addressed.
6. The new college discussion and early efforts about a "guided pathways" focus for students and programs will be very constructive for enhancing student success and the integration of programs and services.
7. Internal planning processes need to be streamlined and better integrated
8. As a leader among California's 113 community colleges, SMC will continue to be impacted by state priorities and policy changes.

After a collaborative discussion of the Data Portfolio highlights, the SCOT Analysis, and the Planning Implications, the Strategic Planning Task Force, through a process of small-group brainstorming and large-group discussion then identified the most important needs and challenges facing the College during the next five years.

In response to the identified needs, the Task Force developed, through a process of large-group brainstorming and highlighting, six draft Strategic Initiatives, along with strategic objectives which helped explain and elaborate the Initiatives. The group then spent considerable time refining the initiatives and objectives.

The draft of the Strategic Initiatives and objectives was posted one week later on the College's planning website. An email was sent to the entire college community encouraging them to read and review the Initiatives and objectives and to submit their comments anonymously by May 12. On May 16 the Santa Monica College Board of Trustees met in a special study session on strategic planning and with the assistance of three CBT consultant team members, discussed the Initiatives and provided input regarding them. By May 19 the consultants sent to the Strategic Planning Task Force a summary of the comments from the college community and a summary of the Board's comments.

On May 24, 2017, the SPTF met for the last time to review input from the internal college community, from the Board of Trustees, and from the consultants. In response to that extensive feedback, the Task Force engaged in extended collaborative discussion of both content and wording and then arrived by consensus at the final draft version of Strategic Initiatives and objectives, presented below.

STRATEGIC INITIATIVES AND OBJECTIVES FOR 2017-2022

Santa Monica College

2017-2022 Strategic Initiatives and Objectives

Final Draft Version Developed by the Strategic Plan Task Force May 24, 2017

In pursuing the following Strategic Initiatives, Santa Monica College will apply its ability to be number one in transfer and international students' success to also excel in student equity, guided pathways, and Career Technical Education.

Close the gaps in educational outcomes among student groups.

- Analyze best practices for achieving equity in education outcomes.
- Integrate and implement student success and equity plans with assigned responsibilities, benchmarks, and timelines.
- Increase student financial literacy.
- Maintain an innovative, responsive, and inclusive academic environment, curricular programs, learning strategies, and services.
- Increase the number of students who complete and succeed in all courses.
- Increase the persistence, completion, and success in all courses for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the persistence in and completion through the English and math sequences for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the overall number of degrees and certificates awarded for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the overall number of transfer applications for African-American and Latino/a/x students and other groups experiencing equity gaps.
- Increase the number and percentage of full-time instructional and non-instructional faculty from diverse backgrounds.

Expand Santa Monica College's identity by enhancing and diversifying educational and career opportunities and pathways for students.

- Develop clear pathways to completion for all programs. Expand Career and Technical Education by enhancing and developing programs that meet the current and future needs of local and regional industry and business.
- Develop an educational master plan to describe future programs and services and to guide enrollment management, human resources, technology, and assessment.
- Analyze the local and regional labor market needs and trends, including those of "Silicon Beach."
- Expand targeted marketing and communication to prospective students.
- Improve communication, engagement and partnerships with external stakeholders, including business, industry, and local agencies.

Foster institutional effectiveness and innovation by improving long-term and integrated planning linked to resource allocation.

- Streamline, clarify, and communicate the integrated college planning structure.
- Develop and implement an effective enrollment management plan.
- Analyze the current governance structure and charges, specifically DPAC.
- Improve the program review process to better utilize results.
- Improve internal communication (for staff and students).

Develop a human resource plan which supports student success by achieving benchmark levels of full-time faculty, classified staff, and administrators.

- Create staffing plans for facilities, technology, and support programs.
- Increase the number and percentage of full-time instructional and non-instructional faculty.

Improve facilities and technology infrastructure, integration and staffing.

- Develop a college technology plan that includes resource needs for implementation.
- Analyze and improve existing facilities.
- Enhance the 17th Street entrance to the College.

Assure an effective and dynamic college by ensuring long-term fiscal stability.

- Develop college budget priorities.
- Develop a college resource allocation model within the integrated planning structure.
- Advocate for additional ongoing State resources in support of the college.
- Influence State policies that impact California community colleges.

IMPLEMENTATING THE STRATEGIC INITIATIVES AND OBJECTIVES

The Collaborative Brain Trust commends Santa Monica College for the excellent work and outcomes of the participatory governance Strategic Planning Task Force. The College has developed an excellent road map for the next five years. The consultants also recommend that the College implement the 2017-2022 Strategic Initiatives and objectives during the next five years by creating annual action plans tied directly to Strategic Initiatives and objectives, as a part of a coherent integrated planning model. As the document, which CBT presented to the Strategic Planning Task Force, entitled “Questions, Answers, and Examples Regarding a Strong Community College Strategic Plan” notes:

Following the development of a strategic initiative, an action implementation plan needs to be developed which identifies measurable outcomes to be completed within five years and shows which actions will take place to achieve those outcomes, the timeline which identifies the target date for the completion of the objective, and the responsible party tasked with ensuring the objective’s completion. In most cases actions steps are layered year by year to show a multi-year process needed to accomplish the strategic objective.

The consultants also recommend that administrative responsibility for planning be assigned to ensure that planning processes are integrated and implemented. Further, to ensure implementation of the Strategic Initiatives, recommendations are provided in the Integrated Planning project report for structuring the College’s planning processes such that action implementation plans become the centerpiece for DPAC’s work. If action steps take place and implementation occurs, the consultants believe Santa Monica College will have a successful future, worthy of its ongoing high aspirations.

ATTACHMENTS

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Questions, Answers, and Examples Regarding a Strong Community College Strategic Plan

Question: What constitutes a strong community college strategic plan?

Answer: A strong community college strategic plan is a long-range plan (typically five years), developed collaboratively by faculty, staff and administrators, with input from students and the community which responds to a college's most important challenges. It involves a close look at a wide range of quantitative and qualitative data—past and present information and future projections. It addresses the most important needs of a college and the community it serves, with its primary focus on student success. A strong strategic plan, having been collaboratively developed, is embraced and implemented by the entire college community.

Example: Rancho Santiago Community College District

Link: <https://www.rscgd.edu/Departments/Human-Resources/Documents/POE/Strategic Plan Development Steps.pdf>

Question: What constitutes a strong strategic initiative within a strong strategic plan?

Answer: A strong strategic initiative is a broad statement that articulates how the College intends to address current and anticipated challenges, opportunities and needs. A strong strategic initiative is broad enough to be college-wide, is future-oriented (usually five years), is based on data that has been gathered and analyzed, and seamlessly leads to action-oriented objectives.

Example: The College will expand access for prospective students

Question: What constitutes a strong (five-year) strategic objective under a strong strategic initiative?

Answer: A strong strategic objective describes more specifically planned implementation features (sometimes called strategies or objectives) intended to achieve an initiative during the course of the Strategic Plan. Typically, there are several objectives or strategies developed for each strategic initiative. A strong strategic objective requires collaboration and coordination among college administrators, faculty and staff and leads seamlessly into an action plan that includes measurable outcomes, timelines, assigned responsibilities, and resources to be allocated.

Examples: The College will provide increased targeted, effective outreach to high school students in its service area that results in an increase of high school students coming to the College.

The college will provide increased targeted, effective outreach to adults in the community who could benefit from a community college but who are currently not being served by it, to the extent that the College's participation rate will increase significantly.

Question: What else is needed to ensure a (five-year) strategic objective is implemented?

Answer: Following the development of a strategic initiative, an action implementation plan needs to be developed which identifies measurable outcomes to be completed within five years and shows which actions will take place to achieve those outcomes, the timeline which identifies the target date for the completion of the objective, and the responsible party tasked with ensuring the objective's completion. The action steps typically include a measurement of success. In most cases actions steps are layered year by year to show a multi-year process needed to accomplish the strategic objective.

Question: What is meant by a “responsible party” within an action plan?

Answer: A responsible party identifies the individual(s) assigned to launch, oversee, and complete one of the objectives. The responsible individual(s) may complete the objective or may collaborate with others to complete the objective. The assignment of a responsible party is essential for accountability.

**Santa Monica College
Strategic Planning Task Force Meeting with CBT
December 14, 2016, 1-2 p.m.**

Agenda

1. Introduction from the College President
2. Introduction from SPTF Chair
3. Elect SPTF Vice Chair
4. Overview of strategic plan update process
 - a. Strategic plan update outcome & accompanying projects
 - b. Four phases of activity: Discovery, Collaboration, Plan, Review
 - c. How it all fits together
5. Overview of each accompanying projects
6. Work groups and roles of SPTF and work groups
7. Next steps
 - a. Work group meeting, 2-3 p.m.
 - b. Research and survey
 - c. March work group meetings, listening sessions, and forums

**Santa Monica College
Strategic Planning Task Force
Agenda for March 8, 2017 Meeting**

1. Welcome and reconnecting
2. Brief PowerPoint presentation: SMC CBT Project: Past, present, and future
 - A. Questions and comments from SPTF during the presentation
 - B. Review of SPTF's role in the process
3. Comments or questions on communication regarding the process
 - A. Strategic Planning web page
 - B. Drop boxes
 - C. Other
4. Updates from Work Groups
 - A. Student Success and Equity
 - B. Integrated Planning
 - C. Organizational Structure review
5. Update on review of Mission, Vision, and Goals
 - A. Georgia Lorenz and others
 - B. What still needs to be done
6. Important dates ahead for SPTF
 - A. Week of April 17-21 (exact date to be determined): All-day Workshop
 1. Review of data portfolio
 - External Scan of the community SMC serves
 - Internal Scan of the College and its students
 - Survey Results
 1. Quantitative data
 2. Qualitative information
 - Results of Listening Sessions
 1. Themes of what CBT heard
 - Planning Implications based on the data
 - Group discussion of data:
 2. Report from the SS/E Work Group
 - Dovetailing SS/E initial conclusions with the development of a Strategic Initiative for 2017-22
 3. Report from Integrated Planning Work Group--Julie Slark
 4. Report from Organizational Work Group--CBT team

5. Final discussion of mission, vision, and goals
6. Update on Technology Initiative as described in QFE.
7. Reflection on the most recent Strategic Initiatives (4+2) and initiatives in Quality Focus Essay
8. Brainstorming regarding the current needs of the College and the community
 - List-as many needs as possible
 - Prioritize the most important needs
9. Brainstorming regarding possible 2017-2022 Strategic Initiatives
 - List many possible SI's
 - Prioritize the most important
 - Decide on the number (limited)
10. Wordsmithing the 2017-22 Strategic Initiatives and a few objectives under each
11. Prepare to send out draft SI's and objectives to college community for review

B. Week of May 15 (specific date TBD)

1. Two-to-three-hour meeting
 - Review comments from college community
 - Make revisions as needed to the 2017-22 Strategic Initiatives and objectives

7. When to expect elements of the data portfolio to be put in the SPTF Drop Box

8. Adjournment

**Santa Monica College
Strategic Planning Task Force
Agenda for April 18, 2017 Workshop**

- 8:00 -- 8:30 a.m.: Gather: Coffee, rolls, and informal conversation
- 8:30 -- 8:45 a.m.: Introduction: Welcome, brief icebreaker, review of the agenda, and expected outcomes
Outcomes: Three to six Strategic Initiatives and several objectives under each
Review of what is a strong Strategic Initiative and strategic objective
- 9:00 –11:15 a.m.: Review of Planning Data Portfolio, organized by Planning Implications, infused with reports from work groups and update on technology initiative from QFE, and interspersed with discussion
- P.I. 1: The SMC communities, internal and external, expressed remarkable pride and satisfaction with Santa Monica College, as well as agreement that student success is the primary focus of college efforts.
Discussion
- P.I. 2: The SMC service area presents a challenging set of demographic characteristics for a community college. Students have a very different demographic profile from the geographic service area.
Discussion
- P.I. 3: It is critical for the College to develop a cohesive enrollment plan and corresponding strategies, including coordinated budget and human resources plans.
Discussion
- P.I. 4: SMC needs to re-imagine and re-craft its identity, internal and external, from historically being a “transfer college,” with a large international enrollment, to an identity for the 21st century
Discussion
- P.I. 5: Important feedback about selected campus and facilities include comments about the physical attributes of the College.
Discussion

P.I. 6: The recent thinking about a “guided pathways” focus for students and program planning will be very constructive for enhancing student success and the integration of programs and services.

Discussion

P.I. 7: Internal planning processes need to be streamlined.

Discussion

- 11:15 -- 11:30 a.m.: Note on Mission, Vision, and Goals, with update on most recent version of revised Mission Statement
- 11:30 a.m -- Noon: Non-working grab-and-eat lunch
- Noon --1:00 p.m.: Challenges and Opportunities in the Next Five Years
- Brainstorm challenges and opportunities for SMC for the next five years.
 - Identify the most important challenges and opportunities
- 1:00 -- 2:00 p.m.: Creating three to six five-year Strategic Initiatives with objectives
- Brainstorm possible strategic initiatives
 - Determine (the most important) three to six Strategic Initiatives, with several objectives for each
- 2:00 -- 2:50 p.m.: Wordsmith Initiatives and Objectives, while viewing on computer screen
- 2:50 -- 2:59 p.m.: Next Steps
- Posting on College web site
 - Soliciting feedback from college community
 - Feedback and input from the Board of Trustees (at May 16 meeting)
 - Next meeting of SPTF—May 24
 - Submission of written report by CBT--By June 30
- 2:59 -- 3:00 p.m.: Quick anonymous evaluation of the workshop on index cards

**Santa Monica College
Strategic Planning Task Force
Agenda for May 24 Meeting
3:00 to 5:00 p.m. in “The Loft”**

1. Welcome
2. Brief review of process up to now
 - a. Expected outcomes of the overall project
 - b. Pre-planning and initial meetings of CBT team with college representatives
 - c. Gathering, presentation, and review of data portfolio (includes quantitative data and results of extensive survey—663 students and 757 faculty and staff--and qualitative data of forums, drop-in sessions, meetings, and interviews)
 - d. Three complementary projects and corresponding Work Groups: Student Success and Equity, Integrated Planning and Organizational Structure Review
 - e. Email blasts from college president and ASB to implement a communications plan
 - f. Meetings of Strategic Planning Task Force and Work Groups, forums, drop-in sessions, interviews, with the Strategic Planning Task Force meetings on
 1. December 14, 2017
 2. March 8, 2017
 3. April 18, 2017, at which time draft Strategic Initiatives and objectives were collaboratively developed by the Task Force
 - g. Input gathered from college community’s review of draft Strategic Initiatives and objectives
 - h. Input from Board of Trustees’ review of draft Strategic Initiatives and objectives at its May 16 meeting
 - i. Review of college mission and supporting goals (distribute for information)
3. Expected primary outcome of today’s meeting: Final draft of 2017-2022 Strategic Initiatives and objectives
4. Today
 - a. Reflections on input from the Santa Monica College internal community (see attachment A) and from the Board of Trustees
 - b. In view of (a) above, create appropriate revisions to draft Strategic Initiatives and Objectives and wordsmith Initiatives and objectives.

5. What happens in the future
 - a. CBT's recommendation for how Strategic Plan is to fit into SMC's planning processes
 - b. CBT's submission of its extensive report on June 30 to President Jeffery, which in print would amount to several hundred pages, including appendices and data, and contains
 1. Background, overview of projects, process, and executive summary, with multiple appendices
 2. Data Portfolio
 3. Strategic Plan, including SMC's mission, supporting goals, 2017-22 Strategic Initiatives and objectives
 4. Organizational Structure Review project report and appendices
 5. Student Success/Student Equity project report, SS/E integrated plan matrix, and appendices
 6. Integrated Planning project report and appendices
 7. Appendices
 - a. Membership of Strategic Planning Task Force and three Work Groups
 - b. What is an Ideal Strategic Plan
 - c. Site visit schedules, including lists of external interviewees, forums, drop-in sessions, interviews, and meetings
 - d. PowerPoint presentations (3)
 - e. Communications Plan
 - f. Work Plan
 - g. Role of work groups
 - c. Beginning early fall 2017, development by the SPTF of a Strategic Plan Action Implementation for 2017-2018
 - a. Measurable outcomes to be achieved by June 2018
 - b. Actions needed to achieve outcomes
 - c. Timeline for actions
 - d. Identification of responsible party for each action
 - e. Date for assessment of outcomes (by end of the spring 2018 semester)
 - f. Process is repeated for each subsequent year in the five-year Strategic Plan cycle

List of External Interviews

- Amazon Web Services
- Broad Stage
- Kaiser Permanente
- KBUU-FM
- KCRW
- Malibu City
- PromaxBDA
- Santa Monica Chamber of Commerce
- Santa Monica City
- SMC Foundation
- SMC General Advisory Board (GAB)
- Santa Monica-Malibu Unified School District

Integrated Student Success and Equity Plan



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The Collaborative Brain Trust (CBT) would like to offer a special “thank you” to the members of the Student Success/Equity (SS/E) Work Group, and the Strategic Planning Task Force for their participation and support in the development of the Proposed Integrated Student Success and Student Equity Plan 2017-2022. The names for the SS/E Work Group are listed below.

A special acknowledgement is offered to Katharine Muller for her commitment and assistance throughout the project, and, to Dr. Kathryn Jeffrey for her determined leadership and vision. Finally, we thank all members of the college who support student success and student equity at Santa Monica College.

Student Success/Equity Workgroup Members and Resources:

Georgia Lorenz, Administration, VP Academic Affairs (SPTF co-liaison)

Mitra Moassessi, Faculty, Math Chair (SPTF co-liaison)

Jason Beardsley, Faculty, English Chair

Brenda Benson, Administration, Sr. Admin. Dean, Counseling, Retention & Student Wellness

Sherri Bradford, Faculty, Counselor for Black Collegians

Frank Dawson, Administration, Associate Dean, Career Technical Education

Nate Donahue, Faculty, Art History, Academic Senate President Elect

Chris Gibson, Classified, Institutional Research

Kennisha Green, Classified, DSPS

Jamar London, Faculty, Math

Maria Martinez, Faculty, Counselor for Adelante

Ramin Nematollahi, Assistant to the VP of Business Administration

Walther Perez, Student

Mark Tomasic, Faculty, Dance, Chair Equity and Diversity Committee

Esau Tovar, Administration, Dean, Enrollment Services

Terrance Ware, Student, President, Associated Students

INTRODUCTION AND PURPOSE

Request for Proposals

In fall 2016, Santa Monica College issued a Request for Proposals (RFP) to re-envision the future of the college. The College ultimately accepted a proposal from the Collaborative Brain Trust (CBT) and approved a contract to commence work. One of the four areas for which College requested facilitation and assistance was Student Success and Equity. Specifically, the College asked for recommendations for developing a more fully integrated student success and equity structure and plan.

Methodology and Process

Throughout the process of developing a recommended Integrated Student Success and Equity Plan, CBT utilized its core values of innovation, collegiality, a commitment to student learning, and an ability to respond to unique challenges.

The centerpiece and hallmark of CBT-facilitated projects is data, consisting of qualitative and quantitative data about the College's external and internal environments. CBT partnered with SMC's institutional research staff to access and utilize existing data, in addition to using surveys, interviews, forums, listening sessions, and data warehouses such as the CCCCO's DataMart, American FactFinder of the U.S. Census Bureau, and the California's Centers of Excellence.

The CBT team reviewed institutional reports and documents and in collaboration with the college President and the Strategic Planning Task Force identified a Work Group to assist in the development of recommendations for student success and equity.

Specific methodologies included the review and evaluation of relevant college documents, research about student progress at SMC, access and review of best practices and models of student success plans, and input from surveys and listening sessions from students, faculty and staff. In collaboration with the institutional research staff, CBT developed a *Data Portfolio for Strategic Planning* to be used for this and future strategic planning efforts and measuring progress and change over the next five years. The portfolio includes data and information from internal data about students and staff, past, current and projected; and, external environmental scans that include trends and projections related to population, economic environment and workforce needs.

Development of the Integrated Student Success/Equity Plan

In the RFP, the College requested facilitation and assistance to develop a more fully integrated student success structure and plan. In the *Quality Focus Essay* submitted as part of the 2016 SMC Self Evaluation, the College articulated a need for better coordination of student success-oriented programs and initiatives (see **SMC Institutional Self Evaluation Report 2016:** [http://www.smc.edu/AboutSMC/Accreditation/Documents/2016/SMC Accreditation Self Evaluation Report 2016.pdf](http://www.smc.edu/AboutSMC/Accreditation/Documents/2016/SMC_Accreditation_Self_Evaluation_Report_2016.pdf)). Further, the Strategic Planning Task Force (SPTF) and the committee charged with long term planning for the College, the District Planning and Advisory Council

(DPAC), supported a structure and plan that would integrate student success programs, services and initiatives, such as SSSP and Student Equity specifically. Thus, the Integrated Student Success and Equity Work Group was charged with assisting the CBT consultant in developing an integrated student success and equity plan.

As a subset of the *Data Portfolio for Strategic Planning*, a special data portfolio was developed that was tailored to the analyses related to student success and equity (the *Data Portfolio for Student Success/Equity*, following below). These data include information about the external and internal college environment related to student characteristics and success trends, particularly related to special student groups, including gender, ethnicity, and special groups and needs. For example, the results of the student survey conducted in February and March 2017 are included in this data portfolio broken out by respondent ethnicity, gender, and special groups when identified.

DATA PORTFOLIO FOR STUDENT SUCCESS/EQUITY

Data Set 1. Santa Monica College Credit Student Ethnicity/Race

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
African-American	10%	10%	10%	10%	10%
Asian & Pacific Islander	17%	15%	15%	15%	15%
Caucasian	31%	29%	29%	28%	29%
Hispanic	33%	34%	35%	37%	37%
Two or More Ethnicities	4%	4%	4%	4%	4%
Unreported	5%	8%	8%	6%	5%

Source: Management Information System (MIS)

- SMC has a diverse student body, with a mostly Hispanic enrollment which is growing steadily now at 37%, followed by Caucasian at 29%, Asians at 15%, and African-American at 10%, and nearly 5% each of “two or more ethnicities” or “unreported.”
- As the Hispanic enrollment grows, Caucasian and Asian enrollments decline slightly.

Data Set 2. Santa Monica College Credit Student Age

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Under 20	30%	29%	29%	28%	28%
20 to 24	40%	40%	41%	42%	41%
25 to 29	13%	14%	13%	14%	14%
30 to 39	10%	10%	10%	9%	10%
40 to 49	4%	4%	4%	4%	4%
50 & Older	3%	3%	3%	3%	3%
Average Age	23	23	23	23	23

Source: Management Information System (MIS)

- The SMC credit enrollment is young, with nearly 70% under the age of 25.
- Though the average age remains the same, at 23 years-of-age for the last five years, there is a loss of two percentage points of students under 20 years of age and a gain same two percentage points between age of 20 through 29.
- Students over the age of 40 remain steady at 7% of the credit student enrollment.

Data Set 3. Santa Monica College Credit Student Gender

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Female	54%	53%	53%	53%	54%
Male	46%	47%	47%	47%	46%

Source: Management Information System (MIS)

- SMC enrolls more female students in the college credit programs.
- The proportion of female to male population at SMC has remained relatively the same over the last five years at 54% to 46% respectively.

Data Set 4. Santa Monica College Credit Student Stated Educational Goals*

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Transfer	65%	67%	68%	67%	66%
Associate Degree	6%	7%	7%	7%	3%
Certificate	1%	1%	1%	2%	2%
Career Objective	7%	7%	6%	6%	7%
4-Year Student	7%	6%	6%	6%	7%
Educational Development	7%	6%	6%	6%	6%
Other	1%	1%	1%	1%	1%
Undecided	6%	5%	5%	5%	8%

Source: Management Information System (MIS)

* Educational goal is identified based on a students' most recently reported goal in an academic year

- Two-thirds of SMC credit students stated transfer to the university as their goal.
- Those who would like to obtain a certificate and/or associate degree have dropped two percentage points, while those who are “undecided” have increased the same amount.

Data Set 5. Santa Monica College Credit Student Full-time/Part-Time Status*

	2011-2012 N=59,493	2012-2013 N=59,563	2013-2014 N=59,339	2014-2015 N=59,565	2015-2016 N=60,146
Full-Time	36%	34%	35%	35%	36%
Part-Time	64%	64%	65%	65%	64%
Average Unit Load	8.90	8.79	8.89	8.80	8.82

Source: Management Information System (MIS)

*Only fall and spring semester in the academic year were included in the analyses; multiple observations of the same student within both fall and spring terms of an academic year are counted as independent observations. Therefore, the size of the observed population (N) does not reflect the unique student headcount for each academic year

- More than one-third of SMC credit students are enrolled full-time (12+ units per semester) and the remaining two-thirds enrolled in less than 12 units per semester.
- The average unit load per student has also held steady at 8.79 units to 8.90.

Data Set 6. Santa Monica College Credit Student Enrollment Status*

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
First-Time Freshmen	19%	19%	19%	18%	17%
First-Time Transfer	19%	18%	18%	19%	19%
Returning	17%	17%	17%	16%	17%
Continuing Student	43%	45%	44%	45%	44%
Special Admit High School	1%	1%	2%	2%	3%

Source: Management Information System (MIS)

*Students are assigned enrollment status based on their first enrollment within an academic year

- The distribution of enrollment status among SMC credit students remains steady, with nearly 60% returning/continuing and an even distribution of those who are first-time transfer (19%) and first-time freshmen (17%).
- There is a shift among first-time freshmen (2 percentage points drop) and special admit high school (two percentage points' gain) student statuses.

Data Set 7. Santa Monica College Credit Course Completion by Department

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Art	73%	72%	73%	72%	70%
Athletics	86%	83%	89%	87%	87%
Business	68%	69%	70%	68%	69%
Communication	81%	81%	80%	80%	79%
Cosmetology	67%	72%	70%	72%	71%
Counseling	71%	69%	69%	71%	71%
CSIS	68%	69%	70%	68%	69%
Dance	77%	71%	68%	68%	70%
Design Tech	71%	72%	74%	72%	72%
Disable Stu Ctr	73%	67%	73%	66%	70%
Earth Science	69%	69%	67%	68%	66%
Education/ECE	80%	79%	82%	81%	81%
English	72%	70%	71%	69%	70%
ESL	69%	68%	62%	63%	62%
Health Science	84%	86%	80%	87%	89%
History	71%	69%	67%	66%	64%
Kinesiology	79%	77%	79%	78%	78%
Library	75%	76%	73%	68%	81%
Life Science	67%	68%	66%	66%	66%
Math	50%	48%	48%	49%	47%
Modern Language/Cul	69%	69%	70%	69%	68%
Music	72%	72%	74%	75%	74%
Philosophy/Socio	68%	68%	69%	70%	70%
Photo-Fashion	63%	68%	66%	68%	66%
Physical Science	64%	64%	61%	62%	63%
Psychology	69%	67%	65%	64%	65%
Student Life	73%	69%	70%	70%	61%
Theatre Arts	79%	79%	78%	77%	77%
Total	69%	68%	68%	68%	68%

Source: California Community College Chancellor's Office (CCCCO) MIS Data

- The programs with the highest passing rates include Health Science (89%) and Athletics (87%). However, they are relatively small departments (less than 800 enrollments).
- English, the largest department at SMC, has passing rates over the past five years varying from 69% to 72%. This is higher than the College's average of 68% passing rate.
- Though it is the fourth largest department, Math has the lowest passing rates, which have also dropped three percentage points in four years.

Data Set 8. Santa Monica College Credit Course Completion and Retention Rates

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion	69%	68%	68%	68%	68%
Course Retention	85%	83%	83%	83%	83%

Source: California Community College Chancellor's Office (CCCCO) MIS Data

- The proportion of students receiving a passing grade (A, B, C, CR or P) in credit courses is relatively consistent over the last four years at 68%.
- The retention rate (those who received a grade of A, B, C, CR, P, D, F, NC, I, NP) has also held steady for the last four years at 83%.

Data Set 9. Santa Monica College Success Rates and Retention Rates for Credit Coursework by Demographics

	Fall 2014			Fall 2015			Fall 2016		
	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate	Enrollment	Retention Rate	Success Rate
All	84,712	83%	68%	86,399	82%	68%	8,260	83%	68%
Female	44,316	84%	70%	45,211	83%	69%	45,357	83%	69%
Male	40,396	83%	66%	41,188	82%	66%	40,903	82%	66%
19 or younger	29,674	85%	69%	30,843	84%	67%	30,979	84%	67%
20-24	36,706	83%	6%	36,431	82%	67%	35,723	83%	68%
25-39	14,599	81%	70%	15,444	80%	69%	15,742	80%	68%
40+	3,733	82%	71%	3,681	81%	72%	3,816	80%	70%
African-American	7,494	76%	55%	7,576	75%	54%	7,426	75%	54%
American Indian/ Alaskan Native	141	75%	61%	126	76%	59%	130	77%	58%
Asian	12,562	87%	74%	14,863	89%	76%	14,373	88%	76%
Hispanic	31,917	80%	61%	32,779	79%	61%	33,108	79%	61%
Multi-Ethnicity	3,269	79%	64%	3,328	79%	65%	3,477	79%	66%
Pacific Islander	202	84%	72%	203	79%	60%	228	79%	59%
Unknown	7,572	93%	78%	4,772	92%	76%	4,908	93%	79%
White Non-Hispanic	21,555	86%	76%	22,752	85%	76%	22,610	85%	76%

- Overall, success rates for credit coursework at SMC have held steady at 68% and retention rates at 83%.
- Female students tend to perform better than male students by about three percentage points difference, 69% versus 66%, respectively.
- Students over 40 years of age perform slightly better than younger students (70% to 72%); however, younger students consistently persist to the end of the semester at higher rates.
- Asians and Whites are the most successful (74% to 76%) in credit coursework; however, only about half of African-American students are successful (54% to 55%).

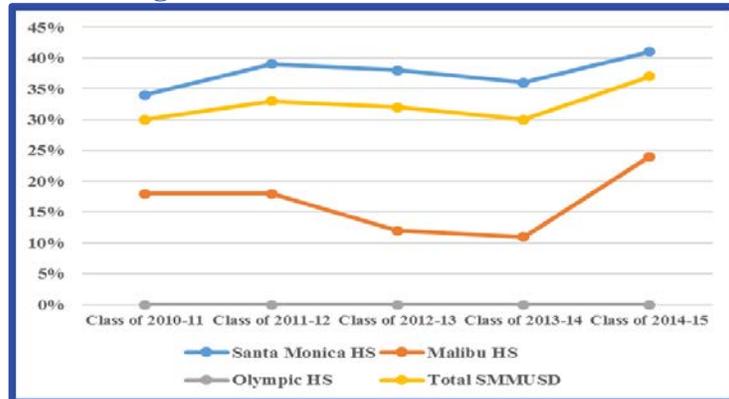
Data Set 10. Santa Monica College Feeder High School Graduates Enrollment

	Class of 2010-2011	Class of 2011-2012	Class of 2012-2013	Class of 2013-2014	Class of 2014-2015
Santa Monica High					
• Graduates	689	680	733	663	684
• # Enrolled at SMC	236	266	277	240	280
• % Enrolled at SMC	34%	39%	38%	36%	41%
Malibu High					
• Graduates	172	169	171	175	144
• # Enrolled at SMC	31	31	20	20	35
• % Enrolled at SMC	18%	18%	12%	11%	24%
Olympic High					
• Graduates	24	33	24	21	15
• # Enrolled at SMC	0	0	0	0	0
• % Enrolled at SMC	0%	0%	0%	0%	0%
Other					
• Graduates	31	16	2	21	5
• # Enrolled at SMC	10	0	0	0	0
• % Enrolled at SMC	32%	0%	0%	0%	0%
Total Graduates from SMMUSD	916	898	930	880	848
Enrolled at SMC within one Year	277	297	297	260	315
High School Capture Rate	30%	33%	32%	30%	37%

Source: California Department of Education Data Quest and Management Information System (MIS)

- The number of Santa Monica High School graduates has remained steady for the past five years, and the percentage of those graduates matriculating to SMC is increasing, at 41% in 2014-15.
- SMC “captures” about one-third of Santa Monica-Malibu Unified School District (SMMUSD) high school graduates within one year of graduation, a total of 848 from the 2014-15 graduating class.
- There has been a steady increase of seven percentage points of SMUSD graduates coming to SMC since the Class of 2010-11.

Local High School Graduates Enrollment at SMC



Data Set 11. Santa Monica College Nearby High School Graduates Enrollment

Nearby High School	Class of 2013-2014	Enrolled at SMC within One Year	% Grads Attending SMC
Alexander Hamilton Senior High	563	156	28%
Crenshaw Senior High	249	28	11%
Foshay Learning Center	181	27	15%
Hawthorne High	420	35	8%
Los Angeles Center for Enriched Studies	204	29	14%
University Senior High	366	116	32%
Beverly Hills High	435	242	56%
Culver City High	461	160	35%
El Segundo High	291	54	19%
Fairfax Senior High	404	81	20%
George Washington Preparatory High	237	22	9%
Inglewood High	306	43	14%
Los Angeles Senior High	252	84	33%
Mira Costa High	551	41	7%
Morningside High	216	15	7%
Susan Miller Dorsey Senior High	237	19	8%
Venice Senior High	410	134	33%
Palisades Charter School	627	64	10%
Total	6410	1350	21%

- In addition to the 260 high school graduates from its feeders Santa Monica High and Malibu High enrolling at SMC within one year of graduation, SMC also gained more than 1300 students from nearby high schools.
- At least one-third of the 2014 graduating class at Beverly High, Culver High, Venice High, University Senior High, and Los Angeles High attended SMC within one year of graduation.

Data Set 12. Santa Monica College Transfers to Four-Year Universities

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Universities of California	1074	1059	1059	1085	1120	4%
California State Universities	1100	854	1022	1195	1176	7%
California Privates Colleges	327	370	325	440	364	11%
Out-of-States Colleges	346	380	400	406	400	16%
Total Transfers	2847	2663	2806	3126	3060	7%

Source: CSU Analytics Studies website, UC Office of the President, and California Community College Chancellor's Office (CCCCO) Data Mart

- The number of students transferring to four-year universities has increased 7% in the last four years. Universities of California and California State Universities admit three-fourths of SMC transfers (37% and 38% respectively).
- Students transferring to the University of California campuses have slightly increased from 1074 in 2011-12 to 1120 in 2015-16.
- CSU transfers have increased seven percent (1100 to 1176) during the same period of time.
- More SMC students are also attending California private and out-of-state colleges (14% increase).

Data Set 13. Santa Monica College Transfers to University of California (UCs)

	2011-12 N=1074	2012-13 N=1059	2013-14 N=1059	2014-15 N=1085	2015-16 N=1120
African-American	4%	3%	4%	4%	3%
Asian	16%	21%	16%	18%	18%
Hispanic	11%	13%	14%	16%	15%
White	37%	32%	33%	32%	28%
Unknown/Other	4%	5%	4%	4%	4%
International	27%	26%	29%	26%	31%

- The number of SMC students transferring to UC campuses has increased eleven percent in the last four years, from 1074 to 1120.
- White students, being the largest ethnic group, make up one-quarter of the UC transfers.
- International students comprise the largest percentage of SMC transfers to the UC.

Data Set 14. Santa Monica College Transfers to California State Universities (CSUs)

	2011-12 N=1100	2012-13 N=854	2013-14 N=1022	2014-15 N=1195	2015-16 N=1176
African-American	6%	7%	7%	6%	7%
Asian	11%	11%	10%	10%	10%
Hispanic	29%	30%	32%	35%	33%
Non-Resident Alien	16%	21%	18%	20%	18%
Two or More Races	4%	2%	5%	3%	4%
Unknown	5%	5%	4%	5%	4%
White	29%	24%	23%	21%	23%

- The number of SMC students transferring to CSU campuses has increased six percent in the last four years (1100 to 1176).
- Hispanic students, being the largest ethnic group, make up one-third of the CSU transfers, followed by 23% White students.

Data Set 15. Santa Monica College Certificates of Achievement & Associate Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificates of Achievement	1505	1373	1528	1515	1499
Associate in Science for Transfer (A.S.T.) Degree	3	54	84	176	252
Associate in Arts for Transfer (A.A.T.) Degree	0	23	26	111	247
Associate of Science (A.S.) degree	1	52	331	362	480
Associate of Arts (A.A.) degree	1225	1078	993	1573	2383

Source: Management Information System (MIS)

- The number of traditional associate degrees awarded to students has more than doubled in four years (1225 in 2011-12 to 2863 in 2015-16).
- In 2011-12, SMC started awarding associate for transfer degrees, which has sharply increased to nearly 500 within four years.
- The number of certificates of achievement has remained stable at about 1500 each year.

STUDENT SUCCESS SCORECARD

To ensure transparent accountability for the California Community College System, the Board of Governors convened a Student Success Task Force to identify benchmarks to demonstrate progress of students' successful completion from the system. A wide representation of community colleges stakeholders, including faculty and researchers, identified a set of benchmarks (detailed below), showing that each time students progress to each metric, they are more likely to be successful. Earning a certificate, a degree, transfer to a four-year university, and obtaining skills or jobs are examples of success as a result of a community college education. The data below are for students who initiated their college education at Santa Monica College. There are seven metrics:

- Student completion
- Completion of at least 30 units
- Student persistence rate
- Basic skills education progress
- Career technical education
- Skills builders
- Career development and college preparation

For the purpose of this report, the Student Success Scorecard data is disaggregated by ethnicity, gender, and age group to assist the College in addressing the integration of student success, student equity, and basic skills initiatives that will ensure all students have equal opportunities to succeed at Santa Monica College.

Data Set 16. Santa Monica College Student Completion Rate

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	3,790	51%	3,919	52%	3,909	48%	4,211	48%	4,574	50%
Female	2,014	53%	2,060	52%	2,037	48%	2,158	51%	2,376	52%
Male	1,776	48%	1,859	51%	1,872	48%	2,053	46%	2,198	48%
< 20 years old	3,186	51%	3,358	52%	3,310	49%	3,589	50%	3,969	51%
20 to 24 years old	354	49%	316	49%	375	47%	354	38%	369	49%
25 to 39 years old	194	47%	189	45%	171	44%	211	39%	176	42%
40+ years old	56	39%	56	36%	53	30%	57	42%	60	35%
African American	456	34%	524	37%	448	35%	521	35%	525	34%
American Indian/ Alaska Native	15	47%	11	46%	17	53%	12	50%	11	27%
Asian	396	68%	405	70%	411	63%	402	65%	479	68%
Filipino	131	49%	103	40%	113	57%	104	54%	62	60%
Hispanic	1,282	36%	1,239	37%	1,301	32%	1,484	37%	1,862	38%
Pacific Islander	36	31%	23	52%	34	47%	36	47%	31	42%
White	1,088	66%	1,202	65%	1,186	61%	1,219	58%	1,288	64%

The completion rate tracks first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned a Chancellor’s Office-approved credit certificate, an associate’s degree, transferred to a four-year university, or achieved “transfer readiness” status (students who earn 60 UC/CSU transferable units with a grade point average of 2.0 or above) within six years of initial enrollment at Santa Monica College.

- The overall completion rates for the five cohorts are sporadic; ranging from a low of 48% to a high of 52%.
- Female students’ completion rates mirror the sporadic pattern of the overall performance, ranging from 48% to 53%; male students follow the same pattern, but slightly lower than female students (46% to 51%).
- Students under 20 comprise more than four-fifths of the SMC cohorts and have completion rates averaging at 50%. Those over the age of 40 complete at the 30% to 40% rate.
- Asians and Whites perform at high rates of 60% to 70%, while African-Americans’ and Hispanics’ rates range in the 30% range.

Data Set 17. Santa Monica College Student Completion of Least 30 Units

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	3,790	67%	3,919	69%	3,909	68%	4,211	68%	4,574	70%
Female	2,014	69%	2,060	69%	2,037	69%	2,158	70%	2,376	72%
Male	1,776	65%	1,859	68%	1,872	66%	2,053	66%	2,198	69%
< 20 years old	3,186	68%	3,358	70%	3,310	69%	3,589	69%	3,969	72%
20 to 24 years old	354	68%	316	64%	375	62%	354	59%	369	64%
25 to 39 years old	194	59%	189	61%	171	64%	211	63%	176	63%
40+ years old	56	64%	56	52%	53	57%	57	67%	60	60%
African American	456	52%	524	57%	448	55%	521	57%	525	56%
American Indian/ Alaska Native	15	60%	11	82%	17	65%	12	75%	11	64%
Asian	396	80%	405	74%	411	73%	402	74%	479	80%
Filipino	131	76%	103	71%	113	70%	104	85%	62	77%
Hispanic	1,282	61%	1,239	64%	1,301	63%	1,484	65%	1,862	70%
Pacific Islander	36	61%	23	65%	34	75%	36	69%	31	65%
White	1,088	72%	1,202	73%	1,186	72%	1,219	70%	1,288	72%

A second benchmark, percentage of students completing at least 30 units, tracks first-time students with minimum of six units earned who attempted any Math or English in the first three years and earned at least 30 college units, at any California community college.

- The overall percentage of students who earned at least 30 units increased slightly over the past five years, ranging from 67% to 70%.
- Though male students who earned at least 30 units have increased from 65% to 69%, they still lag behind female students by three percentage points.
- Young students, under 20 years of age, completed at least 30 units at higher rates than those over 20 years of age.
- Asian and White students earned at least 30 units at higher rates than the overall rate of 67% to 70%. Latino students have closed this achievement gap within the last five years, from 61% to 70% (the same as the overall rate). Though African-American students have made a four percentage point gain, they still have the lowest rates of completion at 52% to 56%, about 15 percentage points less than the overall rates of 67% to 70%.

Data Set 18. Santa Monica College Student Persistence Rate

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	3,790	67%	3,919	69%	3,909	72%	4,211	71%	4,574	76%
Female	2,014	68%	2,060	67%	2,037	73%	2,158	73%	2,376	77%
Male	1,776	67%	1,859	71%	1,872	71%	2,053	69%	2,198	75%
< 20 years old	3,186	68%	3,358	69%	3,310	73%	3,589	72%	3,969	77%
20 to 24 years old	354	67%	316	67%	375	66%	354	63%	369	69%
25 to 39 years old	194	64%	189	62%	171	72%	211	69%	176	73%
40+ years old	56	80%	56	59%	53	66%	57	72%	60	78%
African American	456	63%	524	67%	448	68%	521	72%	525	70%
American Indian/ Alaska Native	15	60%	11	82%	17	71%	12	50%	11	73%
Asian	396	77%	405	76%	411	73%	402	73%	479	82%
Filipino	131	62%	103	54%	113	70%	104	70%	62	79%
Hispanic	1,282	65%	1,239	66%	1,301	73%	1,484	71%	1,862	78%
Pacific Islander	36	53%	23	61%	34	74%	36	64%	31	74%
White	1,088	70%	1,202	71%	1,186	72%	1,219	71%	1,288	73%

A third benchmark of the Student Success Scorecard is the persistence rate that tracks 1) first-time students with a minimum of six units earned who attempted any math or English in the first three years and 2) enrolled in three consecutive primary semester terms (fall and spring) within a six-year time period anywhere in the California Community College System.

- SMC's overall persistence rate has increased nine percentage points in the last four years, from 67% to a high of 76%.
- Persistence rates for both female students and male students have steadily increased eight percentage points in the last four years, with a gap between genders of only one or two percentage points.
- The largest group of students, those less than 20 years of age, have persistence rates from 68% to 77%, and an increase of nine percentage points in the past four years; those over the age of 40 have more sporadic persistence rates over the years, ranging from 59% to 80%.
- Asian and White students have the highest persistence rates (above 70%). Though both Hispanics and African-Americans have lower persistence rates, both have steadily increased.

Data Set 19. Santa Monica College Basic Skills Education Progress, Remedial English

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	3,262	43%	3,130	44%	3,338	43%	3,546	42%	3,674	47%
Female	1,725	45%	1,595	45%	1,821	45%	1,784	45%	1,939	49%
Male	1,537	40%	1,535	42%	1,517	40%	1,762	38%	1,735	44%
< 20 years old	2,483	45%	2,378	47%	2,599	46%	2,757	45%	2,902	50%
20 to 24 years old	486	34%	505	31%	494	31%	525	28%	473	33%
25 to 39 years old	227	37%	190	34%	192	33%	199	36%	242	37%
40+ years old	66	35%	57	33%	53	25%	65	25%	57	33%
African American	631	29%	651	32%	594	30%	737	27%	604	32%
American Indian/ Alaska Native	12	50%	21	38%	13	54%	Suppressed	44%	Suppressed	75%
Asian	215	59 %	212	57%	220	59%	216	57%	230	60%
Filipino	78	59%	68	53%	71	58%	68	569%	42	64%
Hispanic	1,476	39%	1,307	39%	1,537	41%	1,585	40%	1,959	47%
Pacific Islander	28	36%	23	52%	34	47%	34	41%	25	52%
White	565	55%	616	57%	612	51%	629	51%	605	54%

A fourth benchmark, the basic skills education progress rate is the percentage credit students who 1) attempted for the first time a course designated at “levels below transfer” in English, Math or ESL within six years and 2) successfully completed a college-level course in the same discipline. Santa Monica College serves a large portion of remedial students and so progress through the remedial sequence is an important metric to monitor.

- The basic skills English progress rates held steady for the first four years, 42% to 44%, and increased five percentage points to 47% this year.
- Basic skills English progress rates for female students are generally about five percentage points higher than those for male students.
- Young students of 20 years of age or younger perform better in remedial English, with nearly 50% of the cohort completing the college-level English.
- Asian, Filipino and White students progress in remedial English sequences at higher rates than African-American and Hispanic students.

Data Set 20. Santa Monica College Basic Skills Education Progress, Remedial Math

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	3,129	28%	3,068	29%	3,270	29%	3,517	27%	3,599	28%
Female	1,707	29%	1,671	30%	1,833	30%	1,894	29%	1,974	30%
Male	1,422	27%	1,397	28%	1,437	27%	1,623	24%	1,625	26%
< 20 years old	2,040	27%	1,994	30%	2,182	28%	2,350	26%	2,484	28%
20 to 24 years old	599	29%	630	28%	627	30%	682	24%	589	25%
25 to 39 years old	376	33%	341	30%	371	33%	390	32%	415	30%
40+ years old	114	22%	103	27%	90	29%	95	31%	111	32%
African American	608	14%	617	18%	575	16%	690	14%	633	16%
American Indian/ Alaska Native	11	18%	17	6%	16	19%	13	23%	10	20%
Asian	155	45%	157	52%	158	46%	169	46%	174	37%
Filipino	60	50%	57	25%	64	41%	51	49%	26	46%
Hispanic	1,327	26%	1,258	26%	1,438	26%	1,519	24%	1,805	28%
Pacific Islander	29	28%	14	7%	31	29%	26	19%	20	25%
White	663	36%	709	40%	683	38%	766	34%	699	37%

- Basic skills Math progress rates are the lowest of the three basic skills studied and held steady at 27% to 29%.
- Female students' progress rates in basic skills and Math are higher than those of male students. And, the gap in performance has widened from two to four percentage points difference currently.
- Students 25 to 39 years of age perform better in basic skills Math, ranging from 30% to 33%, while the largest group of students (ages 20 and under) have 26% to 30% completers.
- Though Asian students consistently complete the basic skill Math coursework at higher rates, their performance has dropped from a 52% to 37% in the last four years.
- African-American students', consisting of about one-fifth of the Math basic skills cohorts, progress rates are less than 20%.

Data Set 21. Santa Monica College Basic Skills Education Progress, Remedial ESL

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	347	62%	327	62%	305	59%	388	66%	365	51%
Female	236	62%	215	63%	188	59%	231	68%	219	54%
Male	111	60%	112	61%	117	58%	157	63%	146	46%
< 20 years old	57	90%	45	87%	47	81%	78	78%	45	82%
20 to 24 years old	89	74%	105	66%	94	66%	104	73%	112	63%
25 to 39 years old	139	53%	129	53%	117	49%	126	60%	129	41%
40+ years old	62	37%	48	56%	47	47%	80	54%	79	32%
African American	Suppressed	71%	Suppressed	38%	Suppressed	67%	11	46%	17	41%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	Suppressed	0%	N/A	N/A	N/A	N/A
Asian	121	70%	101	70%	102	60%	128	77%	121	59%
Filipino	Suppressed	100%	Suppressed	25%	N/A	N/A	Suppressed	60%	Suppressed	100%
Hispanic	68	49%	58	57%	55	53%	72	54%	83	45%
Pacific Islander	Suppressed	100%	Suppressed	100%	N/A	N/A	N/A	N/A	N/A	N/A
White	117	62%	101	61%	103	57%	120	64%	122	48%

- The basic skills ESL cohorts at SMC are quite small, with about 350 students per year. Though basic skills ESL students performed at the highest levels of basic skills discipline sequences, with progress rates at 51% to 66%, this measure also took the largest drop of nine percentage points in the last four years, of the five cohorts studied.
- Female students performed slightly better than male students (54% to 68% vs. 46% to 63%, respectively).
- Those under 20 years of age performed much better than those over 40 years of age (78% to 90% vs. 32% to 56%).
- When disaggregated by ethnicity, some counts are suppressed because the count is 10 or less students. Though both Asians and Whites have high ESL basic skills progress rates, they have dropped 15 to 20 percentage points.

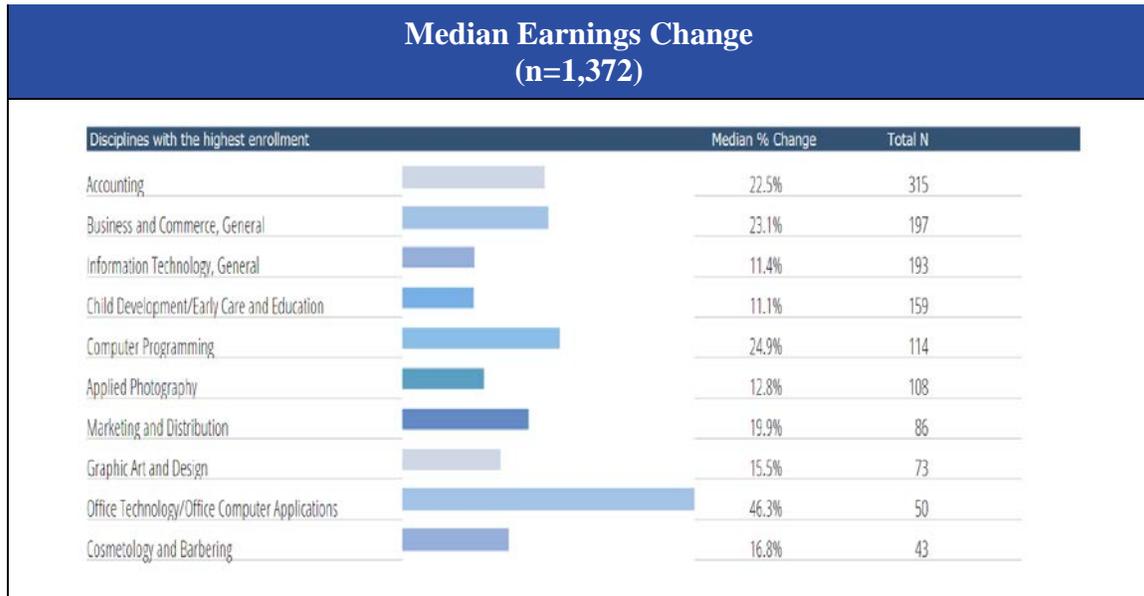
Data Set 22. Santa Monica College Career Technical Education

	2005-06 to 2010-11		2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate								
All	1,855	54%	1,989	51%	2,203	49%	2,421	47%	2,357	49%
Female	1,027	51%	1,083	46%	1,242	45%	1,376	45%	1,271	47%
Male	828	57%	906	57%	961	53%	1,045	49%	1,086	52%
< 20 years old	579	73%	542	73%	588	70%	585	73%	656	68%
20 to 24 years old	506	54%	632	52%	672	48%	703	47%	681	51%
25 to 39 years old	569	40%	619	36%	720	38%	845	35%	752	38%
40+ years old	201	35%	196	34%	223	31%	288	31%	268	32%
African American	167	55%	195	46%	181	45%	231	46%	236	50%
American Indian/ Alaska Native	Suppressed	25%	Suppressed	40%	15	40%	10	50%	Suppressed	57%
Asian	333	54%	356	47%	390	47%	386	45%	413	48%
Filipino	55	56%	48	50%	63	48%	65	51%	60	55%
Hispanic	340	59%	359	59%	399	59%	490	51%	536	55%
Pacific Islander	13	62%	16	63%	18	39%	21	43%	16	63%
White	711	52%	751	51%	835	46%	940	45%	898	46%

The Scorecard also includes a benchmark for Career Technical Education (CTE) rate, and it is the percentage of students who 1) completed a CTE course for the first time and 2) completed more than 8 units in the subsequent three years in a single discipline and 3) transferred to a four-year institution, earned an associate degree, earned a certificate (Chancellor’s Office approved), or achieved “transfer prepared” status within six years at the California Community colleges.

- The CTE completion rate has consistently dropped in the last four years, ranging from 54% for the 2005-06 cohort to 47% for the 2008-09 cohort. The two percentage point increase with the last cohort may prove to be a positive trend for future years.
- Males’ CTE completion rates are consistently higher than those for female students, by about five percentage point differences.
- Young students, 20 years of age and less, have well above overall CTE complete rates of 68% to 73%; however, the completion rates decline progressively as the age group increases in age.
- Hispanics have the highest CTE completion rates. There were minor differences among the other ethnic groups.

Data Set 23. Santa Monica College Skills Builder



“Skills builders” are students who are workers who maintain and add to skill sets required for ongoing employment and career advancement. The “median earnings change” represents the adjusted wages before and after the year of enrollment for students 1) who completed a vocational course of at least .5 units and passed all Career Technical Education (CTE) coursework in a given academic year. These former students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four-year university the year of enrollment or the following year.

- The median percentage change in wages for the 1,372 “skills builders” identified at SMC was a gain of 15%.

Data Set 24. Santa Monica College Career Development and College Preparation

	2006-07 to 2011-12		2007-08 to 2012-13		2008-09 to 2013-14		2009-10 to 2014-15	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
All	391	7%	370	8%	503	7%	473	7%
Female	290	7%	278	8%	377	6%	341	7%
Male	101	7%	92	5%	124	11%	132	10%
< 20 years old	19	26%	22	27%	29	24%	36	25%
20 to 24 years old	51	12%	52	15%	98	11%	66	21%
25 to 39 years old	175	7%	152	8%	216	5%	227	5%
40+ years old	146	3%	144	1%	160	4%	144	1%
African American	Suppressed	22%	Suppressed	14%	Suppressed	0%	Suppressed	17%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	110	6%	133	12%	163	7%	135	9%
Filipino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	119	23%	96	3%	131	5%	146	2%
Pacific Islander	Suppressed	0%	N/A	N/A	N/A	N/A	N/A	N/A
White	132	9%	109	5%	156	9%	145	12%

Currently the only Scorecard benchmark devoted to the continuing education program is the Career Development and College Preparation (CDCP) Rate. It is the percentage of students tracked for six years and 1) who attempt two or more CDCP courses, 2) with a minimum of four attendance hours in each of those courses, 3) within three years, and 4) earned a CDCP Certificate, a Chancellor's Approved credit certificate, an associate degree or transfer to four-year institution.

- Young students less than 24 years of age perform much better on this measure than student groups over the age of 25 (23% vs. 4% respectively).
- Females make up two-thirds of this SMC non-credit population, and their CDCP completion rate has held steady at 7%. However, males have steadily increased from 7% to 10% in the last four years.
- Whites, Hispanics, and Asians made up the majority of the CDCP cohorts. Each has sporadic completion rates over the four years, ranging from 5% to 12%, 2% to 23% and 6% to 12% respectively).

Data Set 25. Occupations with the Most Job Openings in Los Angeles and Orange Counties, 2015-2018

Occupation	Total Job Openings 2015-2018	Annual Openings	Median Hourly Wages	Median Annual Wage
Combined Food Preparation and Serving Workers, Including Fast Food	26,802	8,934	\$10.53	\$21,893
Cashiers	23,823	7,941	\$10.09	\$20,990
Waiters and Waitresses	22,993	7,664	\$11.49	\$23,903
Retail Salespersons	22,460	7,487	\$11.62	\$24,164
Personal Care Aides	22,359	7,453	\$13.17	\$27,389
Registered Nurses	16,146	5,382	\$50.52	\$105,090
Office Clerks, General	15,570	5,190	\$15.83	\$32,923
Laborers and Freight, Stock, and Material Movers, Hand	14,122	4,707	\$12.07	\$25,094
General and Operations Managers	12,713	4,238	\$53.96	\$112,243
Stock Clerks and Order Fillers	11,927	3,976	\$11.69	\$24,319
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	11,397	3,799	\$13.07	\$27,188
Customer Service Representatives	10,427	3,476	\$18.22	\$37,905
Cooks, Restaurant	9,342	3,114	\$12.73	\$26,473
Postsecondary Teachers	9,238	3,079	\$41.21	\$85,724
Accountants and Auditors	9,178	3,059	\$35.34	\$73,503
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	8,516	2,839	\$19.36	\$40,259
Maids and Housekeeping Cleaners	8,424	2,808	\$11.19	\$23,282
Nursing Assistants	8,315	2,772	\$15.61	\$32,466
Home Health Aides	7,928	2,643	\$15.66	\$32,565
Food Preparation Workers	7,616	2,539	\$11.13	\$23,143

Source: Center of Excellence, Labor Market Information System

- The list of top 20 occupations with the most openings in Los Angeles and Orange counties for upcoming years varies from food preparers to customer service representatives to registered nurses to general and operations managers. Median hourly wage ranges from a low of \$10.00 to a high of \$50.00.

Data Set 26. Fastest Growing Occupations in Los Angeles and Orange Counties, 2015-2018

Occupation	2015 Jobs	2018 Jobs	Additional Jobs within Next Three Years	Change 2015 to 2018
Home Health Aides	16,178	22,673	6,495	40%
Nurse Anesthetists	224	305	81	36%
Personal Care Aides	68,883	89,279	20,396	30%
Occupational Therapy Assistants	804	982	178	22%
Entertainment Attendants and Related Workers, All Other	169	206	37	22%
Veterinary Technologists and Technicians	2,563	3,105	542	21%
Helpers--Roofers	191	230	39	21%
Physical Therapist Assistants	1,988	2,367	379	19%
Healthcare Social Workers	6,349	7,470	1,121	18%
Wind Turbine Service Technicians	121	142	21	17%
Hydrologists	87	102	15	17%
Hearing Aid Specialists	147	171	25	17%
Nurse Practitioners	3,909	4,552	643	16%
Conservation Scientists	87	101	14	16%
Residential Advisors	3,422	3,972	550	16%
Audiologists	263	305	42	16%
Athletic Trainers	577	666	89	16%
Statisticians	897	1,035	138	15%
Veterinarians	1,919	2,212	294	15%
Rehabilitation Counselors	4,622	5,321	699	15%
Nurse Midwives	170	195	25	15%
Special Education Teachers, Preschool	886	1,016	129	15%
Social and Human Service Assistants	18,283	20,833	2,551	14%
Health Technologists and Technicians, All Other	4,811	5,479	668	14%
Veterinary Assistants and Laboratory Animal Caretakers	3,839	4,367	529	14%
Nursing Assistants	39,768	45,144	5,375	14%

Source: Center of Excellence, Labor Market Information System

- The list of 25 fastest growing occupations (the largest estimated percent change in the numbers of jobs from 2015 to 2018) are mostly health care: home health aides (40%), nurse anesthetists (36%), personal care aides (30%), and occupational therapy assistants (22%).

The following table lists nearly 100 “high-wage, high-skills” target occupations (listed by Standard Occupational Classification) for nearby Los Angeles and Orange have 1) a large number of annual openings (more than 100), 2) good wages (\$20.00 or higher median hour earnings), and 3) the educational level (Associate Degree or lower) for which SMC offers programs.

Data Set 27. Target Occupations within Los Angeles and Orange Counties, 2015-2018

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
Associate degree	Paralegals and Legal Assistants	23-2011	12,541	13,234	517	\$13.75	\$27.94		
	Web Developers	15-1134	9,818	10,804	465	\$17.14	\$32.34	√	√
	Dental Hygienists	29-2021	7,020	7,575	306	\$29.32	\$52.74		
	Respiratory Therapists	29-1126	5,663	6,072	277	\$26.25	\$38.96	√	
	Radiologic Technologists	29-2034	5,470	5,905	254	\$19.19	\$36.13		
	Computer Network Support Specialists	15-1152	6,870	7,208	203	\$19.78	\$35.21	√	√
	Physical Therapist Assistants	31-2021	1,988	2,367	192	\$19.44	\$37.35		
	Electrical and Electronics Engineering Technicians	17-3023	6,103	6,054	175	\$18.61	\$29.24		
	Architectural and Civil Drafters	17-3011	5,759	5,884	124	\$16.86	\$27.74		
	Civil Engineering Technicians	17-3022	2,871	2,995	113	\$20.56	\$36.87		
	Diagnostic Medical Sonographers	29-2032	1,578	1,782	101	\$30.43	\$47.14		
	Medical and Clinical Laboratory Technicians	29-2012	7,126	7,676	363	\$13.38	\$21.48		
	Veterinary Technologists and Technicians	29-2056	2,563	3,105	211	\$13.95	\$20.97		
	Life, Physical, and Social Science Technicians, All Other	19-4099	2,699	2,874	177	\$14.43	\$23.05		
Human Resources Assistants, Except Payroll & Timekeeping	43-4161	6,545	6,717	132	\$12.47	\$20.75			

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Maintenance and Repair Workers, General	49-9071	46,665	49,628	2,273	\$11.69	\$20.67		
	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	65,254	66,488	1,976	\$12.10	\$24.43	√	√
	Social and Human Service Assistants	21-1093	18,283	20,833	1,245	\$11.45	\$21.55		
	Self-Enrichment Education Teachers	25-3021	16,703	18,281	859	\$13.58	\$21.14		
	Production, Planning, and Expediting Clerks	43-5061	21,291	21,494	696	\$13.41	\$22.28	√	√
	First-Line Supervisors of Personal Service Workers	39-1021	8,498	9,645	564	\$12.64	\$20.96		
	Photographers	27-4021	9,311	10,131	538	\$11.58	\$21.43	√	√
	First-Line Supervisors of Office and Administrative Support Workers	43-1011	71,045	73,991	2,106	\$16.43	\$28.54		√
	Sales Representatives, Services, All Other	41-3099	46,954	49,032	1,727	\$11.98	\$26.58	√	√
	Police and Sheriff's Patrol Officers	33-3051	30,599	31,553	1,352	\$32.14	\$48.26		
	Electricians	47-2111	21,105	22,700	872	\$14.75	\$28.37		
	Insurance Sales Agents	41-3021	22,743	23,271	807	\$14.45	\$25.28	√	
	Property, Real Estate, and Community Association Managers	11-9141	17,453	18,361	633	\$17.48	\$27.98	√	√

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Fitness Trainers and Aerobics Instructors	39-9031	11,593	12,754	617	\$12.05	\$25.06		
	Plumbers, Pipefitters, and Steamfitters	47-2152	14,137	15,164	536	\$14.06	\$25.26	√	√
	Cargo and Freight Agents	43-5011	8,241	8,671	422	\$13.58	\$21.54	√	√
	Real Estate Sales Agents	41-9022	23,346	23,896	402	\$14.49	\$20.60	√	√
	Executive Secretaries and Executive Administrative Assistants	43-6011	34,707	34,904	530	\$17.56	\$28.37		
	Information and Record Clerks, All Other	43-4199	8,559	9,022	383	\$13.03	\$21.74		
	First-Line Supervisors of Production and Operating Workers	51-1011	23,802	22,866	358	\$14.04	\$23.80		
	First-Line Supervisors of Construction Trades and Extraction Workers	47-1011	18,097	18,864	492	\$20.07	\$31.38		
	First-Line Supervisors of Mechanics, Installers, and Repairers	49-1011	13,472	14,029	463	\$18.99	\$36.15		
	Advertising Sales Agents	41-3011	11,073	11,235	448	\$16.00	\$30.21	√	√
	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	53-1021	8,727	8,831	324	\$13.46	\$21.71		
	Postal Service Mail Carriers	43-5052	11,472	11,325	335	\$15.70	\$28.13		
	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	53-1031	7,758	7,988	333	\$15.68	\$30.24	√	√

Educational Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	First-Line Supervisors of Non-Retail Sales Workers	41-1012	18,612	18,293	302	\$15.46	\$23.74	√	√
	Payroll and Timekeeping Clerks	43-3051	9,233	9,355	299	\$14.02	\$22.22		
	Industrial Machinery Mechanics	49-9041	8,689	8,962	324	\$16.30	\$28.81		
	Claims Adjusters, Examiners, and Investigators	13-1031	10,599	10,315	323	\$20.49	\$32.66	√	
	Health Technologists and Technicians, All Other	29-2099	4,811	5,479	275	\$16.83	\$26.06		
	Media and Communication Workers, All Other	27-3099	7,499	7,920	265	\$12.11	\$23.30		
	Operating Engineers and Other Construction Equipment Operators	47-2073	6,456	6,934	274	\$20.53	\$37.60		
	Bus and Truck Mechanics and Diesel Engine Specialists	49-3031	6,722	7,114	259	\$15.53	\$26.25		
	Legal Secretaries	43-6012	14,357	14,532	246	\$13.82	\$24.35		
	Media and Communication Equipment Workers, All Other	27-4099	6,369	6,501	203	\$15.92	\$36.22		
	Loan Interviewers and Clerks	43-4131	9,778	9,834	223	\$12.55	\$21.41		
	Flight Attendants	53-2031	6,216	6,502	219	\$14.12	\$22.58		
	Tax Preparers	13-2082	5,947	6,143	216	\$13.19	\$23.13		
	Correctional Officers and Jailers	33-3012	4,537	4,738	196	\$24.16	\$30.24		
	Opticians, Dispensing	29-2081	3,064	3,424	208	\$12.48	\$21.11		
	Eligibility Interviewers, Government Programs	43-4061	10,699	10,960	206	\$20.11	\$23.57		
	Sheet Metal Workers	47-2211	4,147	4,384	177	\$12.71	\$26.46		

Education Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Transportation, Storage, and Distribution Managers	11-3071	5,855	5,945	167	\$24.74	\$40.71	√	√
	Construction and Building Inspectors	47-4011	3,381	3,567	161	\$19.51	\$38.87	√	√
	Detectives and Criminal Investigators	33-3021	4,246	4,329	132	\$37.28	\$55.67		
	Healthcare Support Workers, All Other	31-9099	4,154	4,432	190	\$12.88	\$21.04		
	Mobile Heavy Equipment Mechanics, Except Engines	49-3042	3,643	3,771	131	\$17.95	\$28.85		
	Electrical Power-Line Installers and Repairers	49-9051	1,770	1,910	123	\$28.26	\$52.55		
	Telecommunications Line Installers and Repairers	49-9052	3,461	3,610	122	\$15.76	\$32.22		
	Real Estate Brokers	41-9021	7,268	7,424	119	\$17.41	\$26.88	√	√
	Procurement Clerks	43-3061	2,936	2,957	120	\$11.58	\$20.62		
	Community Health Workers	21-1094	1,812	2,046	117	\$12.35	\$21.66		
	Security and Fire Alarm Systems Installers	49-2098	3,619	3,692	117	\$13.31	\$22.75		
Medical Equipment Preparers	31-9093	2,125	2,305	108	\$13.41	\$21.22			
No formal educational credential	Refuse and Recyclable Material Collectors	53-7081	5,280	5,742	292	\$9.47	\$21.45		
	Roofers	47-2181	5,292	5,853	284	\$12.38	\$22.11		
	Entertainers and Performers, Sports and Related Workers, All Other	27-2099	4,194	4,532	253	\$14.22	\$21.64		
	Musicians and Singers	27-2042	13,256	13,829	600	\$14.12	\$26.92		
	Cement Masons and Concrete Finishers	47-2051	5,882	6,273	235	\$13.45	\$26.42		
	Motor Vehicle Operators, All Other	53-3099	2,283	2,409	117	\$11.47	\$28.83		

Educational Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10 th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
Postsecondary non-degree award	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021	9,212	9,978	408	\$12.94	\$24.75	√	√
	Medical Records and Health Information Technicians	29-2071	6,993	7,604	370	\$12.92	\$22.60		
	Library Technicians	25-4031	3,616	3,910	282	\$14.16	\$21.94		
	Licensed Practical and Licensed Vocational Nurses	29-2061	29,765	32,536	1,845	\$16.53	\$25.88		
	Audio and Video Equipment Technicians	27-4011	10,135	10,945	475	\$14.12	\$25.99		
	Firefighters	33-2011	9,986	10,299	401	\$26.94	\$37.40		
	Telecommunications Equipment Installers and Repairers, Except Line Installers	49-2022	10,655	10,889	210	\$15.63	\$28.09		
	Aircraft Mechanics and Service Technicians	49-3011	5,553	5,702	184	\$17.27	\$32.04		
	Sound Engineering Technicians	27-4014	4,166	4,368	168	\$16.99	\$31.91	√	√
	Surgical Technologists	29-2055	3,511	3,854	152	\$20.63	\$31.25		
Some college, no degree	Bookkeeping, Accounting, and Auditing Clerks	43-3031	78,161	78,312	1,093	\$12.33	\$20.32		
	Actors	27-2011	16,995	18,130	1,086	\$11.81	\$24.48		
	Computer User Support Specialists	15-1151	24,563	26,144	858	\$15.92	\$28.46		

Source: Center of Excellence, Labor Market Information System

STUDENT SATISFACTION

Strategic Plan Project Survey Results Student Respondents (n=663)

Spring 2017

Santa Monica College wanted to include students' opinions as part of its planning for the future. An online survey was launched at the beginning of spring 2017 for a two-week time period; 663 students responded to the survey. As a whole, findings show that students are satisfied with their experience at Santa Monica College and that there are minor differences in ratings among different ethnic groups. Those who identified themselves as "multi-ethnicities," "unknown," and Asians, to some extent, tended to be slightly more critical in their assessment of the College throughout the survey than other groups. Below are summaries of findings:

Overall Direction:

- Students stated general satisfaction with their experience at SMC (average of 1.81 out of 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied").
- In general, all groups agreed that "SMC's highest priority is to promote student success." African-American students were most generous in their ratings (1.59) and Asian students were slightly less agreeable (1.92).
- There were minor differences in ratings among males and females; however, females' ratings toward SMC slightly more agreeable or more satisfactory than males in most categories asked.

College Features:

- Students were satisfied with the following college features: learning resources (tutoring, open labs, library, etc.) (1.77); friendliness and helpfulness of staff (1.88); the college climate and collegiality among students, and faculty/staff (1.89); and ease of registration and enrollment (1.90).
- Financial Aid services and availability (2.06) and availability of classes (2.35) received slightly lower satisfaction ratings
- More than one-third of the students responded "don't know" to their level of satisfaction regarding "career technical programs that promote student success in career." Those who did rate this question provided average satisfaction with the program at 2.10.

Campus Facilities:

- Students-respondents from all groups rated equal level of satisfaction with the appearance of the campus (1.75), campus safety and security (1.78), classroom technology (1.95), college website (1.97), and laboratory facilities (1.98).
- However, all student groups also expressed equal levels of dissatisfaction with the following campus facilities: parking (3.20 out of a 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied"), food services/cafeteria environment (2.28), classroom facilities (2.10), and transportation options (2.03).

Student Success and Equity:

- Students-respondents were equally favorable in their assessment that SMC prepares students for successful transfers (1.79) and successful careers (1.91), and lifelong learning (1.93).
- Caucasians were very agreeable that SMC celebrates, acknowledges, and supports student ethnic and cultural diversity (1.58). Asian respondents were slightly less agreeable than all of the ethnic groups at 1.89.
- Respondents agree that SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds (1.91), focuses on student needs (1.95), provides students the support they need to succeed in college (1.89), and assists students to access the financial support they need for their education (2.03).
- Nearly one-third of the respondents stated that they “don’t know” if SMC helps students to cope with non-academic responsibilities.
- One-fifth of all respondents do not know if SMC assists students to access the financial support they need for their education (such as financial aid or scholarships). Those who did rate this question had equal ratings (average of 2.03) for all groups.

Student Comments:

Students offered many thoughtful praises and appreciation for the College, its faculty and staff and administration. However, they also offered many concerns/suggestions that need to be addressed in upcoming years.

- Students would like to participate more, but they feel their comments and concerns are brushed aside. They would like to be able to share/address a situation, to be heard and be part of the solution.
- Students’ main concerns about campus facilities are: being overcrowded, lack of parking, aging facilities and lack of maintenance of buildings and bathrooms.
- Respondents would like to see more variety of class offerings, especially math, science and vocational courses. They also noted that SMC needs to focus on its online offerings.
- Maintaining a quality faculty that engages students inside the classroom, as well as outside of the classroom.
- Keeping class size small and tuition and book costs low are important concerns students have in attending SMC. They need assistance with addressing their financial needs.
- Students need more counseling to help them through the educational journey.
- The College needs to introduce the many support services/programs to students when they first arrive at the College. Many expressed frustrations for not knowing about these programs until years later.
- Improve relationships between everyone, faculty and students, administration and staff, etc. They expressed the need for tolerance and respect for everyone. Some would like an Equity Resource Center or a Lesbian-Gay-Bisexual-Transgender (LGBT) Resource Center, where everybody is welcomed and understood.
- The College needs to upgrade the website so that it is easy to find information, up-to-date information about events and activities, etc.
- Because many students make a long commute to attend SMC, they would like the College to address the need for affordable housing.
- Some students voiced the need to pay attention to international students, such as class offerings, affordable housing, jobs, etc.

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
African-American	31	32%	68%	0%	0%	18%	0%	1.68
Asian	56	18%	71%	9%	2%	18%	3%	1.95
Caucasian	159	36%	55%	7%	3%	10%	0%	1.76
Latino	122	37%	58%	4%	1%	15%	0%	1.69
Multi-ethnicities	58	21%	71%	5%	3%	7%	0%	1.91
Unknown/other	40	25%	50%	10%	15%	13%	4%	2.14
Female	284	31%	60%	7%	2%	12%	1%	1.80
Male	166	32%	60%	4%	4%	15%	1%	1.80
Unknown/other	16	19%	63%	6%	12%	16%	0%	2.12
TOTAL	466	31%	60%	6%	3%	13%	1%	1.81

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
African-American	32	44%	53%	3%	0%	14%	1.59
Asian	62	26%	60%	11%	3%	13%	1.92
Caucasian	166	33%	52%	10%	5%	6%	1.88
Latino	136	49%	42%	6%	3%	5%	1.63
Multi-ethnicities	56	34%	55%	7%	4%	10%	1.80
Unknown/other	43	30%	47%	14%	9%	11%	2.03
Female	300	40%	49%	8%	3%	7%	1.75
Male	181	34%	51%	9%	6%	8%	1.87
Unknown/other	14	14%	71%	14%	0%	18%	2.00
TOTAL	495	37%	50%	9%	4%	8%	1.80

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
African-American	37	19%	46%	35%	0%	3%	2.16
Asian	70	7%	41%	40%	11%	1%	2.56
Caucasian	175	13%	55%	19%	13%	1%	2.32
Latino	141	20%	50%	21%	9%	1%	2.18
Multi-ethnicities	62	8%	52%	31%	10%	0%	2.42
Unknown/other	46	11%	35%	28%	26%	4%	2.70
Female	321	14%	51%	28%	8%	1%	2.30
Male	194	14%	49%	22%	16%	2%	2.39
Unknown/other	16	13%	25%	25%	38%	6%	2.88
TOTAL	531	14%	49%	26%	12%	2%	2.35
Level of satisfaction with career technical programs that promote student success in careers.							
African-American	29	31%	55%	14%	0%	22%	1.83
Asian	49	12%	63%	18%	6%	31%	2.18
Caucasian	90	17%	57%	18%	7%	48%	2.12
Latino	100	24%	55%	15%	6%	30%	2.03
Multi-ethnicities	45	9%	76%	7%	9%	27%	2.16
Unknown/other	32	22%	53%	3%	22%	32%	2.27
Female	211	21%	58%	16%	5%	35%	2.05
Male	124	19%	61%	11%	10%	35%	2.12
Unknown/other	10	0%	60%	10%	30%	36%	2.70
TOTAL	345	19%	59%	14%	8%	35%	2.10
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
African-American	37	32%	60%	5%	3%	3%	1.78
Asian	67	18%	61%	18%	3%	6%	2.06
Caucasian	171	23%	63%	11%	3%	3%	1.93
Latino	135	39%	52%	7%	3%	5%	1.74
Multi-ethnicities	61	30%	62%	5%	3%	2%	1.82
Unknown/other	48	21%	52%	19%	8%	0%	2.13
Female	310	28%	60%	10%	3%	4%	1.87
Male	193	28%	57%	10%	5%	2%	1.92
Unknown/other	16	19%	56%	25%	0%	6%	2.06
TOTAL	519	28%	59%	10%	4%	4%	1.89

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with friendliness and helpfulness of staff.							
African-American	38	21%	66%	8%	5%	0%	1.97
Asian	68	24%	60%	10%	6%	3%	1.99
Caucasian	172	31%	54%	12%	3%	3%	1.86
Latino	141	36%	55%	8%	1%	1%	1.74
Multi-ethnicities	61	34%	54%	8%	3%	0%	1.80
Unknown/other	48	19%	54%	17%	10%	0%	2.20
Female	317	29%	57%	10%	4%	2%	1.90
Male	194	33%	54%	10%	3%	1%	1.82
Unknown/other	17	18%	65%	12%	6%	0%	2.06
TOTAL	528	30%	56%	10%	4%	2%	1.88
Level of satisfaction with ease of registration and enrollment.							
African-American	38	40%	50%	8%	3%	0%	1.74
Asian	69	28%	48%	20%	4%	0%	2.01
Caucasian	176	32%	48%	11%	10%	0%	1.98
Latino	140	41%	50%	5%	4%	1%	1.73
Multi-ethnicities	62	34%	55%	7%	5%	0%	1.82
Unknown/other	48	25%	44%	17%	15%	0%	2.20
Female	323	33%	50%	11%	7%	1%	1.91
Male	193	36%	48%	10%	6%	0%	1.87
Unknown/other	17	24%	53%	6%	17%	0%	2.18
TOTAL	533	34%	49%	10%	7%	0%	1.90
Level of satisfaction with financial aid services and availability.							
African-American	35	37%	49%	9%	6%	8%	1.83
Asian	52	23%	44%	25%	8%	27%	2.17
Caucasian	98	31%	45%	15%	9%	44%	2.03
Latino	132	34%	42%	14%	11%	8%	2.01
Multi-ethnicities	47	30%	53%	6%	11%	24%	1.98
Unknown/other	36	14%	47%	19%	19%	26%	2.47
Female	247	32%	44%	15%	9%	24%	2.02
Male	138	29%	46%	13%	12%	30%	2.07
Unknown/other	15	7%	60%	20%	13%	12%	2.40
TOTAL	400	30%	45%	15%	10%	26%	2.06

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
African-American	34	38%	56%	6%	0%	11%	1.68
Asian	65	31%	63%	6%	0%	7%	1.75
Caucasian	141	33%	55%	10%	2%	19%	1.81
Latino	137	45%	47%	7%	1%	4%	1.63
Multi-ethnicities	55	40%	49%	7%	4%	11%	1.75
Unknown/other	46	15%	65%	7%	13%	2%	2.18
Female	292	38%	52%	9%	2%	9%	1.75
Male	171	34%	59%	6%	2%	12%	1.75
Unknown/other	15	20%	53%	7%	20%	12%	2.27
TOTAL	478	36%	54%	8%	3%	11%	1.77
Level of satisfaction with campus and security.							
African-American	35	34%	60%	3%	3%	8%	1.74
Asian	63	30%	60%	8%	2%	10%	1.81
Caucasian	164	31%	61%	6%	2%	7%	1.79
Latino	138	44%	51%	1%	4%	4%	1.65
Multi-ethnicities	56	32%	54%	9%	5%	10%	1.88
Unknown/other	46	22%	61%	9%	9%	4%	2.05
Female	303	30%	60%	7%	3%	7%	1.82
Male	184	42%	52%	2%	4%	6%	1.69
Unknown/other	15	13%	67%	7%	13%	12%	2.20
TOTAL	502	33%	57%	5%	4%	7%	1.78
Level of satisfaction with technology for students and faculty in classrooms and labs.							
African-American	35	23%	63%	9%	6%	5%	1.97
Asian	62	32%	57%	11%	0%	10%	1.79
Caucasian	150	26%	51%	18%	5%	15%	2.03
Latino	137	31%	53%	14%	3%	4%	1.89
Multi-ethnicities	56	34%	52%	9%	5%	10%	1.86
Unknown/other	44	14%	57%	20%	9%	6%	2.21
Female	295	28%	55%	15%	2%	9%	1.92
Male	175	29%	52%	13%	6%	10%	1.97
Unknown/other	14	7%	50%	21%	21%	18%	2.64
TOTAL	484	28%	54%	15%	4%	9%	1.95

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with classroom facilities.							
African-American	35	26%	60%	11%	3%	5%	1.91
Asian	67	18%	61%	16%	5%	4%	2.07
Caucasian	170	15%	54%	24%	7%	3%	2.22
Latino	140	23%	58%	14%	6%	2%	2.02
Multi-ethnicities	59	27%	53%	17%	3%	3%	1.97
Unknown/other	46	11%	59%	20%	11%	2%	2.30
Female	314	19%	59%	18%	4%	3%	2.06
Male	188	21%	53%	18%	8%	3%	2.13
Unknown/other	15	0%	53%	27%	20%	12%	2.67
TOTAL	517	19%	57%	18%	6%	3%	2.10
Level of satisfaction with food services and cafeteria environment.							
African-American	27	15%	48%	22%	15%	29%	2.37
Asian	63	16%	35%	43%	6%	10%	2.40
Caucasian	131	16%	52%	23%	9%	26%	2.25
Latino	129	24%	46%	19%	11%	10%	2.17
Multi-ethnicities	48	17%	56%	21%	6%	21%	2.17
Unknown/other	39	5%	56%	13%	26%	21%	2.61
Female	269	17%	50%	24%	10%	17%	2.26
Male	155	19%	45%	24%	12%	21%	2.28
Unknown/other	13	8%	54%	15%	23%	24%	2.54
TOTAL	437	17%	48%	24%	11%	19%	2.28
Level of satisfaction with laboratory facilities.							
African-American	29	10%	76%	3%	10%	24%	2.14
Asian	51	26%	65%	8%	2%	26%	1.86
Caucasian	117	19%	64%	15%	3%	33%	2.01
Latino	102	30%	55%	11%	4%	28%	1.88
Multi-ethnicities	42	24%	60%	7%	10%	32%	2.02
Unknown/other	33	18%	58%	18%	6%	32%	2.13
Female	226	24%	61%	12%	3%	30%	1.93
Male	135	22%	63%	10%	6%	31%	2.00
Unknown/other	13	8%	54%	23%	15%	24%	2.46
TOTAL	374	23%	62%	11%	5%	30%	1.98

*Average of responses from 1 to 4, 1 being “very satisfied” and 4 being “very dissatisfied.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
African-American	36	28%	67%	3%	3%	3%	1.81
Asian	66	30%	58%	12%	0%	6%	1.82
Caucasian	172	36%	54%	8%	2%	2%	1.76
Latino	142	46%	47%	5%	2%	1%	1.63
Multi-ethnicities	61	33%	61%	5%	2%	2%	1.75
Unknown/other	46	22%	67%	9%	2%	4%	1.91
Female	317	36%	57%	6%	2%	2%	1.74
Male	190	36%	54%	9%	1%	2%	1.75
Unknown/other	16	25%	56%	13%	6%	6%	2.00
TOTAL	523	36%	55%	7%	2%	2%	1.75
Level of satisfaction with parking.							
African-American	30	0%	30%	23%	47%	21%	3.17
Asian	50	4%	22%	34%	40%	29%	3.10
Caucasian	137	5%	22%	26%	47%	22%	3.15
Latino	102	5%	17%	32%	46%	29%	3.20
Multi-ethnicities	48	4%	13%	33%	50%	23%	3.29
Unknown/other	38	0%	16%	24%	61%	23%	3.49
Female	242	5%	22%	29%	45%	25%	3.14
Male	151	3%	17%	29%	51%	23%	3.27
Unknown/other	12	0%	8%	33%	58%	29%	3.50
TOTAL	405	4%	20%	29%	47%	25%	3.20
Level of satisfaction with transportation options.							
African-American	34	29%	53%	12%	6%	11%	1.94
Asian	65	25%	46%	26%	3%	7%	2.08
Caucasian	143	22%	52%	20%	6%	19%	2.11
Latino	137	29%	52%	12%	7%	4%	1.96
Multi-ethnicities	55	27%	60%	9%	4%	10%	1.89
Unknown/other	42	21%	52%	17%	10%	15%	2.15
Female	287	28%	52%	15%	5%	11%	1.97
Male	174	23%	51%	18%	8%	11%	2.10
Unknown/other	15	7%	60%	20%	13%	12%	2.40
TOTAL	476	25%	52%	17%	6%	11%	2.03

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with the college website.							
African-American	37	24%	62%	11%	3%	3%	1.92
Asian	69	17%	64%	17%	1%	1%	2.03
Caucasian	175	24%	53%	17%	7%	1%	2.06
Latino	139	34%	56%	7%	3%	3%	1.79
Multi-ethnicities	60	20%	65%	10%	5%	3%	2.00
Unknown/other	45	22%	60%	9%	9%	4%	2.05
Female	316	27%	57%	11%	5%	2%	1.94
Male	193	23%	59%	14%	4%	2%	1.99
Unknown/other	16	13%	62%	13%	13%	6%	2.25
TOTAL	525	25%	58%	12%	5%	2%	1.97

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

Santa Monica College's Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
African-American	30	23%	63%	13%	0%	6%	1.90
Asian	69	29%	57%	10%	4%	5%	1.89
Caucasian	152	20%	62%	13%	5%	7%	2.03
Latino	123	38%	45%	15%	2%	5%	1.81
Multi-ethnicities	51	31%	57%	8%	4%	9%	1.84
Unknown/other	39	10%	54%	23%	13%	5%	2.39
Female	272	28%	56%	12%	4%	8%	1.91
Male	166	25%	55%	15%	5%	4%	2.00
Unknown/other	13	23%	38%	23%	15%	6%	2.31
TOTAL	451	27%	55%	13%	4%	6%	1.95
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
African-American	29	35%	59%	3%	3%	12%	1.76
Asian	54	30%	56%	11%	4%	9%	1.89
Caucasian	144	50%	44%	4%	2%	12%	1.58
Latino	124	51%	43%	5%	2%	5%	1.57
Multi-ethnicities	54	41%	54%	4%	2%	4%	1.67
Unknown/other	36	31%	53%	14%	3%	13%	1.88
Female	270	45%	48%	6%	2%	9%	1.64
Male	158	44%	47%	6%	3%	9%	1.68
Unknown/other	13	23%	54%	15%	8%	7%	2.08
TOTAL	441	44%	48%	6%	2%	9%	1.66

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for successful careers.							
African-American	29	35%	55%	10%	0%	12%	1.76
Asian	49	20%	65%	14%	0%	17%	1.94
Caucasian	132	26%	57%	14%	3%	19%	1.95
Latino	120	38%	51%	11%	0%	8%	1.73
Multi-ethnicities	49	18%	61%	14%	6%	13%	2.08
Unknown/other	35	26%	31%	34%	9%	15%	2.25
Female	248	30%	58%	11%	2%	16%	1.83
Male	153	28%	50%	20%	3%	12%	1.90
Unknown/other	13	8%	46%	38%	8%	7%	2.46
TOTAL	414	29%	54%	15%	2%	14%	1.91
SMC prepares students for successful transfer.							
African-American	27	44%	48%	7%	0%	16%	1.63
Asian	54	30%	54%	15%	2%	9%	1.89
Caucasian	137	41%	49%	7%	3%	16%	1.72
Latino	120	43%	48%	7%	2%	8%	1.70
Multi-ethnicities	50	28%	60%	6%	6%	11%	1.90
Unknown/other	34	32%	32%	24%	12%	13%	2.16
Female	255	38%	48%	11%	2%	14%	1.78
Male	156	40%	49%	6%	5%	9%	1.76
Unknown/other	11	9%	64%	9%	18%	16%	2.36
TOTAL	422	38%	49%	10%	4%	12%	1.79
SMC prepares students for lifelong learning.							
African-American	27	22%	74%	4%	0%	18%	1.81
Asian	49	25%	53%	20%	2%	16%	2.00
Caucasian	143	26%	55%	12%	7%	12%	2.00
Latino	124	36%	51%	11%	2%	4%	1.78
Multi-ethnicities	48	25%	60%	8%	6%	13%	1.96
Unknown/other	32	28%	47%	6%	19%	20%	2.17
Female	259	31%	58%	9%	3%	11%	1.84
Male	154	26%	51%	15%	8%	11%	2.05
Unknown/other	10	20%	30%	30%	20%	23%	2.50
TOTAL	423	29%	55%	11%	5%	11%	1.93

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
I am satisfied with my educational experience at SMC.							
African-American	31	29%	65%	7%	0%	6%	1.77
Asian	52	23%	58%	19%	0%	10%	1.96
Caucasian	161	32%	58%	6%	4%	2%	1.81
Latino	126	41%	48%	10%	2%	3%	1.73
Multi-ethnicities	54	32%	56%	7%	6%	4%	1.87
Unknown/other	36	22%	50%	14%	14%	10%	2.21
Female	280	33%	57%	8%	3%	5%	1.79
Male	167	32%	52%	11%	5%	4%	1.89
Unknown/other	13	23%	38%	31%	8%	0%	2.23
TOTAL	460	32%	53%	10%	4%	4%	1.84
SMC provides the support students need to help them succeed in college.							
African-American	30	27%	63%	10%	0%	9%	1.83
Asian	52	14%	75%	12%	0%	9%	1.98
Caucasian	143	29%	53%	15%	3%	12%	1.92
Latino	125	38%	51%	8%	2%	4%	1.74
Multi-ethnicities	53	26%	60%	8%	6%	5%	1.92
Unknown/other	35	29%	40%	14%	17%	10%	2.21
Female	268	28%	59%	10%	3%	9%	1.87
Male	159	31%	52%	13%	4%	8%	1.90
Unknown/other	11	18%	45%	18%	18%	15%	2.36
TOTAL	438	29%	56%	11%	4%	8%	1.89
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
African-American	27	26%	63%	7%	4%	18%	1.89
Asian	47	23%	53%	13%	11%	18%	2.11
Caucasian	138	30%	50%	17%	3%	15%	1.93
Latino	121	41%	48%	7%	4%	7%	1.75
Multi-ethnicities	49	33%	51%	10%	6%	11%	1.90
Unknown/other	34	24%	47%	18%	12%	10%	2.18
Female	253	33%	52%	12%	3%	14%	1.85
Male	153	31%	48%	12%	9%	11%	1.99
Unknown/other	10	20%	40%	20%	20%	17%	2.40
TOTAL	416	32%	51%	13%	5%	12%	1.91

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
African-American	21	19%	48%	14%	19%	36%	2.33
Asian	39	15%	56%	23%	5%	29%	2.18
Caucasian	101	9%	45%	37%	10%	38%	2.48
Latino	106	29%	39%	21%	11%	18%	2.14
Multi-ethnicities	38	13%	42%	32%	13%	31%	2.45
Unknown/other	28	18%	36%	25%	21%	26%	2.52
Female	203	21%	44%	26%	9%	30%	2.22
Male	121	14%	44%	29%	13%	29%	2.41
Unknown/other	9	0%	11%	33%	56%	25%	3.44
TOTAL	333	18%	43%	27%	12%	30%	2.32
SMC assists student to access the financial support they need for their education (e.g. financial aid, scholarships).							
African-American	29	21%	62%	14%	3%	12%	2.00
Asian	47	23%	57%	17%	2%	18%	1.98
Caucasian	101	22%	55%	18%	6%	38%	2.08
Latino	120	37%	45%	12%	7%	7%	1.99
Multi-ethnicities	48	19%	58%	10%	13%	13%	2.17
Unknown/other	34	15%	53%	18%	15%	15%	2.34
Female	237	27%	51%	18%	5%	19%	2.01
Male	132	26%	57%	8%	9%	24%	2.01
Unknown/other	10	0%	50%	20%	30%	17%	2.80
TOTAL	379	26%	53%	15%	7%	21%	2.03

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

Santa Monica College
Student Strategic Plan Project Survey Participants

N=663	
<u>Ethnicity:</u>	
African-American	7%
Asian	13%
Caucasian	31%
Latino	28%
Multi-ethnicities	12%
Decline to answer/other	9%
<u>Gender:</u>	
Female	62%
Male	36%
Other	1%
Decline to answer	1%
<u>Age:</u>	
Less than 20	26%
20-25	39%
26-29	10%
30-39	11%
40-49	5%
50+	8%
Decline to answer	1%
<u>Units Enrolled in at SMC:</u>	
Less than 6 units	19%
6-11 units	34%
12 or more units	47%
<u>Semesters Enrolled at SMC:</u>	
Less than 2 semesters	28%
3-4 semesters	33%
5-6 semesters	18%
7-8 semesters	9%
9 or more semesters	12%

STUDENT SUCCESS/STUDENT EQUITY PROGRAMS AND SERVICES

Student Success and Student Equity is a college-wide priority at Santa Monica College. This priority has been communicated to the campus community through the Master Plan for Education; the annual Equity Summit; institution-wide Flex days with student equity as a theme; and year round professional development activities (**2015-2016 SMC Equity Plan, page 7:** <http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Documents/Reports/Student%20Equity/2015-2016SMCStudentEquityPlan.pdf>).

Santa Monica College's Student Success and Support Programs and Services (SSSP) core services include orientation, assessment and placement; counseling, advising and other education planning services; as well as follow up services for at-risk students (**2014-2015 Student Success and Support Programs:** http://www.smc.edu/ACG/Documents/Board%20of%20Trustees%20Meetings/Board_of_Trustees_Meetings/2014/SMC%20SSSP%20Credit%20Program%20Plan2014.pdf). In the Santa Monica College Student Equity Plan, there are functions served by both instruction and student services.

There are five indicators used for integrating the plans: Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion, and Transfer. The College's Student Equity Plan focuses on (*indicator A*) *access*, (*indicator B*) *course completion* and (*indicator C*) *ESL/Basic Skills completion*. The rationale for focusing on these three indicators is designed to enhance degree and certificate completion, as well as transfer. Student support services also provides support and activities related to access (*indicator A*), degree and certificate completion (*indicator D*) and transfer (*indicator E*) listed in the Student Equity Plan.

College research indicates that the target group students who experience the greatest disproportionate impact are African American and Latino/a students, particularly males. There are also areas in which foster youth, veteran students, and students with disabilities experience gaps in achievement. All of the programs and services that fall under SSSP or Student Equity receive state funding, and share the program/services funding and costs to fulfill goals and objectives.

Instructional Programs/Services Related to Student Success and Student Equity

Indicator B: Course Completion

- **Supplemental instruction (SI), Tutoring, and Learning Centers**, and instructional assistant support for African American Collegian and Latino Centers/Math Lab; coordinator for tutoring in Business and Computer Science programs, and a Student Services Specialist in Supplemental Instruction.
- **Chemistry/Math Boot Camp** helps boost math/chemistry skills that lead to successful course completion.

- **Embedded Tutoring** in Intersession provides embedded student tutors for select class sections during the short-term, intensive winter and summer intersessions, and targeted tutoring to cohorts to promote course success.
- **History Peer Learning Program** establishes a peer-learning program to build upon and expand on the history department's reading and writing skill-building workshops.
- **Sociology Coaching Program** provides a faculty coach to promote successful course completion among African American and Latino/a students.
- **Early Childhood Education (ECE) Lending Library** provides books for ECE courses to target student groups.

Indicator C: *ESL and Basic Skills Completion*

- **The English Academy Summer Acceleration Program** is a two-week, intensive workshop designed to accelerate placement for students placed in pre-collegiate English into transfer-level English, saving students up to two semesters of remedial coursework.
- **Black Collegians/Latino Center Instructional Support** hired a full time Math Instructional Assistant to provide support in these centers for target group students, including developing a peer mentor program.
- **Mathematics Faculty Professional Development** engages in targeted research using the Community College Survey of Men; interviews focus groups with math faculty and students to promote understanding and change. This project is ongoing.

Student Services /Programs Related to Student Success and Student Equity

Indicator A: *Access*

- **The DSPS and Veterans Collaborative** improves outreach to Veterans to offer disability screenings.
- **The Veteran Resource Center Service Expansion** has increased capacity for connecting Veterans at Santa Monica College to centralized psychological and counseling services in the Veterans Resource Center.
- **Guardian Scholars** is a program that provides Guardian Scholars (foster youth) with a dedicated program coordinator to connect participants with student support services and closely monitor academic progress.
- African American Collegians/Latino Centers provide a Student Services Assistant, Counselors, and a Social Worker to provide program support, expanded academic and personal counseling, referrals to mental health and other community-based resources.
- **Indicator D: *Degree and Certificate Completion***
- **MyEdPlan** Integrated with Counseling Services is an educational planning tool integrated with degree audit to give students clear pathways for degree and certificate completion.
- **Integration of Career Services in Black Collegians/Latino Center Programs** provide comprehensive career services in the centers where target group students receive other support services.

Indicator E: *Transfer*

- **LMU Transfer Program and Black Collegians/Adelante Research Projects** involve the Summer Research Academy at Loyola Marymount University and Library Research Projects conducted at the University of California, Los Angeles, and promotes transfer and preparation for success at a university.
- **Northern California College Tours** provide the opportunity for students to explore transfer options outside of the immediate geographic area, maximizing opportunities for transfer.
- **Scholars Program Outreach** conducts focused outreach to target group students eligible for this transfer program.

Other District-wide Initiatives Affecting Several Indicators

- **Ongoing Equity Research** provides a Senior Analyst who directs and assists with evaluation of interventions and provides critical data and information to inform planning.
- **Minority Male Community College Collaborative (M2C3)** conducted the Community College Survey of Men, interviews, and focus groups. The collaborative will use survey results to inform institutional change, professional development, and student success workshops.
- **Professional Development** is ongoing and focuses on culturally responsive pedagogy and high impact practices.
- **Learning Resources and Academic Support Service Tracking System** identifies the efficacy of services, frequency of use and impact on student outcomes, as well as curriculum development to address student needs.
- Equity Summit, Student Equity Committee and Informational Materials/Web Development promote student equity and related activities at the college and are responsible for the planning and communication of student equity activities and information at the college.

PLANNING IMPLICATIONS FOR STUDENT SUCCESS/EQUITY AND “MOVING THE NEEDLE”

The Proposed SS/E Plan 2017-2022 relies on college data and the two data portfolios developed for these projects, the *Data Portfolio for Strategic Planning: A Focus on Student Success* and the *Data Portfolio for Student Success/Equity*, when identifying issues related to student success and student equity.

Specifically, concerns related to changing demographics and declining enrollment should drive future college discussions about student success and equity. Other important data findings include, for example, that when survey respondents (from the *CBT Strategic Plan Project Survey* administered February 2017) were asked to rate their agreement with the statement, “SMC’s highest priority is to promote student success”; 87% of students and 90% of faculty and staff either “strongly agreed” or “agreed”. Also, although transfer rates remain steady and growing, current data show that the completion rates for African American, Latino/a, and ESL/Basic Skills students remain under 50%. There is more work to be done to “move the needle” to achieve success rates for all students and to fully integrate student success and equity.

During the strategic planning process, the need to re-evaluate the College’s identity or “brand” was a topic in every session. “New thinking” about an updated and relevant image seems paramount. For example, re-evaluating new workforce, business and industry needs, careers and career education could bring additional revenues and students to the college. A new college discussion about *Guided Pathways* for students and programs seems beneficial to enhancing student success as well as enhanced integration of programs and services. Overall, Santa Monica College students were notably needy of student support services and other support to assist them to “cope with non-academic responsibilities, such as work, family, etc.” Thirty-nine percent of student survey respondents “disagreed” that Santa Monica College provided such support. More than half (53%) of students are first generation college students; and, 49% receive financial aid. These facts are critical for the integration of college programs and overall student success/student equity planning.

Santa Monica College has the foundation and components to achieve student success and student equity. However, a more integrated system of college-wide programming, both instructional and student support services, is necessary to make significant improvements for African American, Latino/a, and ESL Basic Skills students. The Proposed Integrated SS/E Plan 2017-2022 attempts to provide an integrated approach to “moving the needle” for better Access, Course Completion, ESL/Basic Skills Completion, Degree and Certificate Completion, and Transfer for all students and specifically for those students who are academically underprepared at Santa Monica College.

PROPOSED INTEGRATED STUDENT SUCCESS/EQUITY PLAN

The Proposed Integrated Student Success and Equity (SS/E) Plan 2017-2022 represents an integrated model for achieving student success and student equity outcomes. The plan includes five indicators of achievement, each with common metrics, goals, objectives, activities, responsible persons for implementation, targets and timelines, assessment outcomes and status of goal achievement.

The five indicators are Access, Course Completion, ESL and Basic Skills Completion, Degree and Certificate Completion and Transfer. The table on the next page represents what will be done (and when) over the next five years to achieve each goal.



**PROPOSED INTEGRATED STUDENT SUCCESS/EQUITY PLAN
(Student Success and Support Program (SSSP), Student Equity Plan (SE)
and Basic Skills Initiative (BSI))**

Initiative Indicator 1: ACCESS

Institutional Goal: To create an innovative and responsive academic environment, curricular programs, learning strategies, and services

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
Number of: <ul style="list-style-type: none"> • Admissions applicant • Enrollments 	Objective 1.1: Improve marketing and communication throughout the enrollment cycle (MPE, SSSP, SE)	<ul style="list-style-type: none"> • Sr. Director of Governmental Relations 	Ongoing		
	Activity 1.1.1 Establish and promote a consistent institutional image/brand that focuses on academic quality and achievement	<ul style="list-style-type: none"> • Sr. Director of Governmental Relations 	December 2017		
	Activity 1.1.2 Develop an interactive online viewbook showcasing the best of SMC offerings: academics, student services, student life, etc.	<ul style="list-style-type: none"> • Sr. Director of Governmental Relations • Assoc. Dean of Student Success and Outreach • Dean of Enrollment Services 	December 2017		
	Activity 1.1.3 Develop curricular profiles for each academic and CTE program highlighting unique factors of interest to prospective students, including video highlight	<ul style="list-style-type: none"> • Sr. Director of Governmental Relations • Dean of Workforce Development • Academic Department Chairs 	December 2018		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
Number of: <ul style="list-style-type: none"> • Applicants • Enrollments 	Objective 1.2 Improve the efficacy of student admissions communications to facilitate onboarding, completion of SSSP requirements, and enrollment. (SSSP)	<ul style="list-style-type: none"> • Dean of Enrollment Services 			
	Activity 1.2.1 Review, revise, and expand the new student communication plan for freshmen, reverse transfers, returning, and concurrent enrollment students	<ul style="list-style-type: none"> • Dean of Enrollment Services 	August 2017		
	Activity 1.2.2 Assess the effectiveness and efficacy of the current CRM; identify alternate option if needed.	<ul style="list-style-type: none"> • Dean of Enrollment Services 	December 2017		
	Activity 1.2.3 License Modo Labs to develop an “SMC App” to deploy on iOS and Android platforms to facilitate “push” messaging to individuals and groups of prospective and current students to increase participation and engagement in student success activities and enrollment	<ul style="list-style-type: none"> • Dean of Enrollment Services 	October 2017		
Number of applications for: <ul style="list-style-type: none"> • Freshmen • African-American • Latino/as Number of students who complete the FAFSA: <ul style="list-style-type: none"> • African American • Latino/as • Foster youth • Dreamers Number of placement test takers	Objective 1.3 Improve outreach, recruitment, and the onboarding processes for new students. (SSSP, SE)	<ul style="list-style-type: none"> • Assoc. Dean of Student Success and Outreach Recruitment 	Ongoing		
	Activity 1.3.1 Expand outreach efforts at area high schools and continue to promote SSSP pre-enrollment services (application, Prep2Test, assessment, orientation, and education planning), including high school spring break (SSSP, SE, BSI)	<ul style="list-style-type: none"> • Assoc. Dean of Student Success and Outreach Recruitment 	Ongoing		
	Activity 1.3.2 Continue to promote the importance of placement test preparation to first year students	<ul style="list-style-type: none"> • Assessment Center Supervisor • Assoc. Dean of Student Success and Outreach Recruitment • Dean of Enrollment Services 	Ongoing		
	Activity 1.3.3 Expand the number of students placing into college-level courses, particularly African American and Latino/as via implementation of multiple measures, summer academies, boot camps, and other interventions. (SE, SSSP, BSI)	<ul style="list-style-type: none"> • English and Math Chairs • Dean of Student Success Initiative • Dean of Enrollment Services • Assessment Center Supervisor 	Fall 2018		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<p>Number of applications for:</p> <ul style="list-style-type: none"> • Freshmen • African-American • Latino/as <p>Number of students who complete the FAFSA:</p> <ul style="list-style-type: none"> • African American • Latino/as • Foster youth • Dreamers <p>Number of placement test takers</p>	<p>Activity 1.3.4 Pilot and expand on a yearly basis English/ESL and mathematics assessment at feeder high schools</p>	<ul style="list-style-type: none"> • Assessment Center Supervisor • Assoc. Dean of Student Success and Outreach 	<p>2017-18: 5 HS 2018-19: 10 HS 2019-20: 15 HS 2020-21: 20 HS 2021-22: 25 HS</p>		
	<p>Activity 1.3.5 Revitalize relationship with international partners and expand reach in countries where international enrollment is low. (MPE)</p>	<ul style="list-style-type: none"> • Dean of International Education • Assoc. Dean of International Education • Director of International Development 	<p>Fall 2017</p>		
	<p>Activity 1.3.6 Improve intake processes for new students, including admission application, assessment, and orientation, and financial aid application</p>	<ul style="list-style-type: none"> • Dean of Enrollment Services • Sr. Admin. Dean of Counseling, Retention, and Student Wellness • Assoc. Dean of Student Success and Outreach • English and Math Chair 	<p>December 2017</p>		
	<p>Activity 1.3.7 Plan and implement comprehensive College Promise program. (MPE)</p>	<ul style="list-style-type: none"> • Enrollment Development VP • Dean of Foundation and Institutional Advancement 	<p>Fall 2017</p>		
	<p>Activity 1.3.8 Investigate the feasibility of establishing a Student Services Specialist position dedicated to concurrent enrollment program expansion, to serve as liaison with area and online high schools to increase concurrent enrollments.</p>	<ul style="list-style-type: none"> • Enrollment Development VP • Dean of Enrollment Services 	<p>2017-2022: Increase by 1%</p>		
	<p>Activity 1.3.9 Hire a coordinator or Project Manager to create and oversee a call center and/or Student Success Ambassador Program to assist students who need help navigating the enrollment process.</p>	<ul style="list-style-type: none"> • Dean of Enrollment Services 	<p>Fall 2017</p>		
	<p>Activity 1.3.10 Identify new student markets and package, promote, offerings to meet their needs (MPE)</p>	<ul style="list-style-type: none"> • Enrollment Development VP • Assoc. Dean of Student Success and Outreach • Sr. Director of Governmental Relations 	<p>December 2017</p>		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of applications for, freshmen, African-American, and Latino/as Number of students who complete the FAFSA for African-American, Latino/as, Foster youth, Dreamers Number of placement test takers 	Activity 1.3.11 Outreach to Latino, African American students and foster youth, with a focus on Dreamers, to understand the process of completing the CA Dream Act Application; Provide workshops (to include incoming students as well as current students); Train student workers and support staff on the basic understanding of FAFSA	<ul style="list-style-type: none"> Financial Aid Supervisor Assoc. Dean of Student Success and Outreach 	<ul style="list-style-type: none"> Year 1: Implement by Dec. 2017 Year 2: Implement by March 2018 2017-2022: Increase by 2% 		
	Activity 1.3.12 Increase the number of reverse transfer students attending SMC by increasing the number of students using MyCAP to determine how their coursework will apply toward a SMC degree, certificate, or GE pattern	<ul style="list-style-type: none"> Dean of Enrollment Services MIS MyCAP Counselors 	December 2018		
	Activity 1.3.13 Increase the number of out-of-state students attending SMC	<ul style="list-style-type: none"> Assoc. Dean of Student Success and Outreach 	Ongoing		
	Activity 1.3.14 Contact non-SMC applicants who submitted a FAFSA form to SMC and introduce them to the College	<ul style="list-style-type: none"> Financial Aid Supervisor Assoc. Dean of Student Success and Outreach 	Ongoing		
	Activity 1.3.15 Redesign the SMC Online Orientation with responsive and engaging design	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Student Wellness Assoc. Dean of Student Success and Outreach 	September 2017		
<ul style="list-style-type: none"> Number of new and ongoing program offerings based on labor market and student demands 	Objective 1.4 Utilize the changing student and service area demographics, alongside labor market needs to determine if and how to adjust programs and course offerings in a manner consistent with the SMC mission	<ul style="list-style-type: none"> Academic Senate President Academic Affairs VP 	Ongoing; annually		
	Activity 1.4.1 Adjust program offerings based on labor market and student demands.	<ul style="list-style-type: none"> CTE Committee Chair Curriculum Committee Chair Academic Affairs VP 	Ongoing; annually		
	Activity 1.4.2 Utilize existing technologies and data to inform more responsive scheduling (MPE)	<ul style="list-style-type: none"> Academic Affairs VP Dean of Instruction Department Chairs 	Ongoing; annually		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> # of annual professional development opportunities and training focused on improving student success outcomes for staff and for faculty 	<p>Objective 1.5 Increase professional development for all employees, particularly faculty, to learn strategies to increase student success. (SE)</p>	<ul style="list-style-type: none"> Academic Senate Professional Development Committee Center for Teaching Excellence 			
	<p>Activity 1.5.1 Identify practices that address the findings of the Community College Survey of Men (CCSM) quantitative and qualitative results.</p>	<ul style="list-style-type: none"> Assoc. Dean of Student Equity and STEM Black Collegians Faculty Leader Director of Academic Affairs Initiatives Program Manager of NASA and Equity Initiatives 	Annually		
	<p>Activity 1.5.2 Continue to offer workshops and brown bag discussions to share best practices of equity in the classroom.</p>	<ul style="list-style-type: none"> Black Collegians Faculty Leader Assoc. Dean of Student Equity and STEM 	Annually		
	<p>Activity 1.5.3 Continue to fund attendance at transfer conferences (such as the UC, CSU and ETS conferences) to remain up to date on transfer processes and information.</p>	<ul style="list-style-type: none"> Dean of Enrollment Services Sr. Admin. Dean of Counseling, Retention, and Student Wellness 	Annually		
	<p>Activity 1.5.4 Provide student focus service and student development theory training for all faculty and staff</p>	<ul style="list-style-type: none"> Human Resources Professional Development Committee 	June 2018		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of existing and/or new outreach opportunities made available to students 	<p>Objective 1.6 Develop a strategic plan for Learning Resources to provide comprehensive, integrated and sustained instructional support to students. (SE)</p>	<ul style="list-style-type: none"> Dean of Learning Resources Student Instructional Support Committee 	Annually		
	<p>Activity 1.6.1 Increase outreach to students regarding the offerings for students.</p>	<ul style="list-style-type: none"> Dean of Learning Resources Student Instructional Support Committee 	Annually		
<ul style="list-style-type: none"> Number of existing and/or new training opportunities for Instructional Assistants 	<p>Activity 1.6.2 Provide enhanced professional development and training opportunities for Instructional Assistants and student tutor/ Supplemental Instructional Leaders (MPE)</p>	<ul style="list-style-type: none"> Dean of Learning Resources Student Instructional Support Committee 	August 2017 – Offer training		
	<p>Activity 1.6.3 Implement a universal tutoring tracking system in math and English to provide feedback about curriculum to faculty (MPE)</p>	<ul style="list-style-type: none"> Dean of Learning Resources Student Instructional Support Committee 	Fall 2017		
<ul style="list-style-type: none"> Number of existing and/or new strategies implemented for academic learning resources and programs. 	<p>Activity 1.6.4 Utilize the concepts, strategies that have been developed through the History Peer Learning Program and the Sociology Coaching Program as part of the strategies for other academic learning resource programs on campus</p>	<ul style="list-style-type: none"> Dean of Learning Resources Student Instructional Support Committee 	Fall 2017		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of student applications 	<p>Objective 1.7 Increase the number of African American and Latino Students applying to 4-year institutions. (SSSP, SE)</p>	<ul style="list-style-type: none"> Academic Affairs VP Dean of Instructional Services Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead BC and LC Program Leaders 	2017-2022: 27%		
	<p>Activity 1.7.1 Increase number of African American and Latino students participating in the Scholars Program</p>	<ul style="list-style-type: none"> Dean of Instructional Services Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead BC and LC Program Leaders 	<p>Ongoing</p> <p>The number of African American and Latino students participating in the Scholars Program will increase by ____%</p>		
	<p>Activity 1.7.2 Increase the number AA and Latino/a students using the services of general counseling, and Transfer Center.</p>	<ul style="list-style-type: none"> Dean of Instructional Services Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead BC and LC Program Leaders 	<p>Ongoing</p> <p>The number AA and Latino/a students using the services of general counseling, and Transfer Center will increase by ____%.</p>		

Initiative Indicator 2: COURSE COMPLETION

Institutional Goal: Increase the number of students who complete and succeed in all courses

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> • Course completion in target course(s) • Success rate (grades) in target course(s) • Success rate in college-level English and/or math course • Time to college level from basic skills • Decrease in repeats • Decrease in W's • # units earned by the end of first semester, first year 	<p>Objective 2.1 Increase the persistence, completion, and success in all courses for African American and Latino/a students and other groups experiencing equity gaps. (SSSP, SE)</p>	<ul style="list-style-type: none"> • Academic Affairs VP • Student Services VP • Enrollment Development VP • Academic Senate President 	Spring 2017-Spring 2018		
	<p>Activity 2.1.1 Explore and engage in the use of improvement science and networked improvement communities (Carnegie Foundation) to change practices and eliminate the equity gaps for African American, Latino/a, and other students experiencing such gaps.</p>	<ul style="list-style-type: none"> • Integrated Planning Committee for CR and NC SSSP, Equity, BSI, AEBG 	Spring 2017-Spring 2018		
	<p>Activity 2.1.2 Increase students' opportunities for prep for assessment test working collaboratively with high schools.</p>	<ul style="list-style-type: none"> • Enrollment Services • Outreach • English and Math Chairs • Director Instructional Services 	Spring 2018 - develop promotional materials, packaged prep materials, work with high school leadership and faculty to distribute.		
	<p>Activity 2.1.3 Promote practices associated with creating community in the classroom through faculty professional development. Create community in the instructional support services through professional development with relevant classified staff and student tutors. Provide social opportunities, events, and food in instructional support centers. Create a "master" SMC community calendar</p>	<ul style="list-style-type: none"> • Academic Affairs VP • Center for Teaching Excellence • Professional Development Committee • Professional Ethics Committee of the Senate • Learning Resources • Faculty leadership 	<p>Fall 2017 - Academic Affairs convene workgroup to develop workshops and resources for distribution.</p> <p>Spring 2018 – hold Flex Day and departmental flex. Learning Resources holds trainings, develop/implement events for students.</p>		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> • Course completion in target course(s) • Success rate (grades) in target course(s) • Success rate in college-level English and/or math course • Time to college level from basic skills • Decrease in repeats • Decrease in W's • # units earned by the end of first semester, first year 	<p>Activity 2.1.4 Promote the use of classroom strategies that enhance student success including:</p> <ul style="list-style-type: none"> • Assess students early in the semester so they know how they are doing; promote universal use Canvas gradebook among faculty • use frequent, low stakes assessment with feedback so that students know how well they are mastering the material and improvement plan • promote Open Educational Resources among faculty to reduce the cost of courses and increase student access to books and tools such as calculators • provide faculty professional development to promote study skills and practices of successful students for the field/discipline under study. 	<ul style="list-style-type: none"> • Academic Affairs VP • Student Instructional Support Committee in collaboration with Center for Teaching Excellence and Senate Chairs committee • Professional Development Committee • OER Initiative Leadership 	<p>Fall 2017- begin development of working groups and materials to promote among faculty</p> <p>Spring 2018 Flex Day -provide workshops; ongoing Center provide workshops</p>		
	<p>Activity 2.1.5 Include TIMS retention and success data for each faculty member in his/her faculty portal, disaggregated by race, ethnicity, and gender.</p>	<ul style="list-style-type: none"> • Academic Affairs VP • MIS 	<p>Summer 2017- develop 5-year plan for implementation</p>		
	<p>Activity 2.1.6 Implement Guided Pathways project.</p>	<ul style="list-style-type: none"> • Steering committee tbd • BSSOT committee 	<p>2017-2020</p>		
	<p>Activity 2.1.7 Enhance and restructure the Library to make it a “learning hub.”</p>	<ul style="list-style-type: none"> • Dean of Learning Resources and SISC 	<p>Fall 2017</p>		
	<p>Activity 2.1.8 Ongoing activities that promote basic skills and general course completion:</p> <ul style="list-style-type: none"> • MMAP • Prep2Test • MyEdPlan • Summer Jams • English and Math Academy • BSSOT—contextualization, pathways • Faculty workshops • Equity instructional support activities: Chemistry Bootcamp, History peer mentoring, Sociology coaching, SI and tutoring • STEM: “STEM Skills” in summer, ongoing math workshops, tutoring, center for students 	<ul style="list-style-type: none"> • BSI and BSSOT teams 	<p>Ongoing</p>		

Initiative Indicator 3: BASIC SKILLS COMPLETION

Institutional Goal: To increase the number of basic skills students transition to and succeed in college-level mathematics and English courses, and to reduce the time it takes for students to complete their program.

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> • Course completion in target course(s) • Success rate (grades) in target course(s) • Success rate in college-level English and/or math course • Time to college level from basic skills • Decrease in repeats • Decrease in W's • # units earned by the end of first semester, first year 	<p>Objective 3.1 Increase the persistence in and completion through the English and math sequences for African American and Latino/a students and other groups experiencing equity gaps. (SSSP, SE)</p>	<ul style="list-style-type: none"> • Academic Affairs VP • Student Services VP • Enrollment Development VP • Academic Senate President 	2017-2022		
	<p>Activity 3.1.1 Explore and engage in the use of improvement science and networked improvement communities (Carnegie Foundation) to change practices and eliminate the equity gaps for African American, Latino/a, and other students experiencing such gaps.</p>	<ul style="list-style-type: none"> • Integrated Planning Committee for CR and NC SSSP, Equity, BSI, AEBG 	2017-2022		
	<p>Activity 3.1.2 Increase students' opportunities for prep for assessment test working collaboratively with high school.</p>	<ul style="list-style-type: none"> • Enrollment Services • Outreach • English and Math Chairs • Director Instructional Services 	Spring 2018 - develop promotional materials, packaged prep materials, work with high school leadership and faculty to distribute.		
	<p>Activity 3.1.3 Promote practices associated with creating community in the classroom through faculty professional development. Create community in the instructional support services through professional development with relevant classified staff and student tutors. Provide social opportunities, events, and food in instructional support centers. Create a "master" SMC community calendar</p>	<ul style="list-style-type: none"> • Center for Teaching Excellence • Professional Development Committee • Professional Ethics Committee • Learning Resources • Faculty Leadership 	Develop courses 2017 Offer courses in 2018 Fall 2017 - Academic Affairs convene workgroup to develop workshops and resources for distribution Spring 2018 – hold Flex Day and departmental flex. Learning Resources hold trainings, develop, promote and implement events for students.		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Retention Course completion 	<p>Activity 3.1.4 Faculty create noncredit “companion” courses for basic skills math and English.</p>	<ul style="list-style-type: none"> Dean Noncredit and External Programs Curriculum Committee 	Increase persistence and success rates of African American and Latino by __%.		
	<p>Activity 3.1.5 Promote the use of classroom strategies that enhance student success including:</p> <ul style="list-style-type: none"> Assess students early in the semester so they know how they are doing; promote universal use of the Canvas gradebook among faculty use frequent, low stakes assessment with feedback so that students know how well they are mastering the material and how to improve promote Open Educational Resources among faculty to reduce cost and increase student access to books and tools such as calculators provide professional development and strategies to faculty to promote study skills and practices of successful students for the field/discipline under study. 	<ul style="list-style-type: none"> Student Instructional Support Committee in collaboration with Center for Teaching Effectiveness and Senate Chairs Committee Professional Development Committee OER initiative leadership 	<p>Fall 2017- begin development of working groups and materials to promote among faculty</p> <p>Spring 2018 Flex Day—provide workshops; ongoing Center provide workshops</p>		
	<p>Activity 3.1.6 Includes TIMS retention and success data for each faculty member in his/her faculty portal, disaggregated by race, ethnicity, and gender.</p>	<ul style="list-style-type: none"> Academic Affairs MIS 	Develop implementation plan Summer 2017		
	<p>Activity 3.1.7 Implement Guided Pathways project.</p>	<ul style="list-style-type: none"> Steering committee tbd. BSSOT committee 			
	<p>Activity 3.1.8 Ongoing activities that promote basic skills and general course completion:</p> <ul style="list-style-type: none"> MMAP Prep2Test MyEdPlan Summer Jams English and Math Academy BSSOT—contextualization, pathways Faculty workshops Equity instructional support activities: Chemistry Bootcamp, peer mentoring, coaching, SI and tutoring “STEM Skills” math workshops, tutoring, center for students 	<ul style="list-style-type: none"> BSI and BSSOT teams 	Ongoing		
	<p>Activity 3.1.9 Increase the # of full time faculty teaching in basic skills English, math, and ESL.</p>	<ul style="list-style-type: none"> District 	Annual; ongoing		

Initiative Indicator 4: DEGREE & CERTIFICATE COMPLETION

Institutional Goal: Provide student support services, library, tutoring, technology

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of certificates and awards 	Objective 4.1 Increase overall number of degrees & certificates awarded. (SSSP, SE, BSI)	<ul style="list-style-type: none"> Academic Affairs VP Enrollment Development VP Student Affairs VP 	2017-2022; target tbd		
	Activity 4.1.1 Redesign online orientation for all incoming students who coded as Matric 1.	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Assoc. Dean of Outreach 	February 2018 - Fully implemented		
	Activity 4.1.2 Mandatory assessment and use of multiple measures for students whose educational goal is certificate, AA Degree or transfer. Implement CCC common assessment	<ul style="list-style-type: none"> Enrollment Development VP Dean of Enrollment 	2017-2018 - Designate populations to be assessed		
	Activity 4.1.3 Development curriculum pathways	<ul style="list-style-type: none"> Academic Affairs VP Department Chairs Counseling 			
	Activity 4.1.3a Enhance and expand MyEdPlan to incorporate new curricular pathways.	<ul style="list-style-type: none"> Dean of Enrollment Academic Affairs VP Counseling 	2017-2018 - New MyEdPlan will be launched & pathways developed.		
	Activity 4.1.3b Frontload Career Counseling services so that incoming students can identify a major or metamajor within their first semester.	<ul style="list-style-type: none"> Student Affairs VP Sr. Admin. Dean of Counseling, Retention, and Wellness Career Services Faculty Lead 	2017-2018 - Planning 2018-2019 - Implementation		
	Activity 4.1.4 Increase participation in “Back to Success” reorientation sessions/probationary student interventions.	<ul style="list-style-type: none"> Student Affairs VP Sr. Admin. Dean of Counseling, Retention, and Wellness Counseling Chair 	2017-2018 - Students participating in “Back to Success” workshops will increase by ____%		
	Activity 4.1.5 Explore new ways of connecting students to Special Counseling Programs (First Year Experience, Black Collegians, Adelante, EOPS, Veterans, Pico Promise, etc.)	<ul style="list-style-type: none"> Student Affairs VP Sr. Admin. Dean of Counseling, Retention, and Wellness, Special Program Leaders 	2017-2018		

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of certificates and awards 	<p>Activity 4.1.6 Reevaluate the reporting lines, Counseling functions and services in the Welcome Center.</p>	<ul style="list-style-type: none"> Student Affairs VP Enrollment Development VP Counseling Leadership 	2017 - Welcome Center to reflect the outcome of the reevaluation.		
	<p>Activity 4.1.7 Career Technical Education (CTE) departments will recruit and retain students from diverse backgrounds by connecting them with professional opportunities.</p>	<ul style="list-style-type: none"> Academic Affairs VP Enrollment Development VP Student Affairs VP 			
	<p>Activity 4.1.8 Increase the percentage of pre-college students transitioning and succeeding in college math courses.</p>	<ul style="list-style-type: none"> Academic Affairs VP Math Chair 	Students succeeding and transition in math courses will increase by _____%		
	<p>Activity 4.1.9 Implement a summer bridge or summer jam program that provides pre-college students with a review of English and math concepts to help them be successful in their first year of college.</p>	<ul style="list-style-type: none"> Academic Affairs VP Enrollment Development VP Student Affairs VP 	Ongoing Pre-college math level students will succeed in college level math courses than those who did not.		
	<p>Activity 4.1.10 Increase the percentage of pre-college level students transitioning and succeeding in college level English courses by creating summer bridge or summer jam program that focus on pre-college students who begin one and two levels below college transferable English.</p>	<ul style="list-style-type: none"> Academic Affairs VP, Enrollment Development VP Student Affairs VP 	Ongoing Summer bridge students will complete English and/or math sequence at a higher rate than those who did not.		
	<p>Activity 4.1.11 Increase the percentage of pre-college level students using counseling services whereby counselors will work with summer bridge students and first year students throughout their first year of college.</p>	<ul style="list-style-type: none"> Academic Affairs VP Enrollment Development VP 	Ongoing All students will meet with counselor once a semester and create educational plan.		
	<p>Activity 4.1.12 Continue to support the Supplemental Instruction program to assist students taking pre-college level math courses.</p>	<ul style="list-style-type: none"> Academic Affairs VP Enrollment Development VP 	Ongoing SI math participants will be 10% more successful than those who did not.		

Initiative Indicator 5: TRANSFER

Institutional Goal: Increase transfer rate

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of transfer applications 	<p>Objective 5.1: Increase overall number of transfer applications (SSSP, SE)</p>	<ul style="list-style-type: none"> Academic Affairs VP Enrollment Development VP Student Affairs YP 	2017-2022		
	<p>Activity 5.1.1 Increase number of students who use the Transfer Completion Counseling – students are targeted who are on the precipice of transfer to ensure that they have the tools, information and support needed to successfully transfer.</p>	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Transfer Center Coordinator 	2017-2018	Students using the Transfer Completion Counseling will increase by ___%.	
	<p>Activity 5.1.2 Increase number of students who use Career Counseling to reduce the number of undecided students thereby increasing the number of students who complete degrees, certificates and/or transfer</p>	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness, Career Services Faculty Lead 	Ongoing	Students utilizing Career Services will increase by ___%.	
	<p>Activity 5.1.3 Increase the number of students who participate in the Scholars Program</p>	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead 	Ongoing	Participation in the Scholars Program will increase by ____%.	
	<p>Activity 5.1.4 Increase the number of students receiving transfer counseling, TAG assistance, and transfer workshops.</p>	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Transfer Center Coordinator 	On-going	Participation in the designated transfer activities will increase by ___%.	

Common Metrics	Integrated Objectives and Activities	Person Responsible for Implementation	Timeline and Targets	Assessment/Outcomes	Goal Achieved/ Status
<ul style="list-style-type: none"> Number of student applications 	Objective 5.2 Increase the number of African American and Latino Students applying to 4-year institutions. (SSSP, SE)	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead BC and LC Program Leaders 	2017-2022: 27%		
	Activity 5.2.1 Increase number of African American and Latino students participating in the Scholars Program	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead BC and LC Program Leaders 	Ongoing African American & Latino participating in the Scholars Program will increase by ___%		
	Activity 5.2.2 Increase the number African American and Latino students using the services of general counseling, and Transfer Center.	<ul style="list-style-type: none"> Sr. Admin. Dean of Counseling, Retention, and Wellness Scholars Program Faculty Lead BC and LC Program Leaders 	Ongoing African American & Latino using Counseling and Transfer Center will increase by ___%.		

ATTACHMENTS

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**Santa Monica College
Student Success and Equity Work Group
December 14, 2016, 2:00-3:00 p.m.
Room: HSS-361**

AGENDA

- Identify project lead
- Review membership and operating procedures
- Review project purpose/outcome and confirm process
- Review interviews scheduled for 12/15/16
- Identify next steps

**Santa Monica College
Student Success and Equity Work Group
March 7, 2017, 1:30-3:30 p.m.
Room: HSS – 301**

AGENDA

Welcome and Overview

Status of Current SMC Planning (see DropBox)

Items for Review/Discussion and Feedback

- Table of Contents for the Integrated SS/E Plan
- Proposed Integrated SS/E Plan Matrix
 - Goals/Objectives (SS and Equity Plans)
 - Institutional Goals (IEP)
 - Targets (Equity Plan and IEP)
 - Time Line (5 years)
 - Responsible Person(s) for Implementation of the Plan
 - Assessment/Evaluation of Progress

Timeline for 1st Draft Review by WG – March 30, 2017 (via DropBox)

Timeline for 2nd Draft Review by WG – April 19, 2017

Next Meeting – April 19, 2017 – Tentative (Finalize Integrated SS/E Plan)

**Santa Monica College
Student Success and Equity Work Group
April 19, 2017, 1:00-3:00 p.m.
Room: HSS - 301**

AGENDA

Welcome and Overview

Status of Current Planning (Discussion)

- SS/E Matrix (needs more refinement)
- SS/E Report (review and comment)

Next Steps:

- Receive more input/feedback for SS/E Plan (Matrix) by May 10, 2017
- Finalize document by May 15th and send to WG for review and comment
- Incorporate changes (if needed) and prepare for final distribution.

Integrated Planning Review and Recommendations



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BACKGROUND AND PROJECT GOAL

Santa Monica College's *Request for Proposal for Strategic Planning and Facilitation Services* and the expanded scope addendum indicated that the College had made significant progress towards integrating its well-established institutional planning processes and looked forward to building on that progress to achieve more integration. Specifically, the College expressed an interest in facilitation to strengthen:

- integration of institutional planning processes;
- alignment with resource allocation;
- the planning processes, themselves; and
- links between planning processes and desired outcomes.

PROJECT PROCESS

This project took place between November 2016 and June 30, 2017 and consisted of four phases:

- Discovery – December 2016 – February 2017
- Collaboration – March – April 2017
- Plan – May 2017
- Review and Revise – June 2017

A lead CBT consultant was assigned to facilitate the Integrated Planning activity, and an additional consultant, with finance expertise, led the resource allocation portion of the project. Of the Work Groups established by the Strategic Planning Task Force to conduct the Strategic Planning projects, one was dedicated to Integrated Planning.

The approach used was to first, together with the Work Group, identify existing college plans and documents and integrated planning processes; then identify best practices for ideal integration of planning; next, evaluate the “gaps” between existing and ideal integrating planning processes; and finally for the consultant to develop and share recommendations for improvements to enhance planning integration.

Work Group membership consisted of:

Teresita Rodriguez – VP, Enrollment Development
Howard Stahl* – Faculty, CSIS
Fran Chandler – Faculty, Business (Chair DPAC Budget Committee)
Laura Zwicker* – Student Trustee

*Selected as Work Group co-liaisons

Work Group resource staff included:

Eileen Hioureas – Faculty, English (Co-editor, accreditation)
Hannah Lawler – Dean, Institutional Research
Erica LeBlanc – Dean, Academic Affairs
Laurie McQuay-Peninger – Associate Dean, Grants
Elisa Meyer - Faculty, English (Chair, Institutional Effectiveness Committee)
Lee Peterson, Classified staff, Student Computer Lab
Lisa Rose – Coordinator, Board of Trustees Office (District planning historian, archivist & documentarian)

The Work Group met on three occasions:

- December 14, 2016, during the “Discovery” phase of the project and the first site visit by the CBT consultant team, for introductions and a description of the project process;
- March 7, 2017, during the “Collaboration” phase of the project, for discussion about integrated planning best practices and brainstorming about SMC’s planning effectiveness; and
- April 17, 2017, during the “Plan” phase of the project, to review the first draft of the report and its recommendations.

A Santa Monica College Drop Box was created for Work Group members to review documents and the two drafts of the report. The discussions and report recommendations were informed additionally by an online survey of all faculty, staff, and students, which was conducted during February to March 2017, as well as multiple college-wide forums, drop-in sessions, and interviews of key internal and external stakeholder groups and individuals conducted in March 2017. The lead consultants interviewed many of the planning and budgeting faculty and staff leadership by telephone during February and March 2017.

INTEGRATED PLANNING

FINDINGS

Overview of Existing Central Components & Documents of SMC Planning

Santa Monica College has developed and refined many planning processes, assessment strategies, and related documents. Some of the central elements of the planning process which were reviewed for this project include the following:

- Master Plan for Education Update, 2016-2017, 2016-17 Institutional Objectives, Responses to 2015-16 Institutional Objectives
 - includes important documents updated & reviewed annually
 - annual MPE objectives informed by multiple sources
- Personnel Budget Augmentation Request – PBAR
 - for budget augmentation after budget adopted
 - for Unrestricted fund items and non-faculty personnel
- DPAC Annual Report, Summary of Actions 2015-2016
 - Provides an overview of DPAC’s and sub-committee’s responsibilities and activities for the previous year
- Program Review 2016 Needs
 - Provides a combined listing of all departmental needs identified through annual program review reports
- Program Review Orientation, Flex 2016 - PPT slide/diagram
 - Program review updated annually & conducted every 6 years by every department
- SMC Planning Schedule – diagram
 - Shows annual MPE schedule & 5-year SP schedule
- SMC Self Evaluation & Quality Focus Essay (QFE)
 - Accreditation comprehensive self evaluation with planning and resource allocation processes described throughout
 - QFE identified two initiatives for next strategic plan update
- Academic Senate Goals
- Board Goals and Priorities
- 2016 Annual Report on Institutional Effectiveness
 - provides data about achievement of metrics towards supporting college goals
- New faculty ranking process

Best Practices for Integrated Planning

The Integrated Planning Work Group and lead consultant identified characteristics of ideal planning processes and integration in order to frame a constructive discussion about Santa Monica College's planning strengths and weaknesses. These are some "best practices" and characteristics of ideal planning structures that the Work Group discussed on March 7, 2017.

Overview of Best Practices for Integrated Planning Connections:

- Levels of planning – departmental, division, college (mission, strategic master plan), board
- Cycle of planning (and timelines) – Data, plans, implementation, assessment, re-plan
- Topical plans/types of plans – Master plan, strategic plan, resource plans (technology, facilities, human resources, financial), enrollment management plan
- Linkages to multiple allocations of resources
- Connections across college divisions and departments
- "Closing the loop" of the planning cycle – Assessing progress towards goals and objectives and using the results of assessments for sequential planning, as well as keeping audiences informed of progress and assessment

Overview of Best Practices for Critical Integrated Planning Characteristics:

- Clear
- Transparent
- "Top down"/"bottom up" integration
- Flexible and responsive to change
- Cohesive timelines
- Well-communicated
- College-wide buy-in and ownership
- Well-documented
- Actionable with multi-year implementation plans
- Assessed
- Evidence-based
- Meaningful and comprehensible for those who do the work
- Feedback connections about progress, results, and requests, particularly feedback regarding resource request decisions
- Simple, clear, and user-friendly
- Technology enabled – that is, using software appropriately to facilitate the efficiency and effectiveness of planning processes

“Gaps” in Integration of Existing SMC Planning Processes

These major “gaps” for effective and integrated planning at SMC represent a summary of those discussed by the Work Group at their meetings on March 7, and April 17, 2017, and those identified by the lead consultant.

1. **Connections** between Strategic Initiatives and Master Plan for Education (MPE), and among various planning components
2. **Implementation** of plans and planning follow-through
3. **Long-term planning** - as the MPE includes annual objectives, and there is no venue for the five-year strategic initiatives that are being developed
4. **Communication** about planning and feedback about results and processes
5. **Alignment** of Board goals and Academic Senate goals with other college plans
6. **Program review** - better use of the comprehensive results that result from extensive efforts by program faculty
7. **Educational Master Plan, Facilities Master Plan, Information Technology Plan, Human Resources Plan, Enrollment Management Plan, and integrated Student Success/Student Equity/Basic Skills Plans** - need to be developed and integrated, along with integrated/coordinated timelines
8. **Assessment of progress towards plans and use of assessments for refinement**

RECOMMENDATIONS FOR STRENGTHENING EXISTING PROCESSES AND INTEGRATION TO ADDRESS “GAPS”

The Integrated Planning Work Group, together with the lead consultant, identified themes for improving the connections among the many college planning processes. At the Work Group meeting on March 7, 2017, the following best practice themes emerged during two small group discussions addressing the assignment, **“Identify Improvements to Address Integrated Planning ‘Gaps’”**.

Work Group Discussion Group #1

- Better communication – tell people why they should care
- Family of plans – derived from information coming from bottom up
- Plans should be student-centered – not revenue-driven
- Flexibility to seize immediate opportunities
- Better data collection about student needs – evidence-based decision making in resource allocation

Work Group Discussion Group #2

- Technology solutions for effective and user-friendly facilitation and documentation of planning processes
 - CurricUNET wordings and changes
 - Some other package for program review
 - Cross-linked interconnections
- Coordination and integration
 - VP, Planning & Development (Marvyn Martinez, Rocky Young, Bill Shane)
- Better communication and feedback
 - Connections

Overall, the integration of Santa Monica College’s planning processes can be strengthened by simplifying, streamlining, and better focusing the many existing college planning processes. . . The consultant initially shared recommendations with the Work Group, then discussed them at the final meeting of the Integrated Planning Work Group on April 17, 2017; edited them; and shared them again with Work Group members for feedback via Drop Box, through May 24, 2017, at which time the lead consultant reviewed feedback and finalized consultant recommendations for the final report submitted to the college President on June 30, 2017. Following are the finalized recommendations provided by the lead consultant:

1. **Identify administrative responsibility for institutional planning.** This individual will ensure that planning information is widely shared and that *communication* among constituents and those participating in institutional planning processes is thorough; that timelines are met; and that planning processes are collaboratively and regularly implemented and assessed.

“Gap” Addressed: Communication, Implementation

2. **Integrate the College’s two central planning processes: the *Strategic Plan* and the *Master Plan for Education*.** The integration of these two central college-wide plans can be better achieved by using the objectives created for each of the Strategic Plan’s Strategic Initiatives as the annual objectives of the MPE. Rather than re-creating short-term objectives each year, the five-year, long-term nature of the Strategic Initiatives will be addressed with an action plan that is implemented over the five-year duration of the *Strategic Plan*. DPAC, or the SPTF, will need to develop this action plan to implement the Strategic Initiatives and objectives.

“Gap” Addressed: Connections, Long-term planning

3. **Refine and reinforce supporting components and processes of SMC’s planning model.** The relationship among the planning processes needs to be clarified so that it is clear that the college Mission Statement informs college goals, which inform Strategic Initiatives with corresponding objectives and implementation plans. Particularly, the role of the supporting college goals and their integration into planning will be enhanced with this clarification. **See the proposed diagram attached to this report.**
 - a. For only this five-year 2017-2022 update/cycle of the *Strategic Plan*, the college supporting goals will be refined *after* development of the Strategic Initiatives. For future five-year cycles, the goals should be reviewed and refined *first* and used, along with other planning documents, to frame development of Strategic Initiatives.
 - b. The annual Institutional Effectiveness report and corresponding Dashboard that provide evaluation of progress towards supporting college goals and other metrics can be expanded to address achievement of Strategic Initiative objectives (the *Strategic Plan*).
 - c. The Institutional Effectiveness Committee can be broadened and re-arranged within the College’s governance structure so that there will be participation from students, classified staff, and managers. Other college committees and membership may also benefit and better contribute to overall college planning efforts by such restructuring governance committees.
 - d. Once re-considered, simplified, and clarified, the entire planning structure should be clearly and cohesively depicted and communicated throughout the College and via planning-related documents and communications. (See the diagram attached of the proposed structure.) A “*Planning Manual*”, including Santa Monica College’s planning definitions, processes and timelines, would be helpful. (See examples at <http://www.citruscollege.edu/admin/planning/Documents/IntegratedPlanningManual16-17.pdf> and <http://www.fullcoll.edu/docs/FC%20Integrated%20Planning%20Manual%202015-16>.) Additionally, the college planning website should be streamlined for clarity for the user.
 - e. *Student success*, specifically, “closing the achievement gap,” is one of the new Strategic Initiatives, and the objectives for that Initiative will be those of the integrated student success and equity plans, using student success metrics as

measurements for progress. This will implement integration between the Strategic Plan and student success/equity planning.

- f. It is important to note that specially-funded projects and initiatives, such as student success, student equity, basic skills, and guided pathways, increasingly constitute a college's primary and major efforts and funding. It is critical to link those efforts and resources with a central college-wide Strategic Plan in order to ensure effectiveness of not only the Strategic Plan but also of the coordination and cohesion of special projects. By using the Strategic Initiatives, objectives, and action/implementation plan as a central planning process, that cohesion can be achieved. The integrated student success and equity plans demonstrate one example.

“Gaps” Addressed: Connections, Communication

4. **Develop an implementation plan for the Strategic Initiatives by developing corresponding objectives for each Initiative.** Each Initiative should be made “actionable,” by identifying a set of corresponding objectives. For each objective the College should develop action steps with measurable outcomes, timelines, and assigned responsibilities and resources for achievement. Together, the Strategic Initiatives, objectives, and this implementation plan become the college *Strategic Plan*.

“Gap” Addressed: Implementation

5. **Refocus DPAC’s annual planning activities, from reviewing multiple planning component reports and identifying annual Master Plan for Education (MPE) objectives, to measuring progress towards objectives of the *Strategic Plan’s Initiatives and Objectives*.** While DPAC is focused on the College’s multiple planning reports and components, including the annual Institutional Effectiveness report showing progress towards college supporting goals and metrics, the existing planning structure and multiple supporting documents are overwhelming and need to be simplified and more cohesive. Use of evidence and data, which is plentiful, needs to be more closely related to actionable plans. Additionally, operational concerns, such as facilities maintenance requests, should be addressed administratively and not in governance decision-making bodies.

“Gaps” Addressed: Implementation

RESOURCE ALLOCATION

FINDINGS

- The issue of resource allocation is critical for the long-term viability, success, and ability to plan for the short- and long-term success of the College.
- Resource allocation must be a thoughtful and conscious decision and must align with available resources, and have a long-range plan to deal with any deficit spending.
- The College has established good budgetary guidelines, strategies, and principles under its Strategic Budget Plan Elements (April 30, 2007), but does not currently regularly follow them.
- Santa Monica College primarily uses a rollover budget process which provides the same allocation for departments/divisions as the prior year.
- Santa Monica College's primary tool for allocating additional/non-rollover funds (with the exception of full-time faculty) is the Personnel Budget Augmentation Request (PBAR). Further, the PBAR process is not integrated with an assessment process, specifically department program reviews. (Keeping program review a process separate from budgeting is reportedly an intentional strategy, with justifications.)
- PBAR, in and of itself, is a bit of an "inflationary" process since it only deals with increases and no budget reductions.
- The PBAR form is good in that it provides a lot of information and has a place to link the request to college initiatives, goals, mission, etc.
- PBARs are not tied to available resources resulting in requests that may not have available funding.
- By not aligning the PBAR process with available resources, expectations may be unrealistic and cause frustration and lack of trust if end users think their request is important but not funded. Everyone needs to understand the level of available funds before submitting PBAR requests and understand that if total PBAR requests exceed the identifiable new revenues or do not align with the College's initiatives, goals, etc., that their request may not be funded.
- Indications are that while the PBAR form allows for and provides a great deal of information, it is often not completed in its entirety. As an example, requestors don't always include an associated cost nor do they always indicate the linkage of the request to initiatives, goals, mission, etc.

RECOMMENDATIONS

- Prior to opening the PBAR budget request process in the spring, leadership must take information from the Budget Committee regarding what, if any, new funds are projected to be available for the ensuing year and make the college community well informed of how much is available for overall PBAR funding.
- In the event of lower Local/State/Federal funding, leadership must take the information from the Budget Committee and allocate a budget reduction plan. This can be done on a percent basis for each division, or a process to review all major expenditures for justification (though it is very cumbersome) could be adopted.
- Once the amount of new funds (assuming additional funds are provided in the new year) are determined and the PBAR process is "opened," all PBARs that are submitted incomplete should be returned and either not considered or not considered until submitted in complete form.
- Special-funded, non-general-fund budgets and processes must be considered within the context of regular allocation processes and plans, particularly because the sizes and scopes of such projects are increasing significantly. Although the timelines may be different than for general funds, college-wide coordination is imperative in order to use the funding efficiently and for college priorities.
- Leadership should establish a formal process for reviewing PBAR requests and only forward to the President for final approval those that are complete; aligned with mission/goals/strategic initiatives, etc.; and within the Budget Committee's determination of new uncommitted funds. This recommended approved "list" should be shared with constituent leaders before submission to the President so there are no surprises.
- The PBARs submitted for the President's approval should be prioritized in the event that the available projected resources decline—or increase. This will allow for an orderly process of denying PBAR requests that aren't the highest priority.
- Conversely, a few PBAR priorities that don't make the funding cut should be identified in case unexpected funding materializes.
- In summary, the process should be as follows: determine available resources first, allow requests if funds are projected to be available, prioritize requests that are within the available resources, communicate to the college community, and ultimately submit to President for approval.
- Individual PBAR requestors should be informed of the results of decisions in a timely fashion.

RESOURCE ALLOCATION PROCESS

FINDINGS

- The College has experienced declining enrollment resulting in limited financial resources and few, if any, new unrestricted revenues. If enrollment decline continues or remains flat, budget reductions will be necessary to avoid on-going deficit spending and financial insolvency in the next several years.
- The College will significantly overspend its budget for 2016-17 if all current revenue and expenditure projections materialize.
- Nearly 90% (typically varying between 88-89%) of college resources have been allocated to staffing the College.
- The closer a college gets to 90% of its costs dedicated to staffing, the higher the risk for significant financial problems. This can also lead to very limited resources to actually operate the College, resulting in unintended consequences.
- Indications are that Santa Monica College allocates more resources than its recognized comparison colleges/districts to managerial staffing.
- Indications are that the College's overall WSCH/FTEF, or average class size, has declined in recent years, resulting in more full-time equivalent faculty per students than in past years.
- The number of part-time faculty has increased faster than that of full-time faculty, resulting in a decrease of its FT/PT faculty ratio over the past 5-7 years.
- Indications are that Santa Monica College has fewer classified positions than recognized comparative colleges.
- Indications are that the college leadership and college community do not have a good understanding of the importance of monitoring staffing levels.
- Indications are that the College is not monitoring staffing levels close enough and does not make staffing decisions on any agreed upon benchmarks.
- Most staffing expenditures are of an on-going nature resulting in long-term financial commitments and challenges.

RECOMMENDATIONS

- The College should cease deficit spending and live within its available resources.
- If the College finds it absolutely necessary to overspend its annual budget and utilize reserves, any "over spending" should be done only for "one-time" expenditures. This helps prevent on-going commitments which could result in long term annual deficits.
- The College's *Strategic Budget Plan Elements* document (dated April 30, 2007) should be updated, presented, and ultimately adopted by the Board of Trustees to set budget parameters and guidance for the College. The adopted Plan Elements should also be reviewed periodically to ensure they are appropriate.
- It is not for this study to recommend specific staffing levels, but:
 - Staffing levels and hiring should be purposeful and tied to some form of measurements or benchmarks.
 - Once staffing benchmarks are established and agreed to, they should be openly communicated so all constituents understand them and can help the College achieve its staffing goals (i.e. WSCH/FTEF, etc.).
 - Benchmarks should be set for hiring. Examples of benchmarks that could be used include the number of managers per FTES; faculty hiring based upon the number of students (WSCH/FTEF is a common measurement; average class size or other standards can also be used); and classified positions based upon the number of students served, or in some cases (e.g., custodians, maintenance staff) square footage.
 - The College may or may not decide to be within comparative college staffing levels, but regular hiring decisions must be informed and be made based upon agreed-upon benchmarks or quantifiable data. Exceptions to hiring decisions made based upon this quantifiable data can be made by the President.
 - While comparative staffing data can be extremely useful, the College must also monitor the total cost of its staffing as a percentage of its budget. As an example, a college could have a higher level of staffing, but lower salaries resulting in a lower percentage of its budget than a college that has less staff, but much higher salary and benefit costs. This is to say that the number of employees does not necessarily tell the whole story and total staffing costs must also be monitored.
- Position Control is an essential component for districts to manage the single largest component of their budgets, personnel staffing. The importance of it is recognized by the Chancellor's Office by being one of the 15 issues included in the Sound Fiscal Management Checklist. A position control system should be implemented to ensure that hiring does not occur above the allocation of positions determined by the decided benchmarks.
- It is strongly recommended that the District annually complete the Chancellor's Office's Sound Fiscal Management Self-Assessment Checklist and share the results with the Board of Trustees. While not a requirement for submission to the State for Santa Monica College at this time, this checklist is a valuable tool to help a district assess its overall financial health. Completion of this assessment will be a useful step in helping to ensure resources are allocated within the financial means of the District.

- The College should always be seeking more efficient ways of doing business that can ultimately shift resource allocations.
 - As an example, it appears that the College's Information Systems (IS) lack desired integration and may be somewhat outdated. Several requests for fairly standard information were made by consultants for this project that were not readily available. While implementation of a fully integrated IS could end up increasing one-time costs, it would likely reduce staffing costs and increase efficiencies over time.
 - The College should seek to incentivize employees to identify increased efficiency measures. This could not only decrease costs over time, but could improve morale and enhance ownership of the organization to all levels.

ATTACHMENTS

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E. Work Group Agenda 4-17-17.....	IP-21
F. California Community Colleges Sound Fiscal Management Self-Assessment Checklist	IP-22

Faculty/Staff Survey Responses Related to SMC Planning March 2017

Santa Monica College's Planning and Resource Allocation Processes:

	Total	Very familiar 1	Somewhat familiar 2	Slightly familiar 3	Not at all familiar 4	Don't know	Mean Rating*
How familiar are you with the components of the planning processes at SMC?							
Full-Time Classified	155	10%	25%	40%	24%	6%	2.78
Part-Time Classified	21	10%	5%	43%	43%	19%	3.19
Full-Time Faculty	166	18%	30%	30%	23%	1%	2.57
Part-Time Faculty	265	2%	22%	31%	45%	8%	3.18
Manager/Administrator	66	30%	38%	23%	9%	0%	2.11
TOTAL**	675	11%	26%	32%	31%	6%	2.83

*Average of responses from 1 to 4, 1 being "Very familiar" and 4 being "Not at all familiar." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

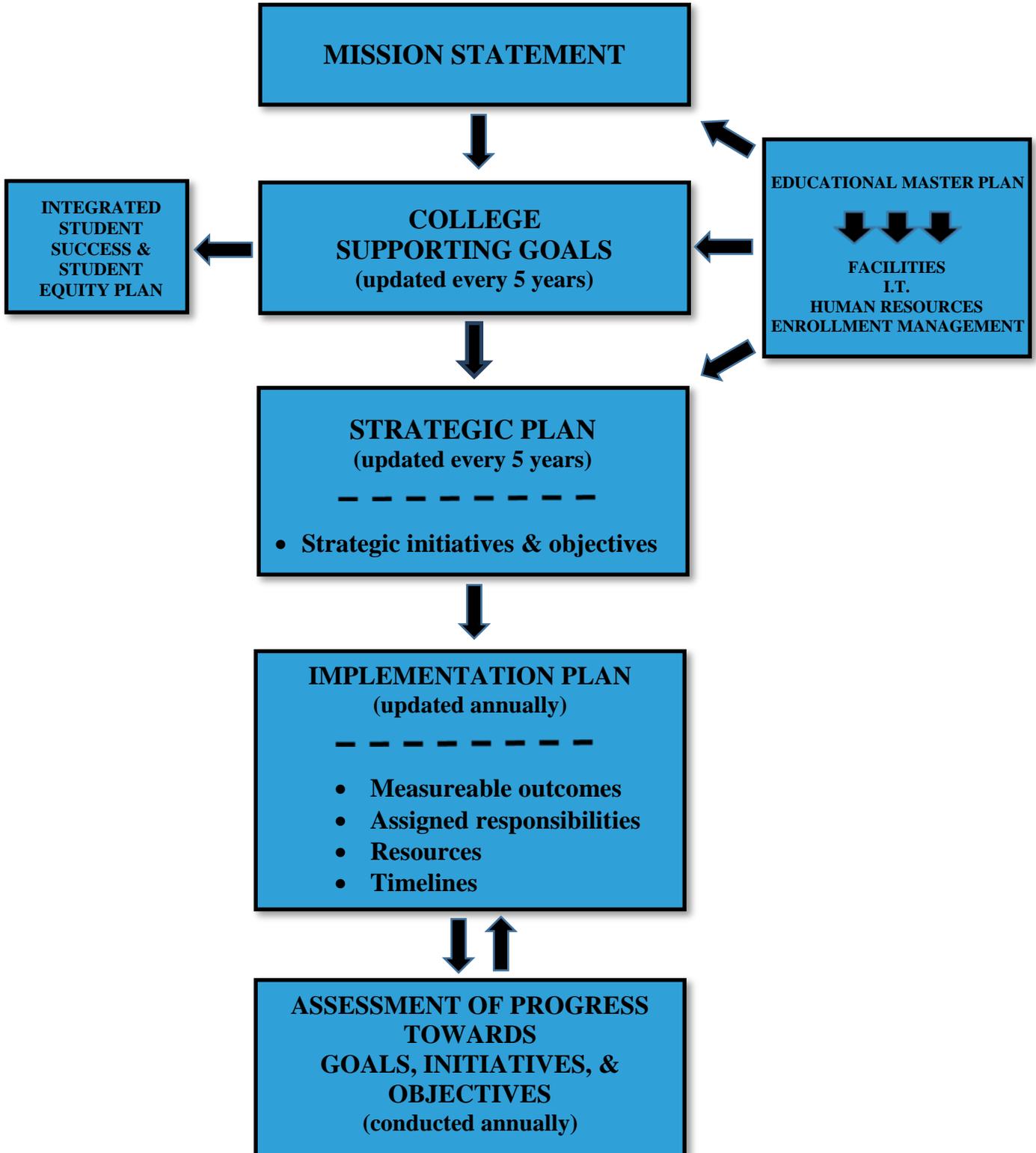
	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
I am actively engaged in the planning processes at SMC.							
Full-Time Classified	125	4%	22%	51%	22%	23%	2.92
Part-Time Classified	19	0%	11%	37%	53%	24%	3.42
Full-Time Faculty	153	10%	33%	43%	15%	8%	2.63
Part-Time Faculty	242	0%	20%	46%	34%	15%	3.13
Manager/Administrator	58	14%	43%	35%	9%	11%	2.38
TOTAL**	599	5%	26%	44%	25%	15%	2.89
The planning processes at SMC are clearly linked to the resource allocation process.							
Full-Time Classified	85	8%	42%	25%	25%	49%	2.66
Part-Time Classified	9	0%	33%	11%	56%	65%	3.22
Full-Time Faculty	105	6%	43%	42%	10%	37%	2.55
Part-Time Faculty	89	8%	55%	25%	12%	69%	2.42
Manager/Administrator	44	5%	55%	34%	7%	32%	2.43
TOTAL**	334	7%	48%	31%	15%	53%	2.54

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
The planning processes at SMC inform my work at the College.							
Full-Time Classified	102	5%	47%	24%	25%	39%	2.68
Part-Time Classified	14	0%	29%	14%	57%	46%	3.29
Full-Time Faculty	123	5%	39%	44%	12%	26%	2.63
Part-Time Faculty	149	3%	46%	30%	21%	48%	2.68
Manager/Administrator	51	14%	57%	26%	4%	20%	2.20
TOTAL**	441	5%	45%	31%	18%	38%	2.63

*Average of responses from 1 to 4, 1 being “Strongly agree” and 4 being “Strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

**Two participants identified themselves as “other,” and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College Proposed Integrated Planning Structure



**Santa Monica College
Integrated Planning Work Group
Strategic Plan Project**

December 14, 2016, 2:00-3:00p.m.
Agenda

1. Identify project lead
2. Review membership and operating procedures
3. Review project purpose/outcome and confirm process
4. Review interviews scheduled for 12/15/16
5. Identify next steps

**Santa Monica College
Integrated Planning Work Group
Strategic Plan Project**

March 8, 2017, 9 a.m. – 11 a.m.

Agenda

1. Introductions – by members, resource members, visitors, & consultants
2. Overview of SMC Strategic Plan process & current status
3. Review integrated planning project outcome & timeline – Julie Slark, CBT consultant
 - a. Process & Timelines (see handout in Drop Box)
 - b. SMC Planning Documents in Drop Box
 - c. Individuals interviewed
4. Integrated planning process “gaps” identified via document review & faculty/staff interviews (see hand-out in Drop Box) – review & discussion – Julie & work group members
5. Identify potential improvements to fix “gaps” - Howard Stahl & Laura Zwicker, co-liaison leaders & work group discussion
6. Resource allocation process, integration, discussion, & recommendations – Jon Sharpe, CBT consultant
7. Next steps

Be sure to complete and submit the strategic plan survey

**Santa Monica College
Integrated Planning Work Group
Strategic Plan Project**

April 17, 2017, 9 a.m. – 11 a.m.

Agenda

1. Where are we in the project?
 - a. Four phases – Third phase now = “Plan”, next = “Finalize”
 - b. Other projects – Student Success/Equity, Organization Review, Strategic Initiatives
 - c. Feedback from “listening sessions”, survey, internal/external constituents re planning
 - d. Drop Boxes – including draft reports & meeting notes

2. Integrated Planning – review and input re report
 - a. “Gaps”
 - b. Recommendations

3. Next Steps
 - a. Strategic initiatives coordination – report about integrated planning
 - b. Process for entire project – June 30 final report to college president
 - c. Final report for Integrated Planning – timelines/first week of June = final draft

4. Q&A

California Community Colleges

Sound Fiscal Management Self-Assessment Checklist

1. **Deficit Spending** - Is this area acceptable? **Yes / No**
 - Is the district spending within their revenue budget in the current year?
 - Has the district controlled deficit spending over multiple years?
 - Is deficit spending addressed by fund balance, ongoing revenue increases, or expenditure reductions?
 - Are district revenue estimates based upon past history?
 - Does the district automatically build in growth revenue estimates?

2. **Fund Balance** – Is this area acceptable? **Yes / No**
 - Is the district’s fund balance stable or consistently increasing?
 - Is the fund balance increasing due to on-going revenue increases and/or expenditure reductions?

3. **Enrollment** - Is this area acceptable? **Yes / No**
 - Has the district’s enrollment been increasing or stable for multiple years?
 - Are the district’s enrollment projections updated at least semiannually?
 - Are staffing adjustments consistent with the enrollment trends?
 - Does the district analyze enrollment and full time equivalent students (FTES) data?
 - Does the district track historical data to establish future trends between P-1 and annual for projection purposes?
 - Has the district avoided stabilization funding?

4. **Unrestricted General Fund Balance** – Is this area acceptable? **Yes / No**
 - Is the district’s unrestricted general fund balance consistently maintained at or above the recommended minimum prudent level (5% of the total unrestricted general fund expenditures)?
 - Is the district’s unrestricted fund balance maintained throughout the year?

5. **Cash Flow Borrowing** - Is this area acceptable? **Yes / No**
 - Can the district manage its cash flow without interfund borrowing?
 - Is the district repaying TRANS and/or borrowed funds within the required statutory period?

6. **Bargaining Agreements** - Is this area acceptable? **Yes / No**
 - Has the district settled bargaining agreements within new revenue sources during the past three years?
 - Did the district conduct a pre-settlement analysis identifying an ongoing revenue source to support the agreement?
 - Did the district correctly identify the related costs?
 - Did the district address budget reductions necessary to sustain the total compensation increase?

7. **Unrestricted General Fund Staffing** - Is this area acceptable? **Yes / No**
 - Is the district ensuring it is not using one-time funds to pay for permanent staff or other ongoing expenses?
 - Is the percentage of district general fund budget allocated to salaries and benefits at or less than the statewide average (i.e. the statewide average for 2003-04 is 85%)?

8. **Internal Controls - Is this area acceptable? Yes / No**
- Does the district have adequate internal controls to insure the integrity of the general ledger?
 - Does the district have adequate internal controls to safeguard the district's assets?
9. **Management Information Systems - Is this area acceptable? Yes / No**
- Is the district data accurate and timely?
 - Are the county and state reports filed in a timely manner?
 - Are key fiscal reports readily available and understandable?
10. **Position Control – Is this area acceptable? Yes / No**
- Is position control integrated with payroll?
 - Does the district control unauthorized hiring?
 - Does the district have controls over part-time academic staff hiring?
11. **Budget Monitoring - Is this area acceptable? Yes / No**
- Is there sufficient consideration to the budget, related to long-term bargaining agreements?
 - Are budget revisions completed in a timely manner?
 - Does the district openly discuss the impact of budget revisions at the board level?
 - Are budget revisions made or confirmed by the board in a timely manner after the collective bargaining agreements are ratified?
 - Has the district's long-term debt decreased from the prior fiscal year?
 - Has the district identified the repayment sources for the long-term debt?
 - Does the district compile annualized revenue and expenditure projections throughout the year?
12. **Retiree Health Benefits - Is this area acceptable? Yes / No**
- Has the district completed an actuarial calculation to determine the unfunded liability?
 - Does the district have a plan for addressing the retiree benefits liabilities?
13. **Leadership/Stability - Is this area acceptable? Yes / No**
- Has the district experienced recent turnover in its management team (including the Chief Executive Officer, Chief Business Officer, and Board of Trustees)?
14. **District Liability – Is this area acceptable? Yes / No**
- Has the district performed the proper legal analysis regarding potential lawsuits that may require the district to maintain increased reserve levels?
 - Has the district set up contingent liabilities for anticipated settlements, legal fees, etc?
15. **Reporting – Is this area acceptable? Yes / No**
- Has the district filed the annual audit report with the System Office on a timely basis?
 - Has the district taken appropriate actions to address material findings cited in their annual audit report?
 - Has the district met the requirements of the 50 percent law?
 - Have the Quarterly Financial Status Reports (CCFS-311Q), Annual Financial and Budget Reports (CCFS-311), and Apportionment Attendance Reports (CCFS-320) been submitted to the System Office on or before the stated deadlines?

APPENDICES



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Appendix A



**2016-2017 Strategic Planning Project - Work Plan
Presented by the Collaborative Brain Trust**





Introduction

This Work Plan was created by the Collaborative Brain Trust in its proposal to Santa Monica College to facilitate their 2016-2017 Strategic Planning Project. This Work Plan outlines the activities and timelines for each of the four projects that make up the strategic planning process.

Each of the four projects is related to each other, to the strategic plan's strategic initiatives, and to the action plans of the self-evaluation for accreditation's quality focus essay. A lead CBT consultant is assigned to each of the four projects, and assisting consultants participate in each project to provide expertise, facilitate collaboration, conduct research, write drafts of recommendations, and provide integration across the four projects. The team lead and project leads have met with the Strategic Planning Task Force and project Work Groups for "kick-off" meetings - the purpose of which was to introduce team members and to discuss the goals to be achieved and the processes to be used.

Project Implementation Plan

Each of the four projects will be implemented simultaneously in four phases: Discovery, Collaboration, Plan, and Review and Finalize:



Discovery: The consultant team will become more familiar with college materials, practices, and procedures and begin to develop detailed plans and timelines, identify stakeholders, contact individuals, and finalize deliverables.

Collaboration: Extensive information and feedback will be collected from formal research methods, existing college research, active communication strategies designed during the Discovery phase, and review and analysis of appropriate documentation.

Plan: Using the research information collected and collaborative processes, drafts of recommendations and plans will be created jointly by the consultants and college faculty and staff.

Review and Finalize: Final drafts will be reviewed by the individuals and groups identified during the Discovery phase, and versions of drafts will be shared throughout the process.

Project Outcomes

A Road Map for Santa Monica College's Future

Strategic Initiatives

Develop a limited number of five-year strategic initiatives, reflecting the College's quality focus essay, with enough detail so that actionable objectives and measurable outcomes can be developed, and review and update the College's Vision, Mission, and Goals.

Student Success/Equity Plan

Develop an integrated institutional student success/equity structure and plan that strengthens assessment of best practices and strategies that can be replicated for student success/equity throughout the College; develop a structure and plan that will reduce silos, increase efficiencies and maximize resource allocations.

Integration of Planning Processes

Identify college planning processes, connections among planning processes including connections with resource allocation, gaps, and opportunities for improvement of processes and connections, and strategies for ensuring and strengthening processes and connections, where needed.

Review Organizational Structure

Review the current organization structure and method of staffing to determine if it effectively and efficiently meets the needs of the organization and its stakeholders. Make recommendations, if warranted, to more effectively meet student and support needs of the College within internal and external constraints.



Phase 1 Discovery

December, 2016

Strategic Initiatives

Student Success/Equity Structure and Plan

Integration of Planning Processes

Review Organizational Structure

Activities

- First meeting with Strategic Plan Task Force (SPTF) (Meeting #1)
- Fact-finding and introduction meetings with resource faculty and staff, college president, and constituent group leadership

- First meeting with Student Success/Equity Work Group - Dec. 14
- Meet with key academic and student services leaders to determine structure, staffing, and funding of support for existing services
- Review vision, mission, and goals to identify potential gaps in student success structure and integration within overall institutional planning

- First meeting of Integration of Planning Work Group (Meeting #1)
- Review and conduct initial assessment of existing planning and resource allocation documents and processes, and identify questions to pursue

- First meeting of Organizational Structure Review Work Group
- Identify comparative colleges/districts
- Discuss process and comparative data points (i.e. org charts, data points, potential key job descriptions, etc.)

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Phase 2 Collaboration

March, 2017

Strategic Initiatives

Student Success/Equity Structure and Plan

Activities

- College sends letter to college community giving them information and schedule for four-pronged project process
 - Distribute survey to college community with questions related to five-year strategic plan, student success, integrated planning, and organization review
 - Second meeting of the SP Task Force
 - Conduct two days of Listening Sessions for identified stakeholders, related to all four projects, by scheduled appointments. Interviews include one-on-one interviews with individual Board of Trustees members
 - Conduct two open forums to listen to college community's vision and concerns
 - Complete external and internal research scans
-
- Collaborate with activities in Strategic Initiatives to provide uniformity and consistency in determining big picture initiatives for SMC
 - Hold Listening Sessions for identified stakeholders for Student Success/Equity, including academic programs and student services

Phase 2 Collaboration

March, 2017

Student Success/Equity Structure and Plan

(continued)

Integration of Planning Processes

Review Organizational Structure

Activities

- Participate in open forums to listen to college and community vision and concerns
- Develop 1st draft Table of Contents

- Conduct meeting with project Work Group to identify gaps in planning process linkages and structure, and potential improvements
- Interview faculty and staff who lead planning processes to gather information

- Identify comparative colleges/districts
- Receive comparative data
- Assess the clarity of current key job descriptions
- Hold Listening Sessions to hear constituent/individual ideas and concerns about effectiveness of current and possible alternative organizational structure
- Receive college feedback through survey information regarding the effectiveness of the current organizational structure and staffing methodologies

Phase 3 Plan

April, 2017

Strategic Initiatives

Student Success/Equity Structure and Plan

Activities

- SPTF meets to review quantitative research scan data and qualitative information from Listening Sessions
- SPTF meets to consider Work Groups' recommendations and identify proposed initiatives for SP, college mission, vision, and goals

- Meet with SS/E Work Group to review data, review 1st draft feedback, incorporate changes where needed
- Develop 2nd draft Student Success/Equity Structure and Plan
- Share 2nd draft SPTF for review and comment, send to District Planning and Advisory Council (DPAC)

Phase 3 Plan

April, 2017

Integration of Planning Processes

Review Organizational Structure

Activities

- Develop and share with Work Group recommended improvements for integrating planning components
- Integrate, as far as possible, any recommended modifications to planning and projects in development

- Share draft #1 of proposed modifications and phases of implementation and seek feedback from Work Group

Phase 4 Review & Finalize

May, 2017

Strategic Initiatives

Student Success/Equity Structure and Plan

Integration of Planning Processes

Review Organizational Structure

Activities

- SPTF meets in workshop setting to review initiatives and send draft # 1 of SP to college community for review
- College community reviews draft # 1 via online communications and constituent meetings
- SPTF meets to review feedback from college community and to develop draft # 2, which is distributed to college community
- Update to the Board of Trustees

- Revise 2nd Draft based on comments and suggestions from Work Group; develop final draft
- Share Student Success/Equity Plan final draft and integrate with SMC Strategic Initiatives for final approval and adoption

- Submit final recommendations to enhance planning integration

- Develop final draft of proposed options for SMC's organizational structure
- Identify and present staffing methodologies to meet college needs within the organizational structure

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Appendix B

Wednesday, December 14th

Hour	General Schedule	Consultant Meetings			
8am					
8:30am					
9am					
9:30am	CBT Team Meeting with Dr. Jeffery 9:30-11:00am Location: HSS 301				
10am					
10:30am					
11am		Fran White & John Spevak meeting with Georgia Lorenz, Teresita Rodriguez & Mike Tuitasi 11:00am-12noon Location: Dr. Jeffery's HSS Office	Brice Harris & James Walton meeting with Grace Smith, Regina Ip & Katharine Muller, Communications 11:00am-12noon Location: HSS 361 - Contact Carolyn Baugh (4406/4244) for room access		
11:30am					
noon	Lunch will be provided in HSS 301 Catered by Campus Kitchen				
12:30pm					
1pm	Strategic Planning Task Force Committee Meeting 1:00-2:00pm Location: DH Loft 300E Contact Emerita Felix (4843) for room access				
1:30pm					
2pm		Student Success/Equity Workgroup Meeting 2:00-3:00pm Location: HSS 361 - Contact Carolyn Baugh (4406/4244) for room access	Integrated Planning Workgroup Meeting 2:00-3:00pm Location: HSS 301	Organizational Structure Workgroup Meeting 2:00-3:00pm Location: DH Loft 301A (Stem Conference Room) - Contact Vanan Yahnian (3993) for room access	
2:30pm					
3pm					
3:30pm					
4pm					
4:30pm					
5pm					

Revised Version # 1

Thursday, December 15th

Hour	General Schedule	Consultant Meetings			
8am					
8:30am					
9am		Carolyn Russell meeting with Robert Villanueva, CSEA President 9-10am Location: Dr. Jeffery's HSS Office	James Walton & John Spevak meeting with Tricia Ramos & Frank Dawson, Workforce Development 8:30-9:30am Location: HSS 301	Jon Sharpe meeting with Bob Isomoto, Chris Bonvenuto & Howard Stahl, Budget sub-committee leadership 9-10am Location: HSS 361 Contact Carolyn Baugh (4406/4244) for room access	
9:30am					
10am					
10:30am		Carolyn Russell meeting with: Chris Bonvenuto, MA President 10:00-11:00am Location: Dr. Jeffery's HSS Office	Julie Slark, John Spevak & Jon Sharpe meeting with: Katharine Muller, Erica LeBlanc, Don Girard, Bob Isomoto, Lisa Rose, Institutional Planning 10:00-11:00am Location: HSS 301		
11am					
11:30am		Carolyn Russell meeting with: Peter Morse, FA President 11:00am-12noon Location: Dr. Jeffery's HSS Office	Nga Pham & John Spevak meeting with: Brenda Benson, Melanie Bocanegra, Edna Chavary, Delores Raveling, Esau Tovar, Roberto Gonzalez, Student Success/Equity 11:00am-12noon Location: HSS 301	Jon Sharpe meeting with: Marcy Wade, Bob Isomoto, Chris Bonvenuto 11:00am-12noon Location: HSS 361 Contact Carolyn Baugh (4406/4244) for room access	
noon					
12:30pm	Lunch				
1pm					
1:30pm		Carolyn Russell & John Spevak meeting with: Fran Chandler, Academic Senate President 1:00-2:00pm Location: Dr. Jeffery's HSS Office		Jon Sharpe meeting with: Bob Isomoto, Wrap Up 1:00-2:00pm Location: HSS 361 - Contact Carolyn Baugh (4406/4244) for room access	
2pm		John Spevak meeting with: Georgia Lorenz, Vice President of Academic Affairs 2:00-3:00pm Location: Dr. Jeffery's HSS Office			
2:30pm					
3pm					
3:30pm					
4pm					
4:30pm					
5pm					

Revised Version # 1

Monday, March 6th

Hour	Consultant Meetings		
8am	GRP: GAB & Associates Boards Location: B-111 Consultant: James Walton Time: 8:00am-9:00am		
8:30am			
9am			
9:30am			
10am			
10:30am	GRP: Malibu Location: Malibu City Hall, Zuma Room 23825 Stuart Ranch Road Consultant: James Walton Time: 10:30am-11:30am		
11am		GRP: Senior Staff Location: HSS-301 Consultant: Julie Slark, John Spevak Time: 11:00am-noon	
11:30am			
noon			
12:30pm			
1pm			
1:30pm	GRP: CSEA Location: Drescher Hall-301A Consultant: Carolyn Russell Time: 1:00pm-2:00pm	GRP: Associated Students Location: Cayton Center Room #206 Consultant: John Spevak Time: 1:30pm-2:30pm	GRP: Student Success/Equity (Georgia Lorenz, Teresita Rodriguez, Michael Tuitasi) Location: HSS-301 Consultants: Nga Pham, Fran White Time: 1:00pm-2:00pm
2pm			
2:30pm			
3pm			
3:30pm	Open Forum #1 Location: Drescher Hall Loft-300E Consultants: Nga Pham, Carolyn Russell, Julie Slark, John Spevak, Fran White Time: 3:00pm-4:30pm		
4pm			
4:30pm			
5pm	GRP: SMC Foundation Board Location: Foundation Conference Room 1516 Pico Blvd. Consultant: James Walton Time: 5:00pm-6:00pm	INDV: Trustee Margaret Quinones Perez Location: 2714 Pico Blvd, Suite 320 Consultant: Fran White Time: 5:00pm-6:00pm	
5:30pm			
6pm			
6:30pm		INDV: Trustee Nancy Greenstein Location: 2714 Pico Blvd, Suite 320 Consultant: Fran White Time: 6:00pm-7:00pm	

Revised Version #14

Tuesday, March 7th

Hour	Consultant Meetings			
8am				INDV: Trustee Susan Aminoff Location: 2714 Pico Blvd. Suite 320 Consultant: Brice Harris Time: 8:00am-9:00am
8:30am	GRP: Organizational Structure Workgroup Consultant: Jon Sharpe Location: HSS-301 Time: 8:30am-11:00am	GRP: Noncredit Contract Ed. Fee Based Group Location: HSS-361 Consultant: Carolyn Russell Time: 9:00am-10:00am		
9am				
9:30am				
10am				
10:30am				
11am		Open Forum #2 Location: Drescher Hall Loft-300E Consultants: Nga Pham, Jon Sharpe, Julie Slark, John Spevak, Fran White Time: 11:00am-12:30pm		GRP: Communications Group (Regina Ip, Katharine Muller, Ramin Nematollahi, Grace Smith) Location: HSS-301 Consultants: Brice Harris, James Walton Time: 11:00am-12:00pm
11:30am	GRP: Academic Senate & Faculty Association Consultant: Carolyn Russell Location: B-144 Time: 11:30am-12:30pm			
noon				
12:30pm				
1pm				GRP: Management Association Location: HSS-361 Consultant: Brice Harris Time: 1:00pm-2:00pm
1:30pm	GRP: Student Success/Equity Workgroup Consultants: Fran White, Nga Pham, Carolyn Russell (<i>Julie Slark & John Spevak will arrive at 2pm</i>) Location: HSS-301 Time: 1:30pm-3:30pm	GRP: Santa Monica City Location: City Manager's Office, City Hall 1685 Main St. Consultant: James Walton Time: 2:00pm-3:00pm	Drop In Session #1 GRP: Organizational Structure Location: Loft-300E Consultant: Jon Sharpe Time: 2:00pm-3:30pm	
2pm				
2:30pm				
3pm				
3:30pm				
4pm				INDV: Trustee Andrew Walzer Location: Dr. Jeffery's HSS Office Consultant: Brice Harris Time: 4:00pm-5:00pm
4:30pm				
5pm				
6pm				
7pm	BOARD OF TRUSTEES MEETING BOARD ROOM B-117 7pm-9pm			

Revised Version #14

Wednesday, March 8th

Consultant Meetings				
8am	GRP: KCRW Board Location: Foundation Office 1516 Pico Blvd. Consultant: James Walton Time: 8:00am-9:00am	GRP: Citizens Bond Oversight Committee Location: Alumni Building 1510 Pico Blvd. Consultant: Jon Sharpe Time: 8:00am-9:00am	INDV: Trustee Rob Rader Location: 2714 Pico Blvd. Suite 320 Consultant: Brice Harris Time: 8:00am-9:00am	GRP: Institutional Research (Hannah Lawler & staff) Location: TBD Consultant: Nga Pham Time: 8:00am-9:00am
8:30am				
9am	GRP: Integrated Planning Workgroup Location: HSS-301 Consultant: Jon Sharpe, Julie Slark Time: 9:00am-11:00am		INDV: Trustee Louise Jaffe Location: 2714 Pico Blvd. Suite 320 Consultant: Brice Harris Time: 9:00am-10:00am	
9:30am				
10am				
10:30am				
11am				
11:30am				
noon		Drop In Session #2 GRP: Organizational Structure Location: Loft-300E Consultant: Jon Sharpe Time: 11:30am-1:00pm	INDV: Dr. Kathryn E. Jeffery Location: 2714 Pico Blvd. Suite 320 Consultants: Brice Harris, Julie Slark, John Spevak Time: noon-1:00pm	GRP: Department Chairs Location: HSS 361 Consultant: Carolyn Russell Time: noon-1pm
12:30pm				
1pm		GRP: Broad Stage Board Location: Foundation Office 1516 Pico Blvd. Consultant: James Walton Time: 1:00pm-2:00pm		
1:30pm				
2pm				
2:30pm				
3pm	GRP: Strategic Planning Task Force Committee Location: Drescher Hall Loft-300E Consultant: Nga Pham, Jon Sharpe, John Spevak Time: 3:00pm-5:00pm	GRP: Curriculum Committee Location: HSS-301 Consultant: Carolyn Russell Time: 3:00pm-4:00pm		
3:30pm				
4pm				
4:30pm				
5pm				

Revised Version #14

Appendix C



The Santa Monica College Strategic Plan
A Focus on Student Success

Presented by the Collaborative Brain Trust





Strategic Plan Projects

- Strategic Initiatives 2017-2022
- Student Success and Student Equity Plans
- Integrated Planning
- Organizational Structure Review

The Collaborative Brain Trust

Established in 2008

- Nationally recognized leader in Higher Education consulting
- 200 consultants who have "sat in the seat"
- Community college and university divisions
- Our consultants are past & present chancellors, presidents, faculty, and community college leaders

CBT Core Values

Collaboration

Data-Centric

Best Practices

Tailored

Project Leadership

- Board of Trustees & Superintendent/President
- DPAC & Strategic Planning Task Force

Work Groups

SPTF members & resource staff, co-liaisons

**Student Success
and Student
Equity**

**Integrated
Planning**

**Organizational
Structure Review**

The CBT Team

Julie Slark

Team Lead,
Integrated Planning Lead

Brice Harris

Senior Advisor

John Spevak

Strategic Initiatives Lead

Carolyn Russell

Senior Consultant

Fran White

Student Success and
Student Equity Lead

Nga Pham

Data & Research

Jon Sharpe

Organizational Structure
Review Lead

James Walton

Senior Consultant

5

2017 is time to:

- Create Strategic Initiatives for the next five years
- Update college vision, mission, and goals
- Create a coherent, unified approach to multiple student success and equity activities
- Strengthen integrated planning processes
- Consider organizational structure that effectively meets the needs of students
- Right-size and be strategic!
- Think college-wide about the future!

Project Phases

Each of the four projects will be implemented simultaneously in four phases:



Outcomes

Road Map for Santa Monica College's Future 2017-2022

- Reviewed/revised mission & vision statements, college goals
- 2017-2022 Strategic Initiatives (2-6) & objectives for each
 - Recommendations for Student Success/Equity
 - Recommendations for Integrated Planning
 - Recommendations for Organizational Structure



Phase 2 Collaboration

January - March 2017

Activities

- Three WGs - starting December 14-15
- Dropboxes for TF and WG documents
- March 6-8 - Open forums, drop-in meetings, listening sessions, interviews
- Board of Trustee meeting updates
- Survey of faculty/staff and students
- Flex day presentation



Phase 1

Discovery

December, 2016

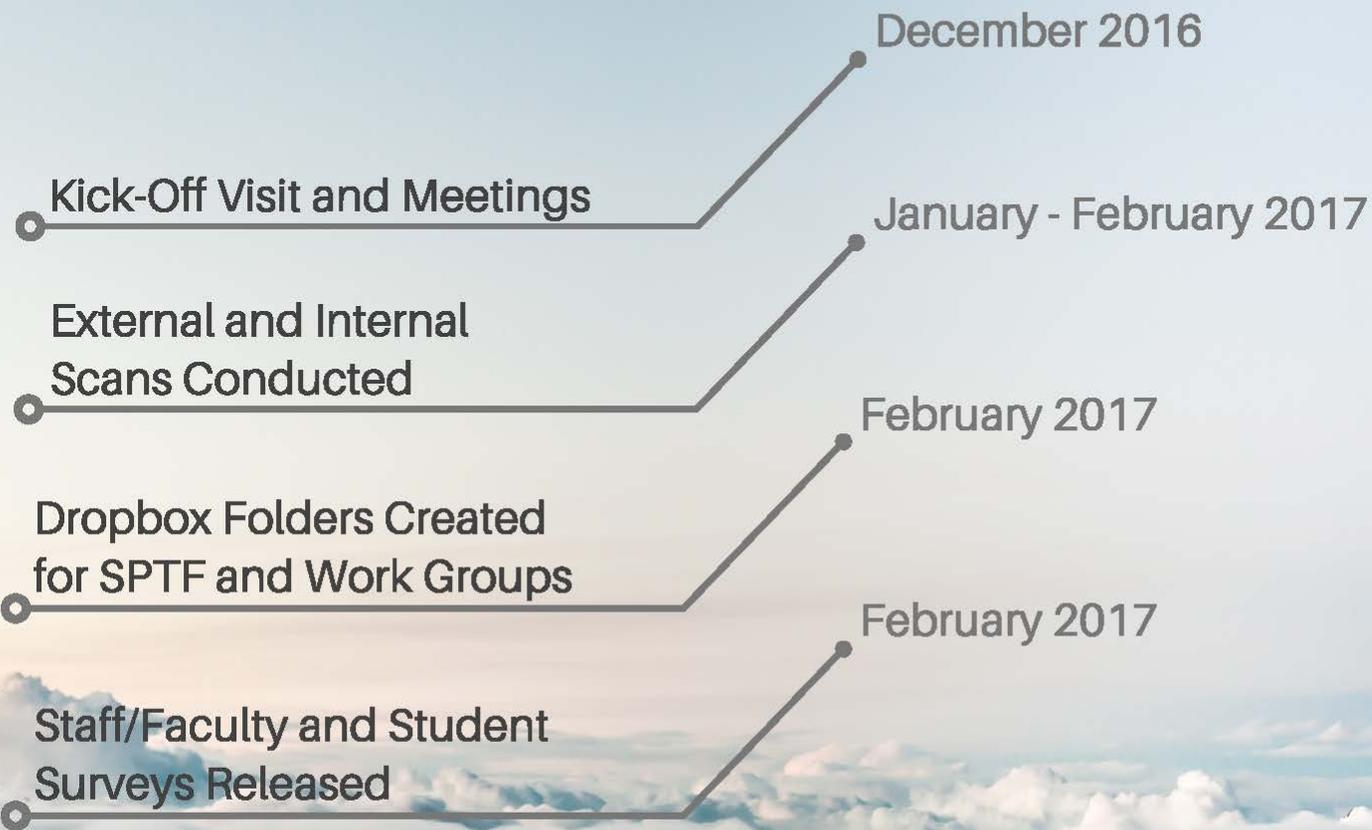
Activities

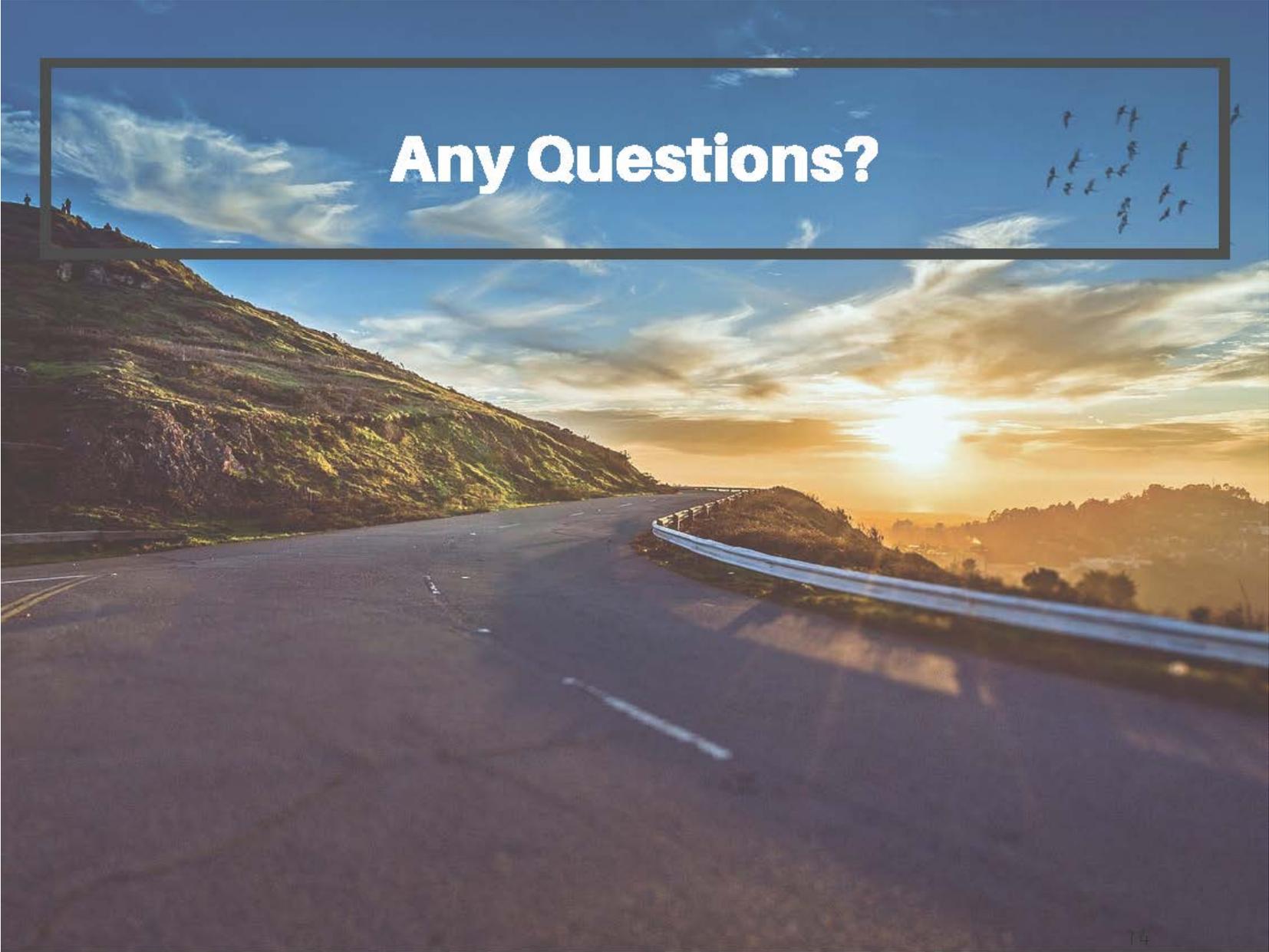
- Creation of project work groups
- Review of college documents and processes
- Development of data portfolio of internal and external environmental data scans
- Review of existing student success plans and research
- Communication plan, including website, bulletins from college president

What Is Happening March 6-8?

- Meetings with SPTF and Work Groups
- Forums and Drop-In Sessions
- Board of Trustees Individual Interviews and Presentation
- Listening Sessions with Internal and External Stakeholders

What Has Happened So Far?





Any Questions?

What Happens Next?

- Early April: Data portfolio provided to college community
- March 16: Flex day presentation
- April 4 (tentative): Board of Trustees update
- April 17-18: SPTF & Work Group meetings to draft Strategic Initiatives
- April 24 - May 10: Share draft & gain feedback from college community
- Week of May 15: SPTF meeting to review Strategic Initiatives draft
- June 6: Board of Trustees update
- By June 30: Submit final report to college president



Strategic Planning Task Force Workshop

April 18, 2017

Today's Agenda

- ❑ Purpose
- ❑ Data & Planning Implications
- ❑ Challenges & Opportunities
- ❑ Strategic Initiatives & Objectives
- ❑ Next Steps



About the Data

- Data Portfolio
 - Quantitative – Internal & External
 - Qualitative
 - Surveys of students (663) & faculty/staff (757)
 - Listening sessions & forums (more than 37!)
- Planning Implications – What are they & how will we use them?
- What's your #1 Data Portfolio “take-away”?

Planning Implication #1

The SMC communities, internal and external, expressed remarkable **pride and satisfaction** with Santa Monica College, as well as agreement that student success is, and should continue to be, the primary focus of college efforts.



#1: SMC Pride & Satisfaction Surveys

“How satisfied are you with your experience at SMC?”

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Mean Rating*
Students	466	31%	60%	6%	3%	13%	1.81
Faculty & Staff	672	37%	55%	6%	2%	11%	1.74

*Average of responses from 1 to 4, 1 being “strongly agree” and 4 being “strongly disagree.” “Don't know” responses were excluded from the calculation of the mean.

#1: SMC Pride & Satisfaction Surveys

“SMC’s highest priority is to promote student success.”

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Mean Rating*
Students	495	37%	50%	9%	4%	1.80
Faculty & Staff	738	45%	45%	8%	2%	1.67

*Average of responses from 1 to 4, 1 being “strongly agree” and 4 being “strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

#1: SMC Pride & Satisfaction Surveys

“Satisfaction with college climate & collegiality.”

- “Very satisfied” + “Satisfied”
 - 87% - Students
 - 84% - Faculty & staff

“Friendliness & helpfulness of staff.”

- “Very satisfied” + “Satisfied”
 - 86% - Students
 - 86% - Faculty & staff

#1: SMC Pride & Satisfaction

From listening sessions with external constituents:

- “SMC is **THE** higher education player in Santa Monica, & a big player in the L.A. region.”
- “SMC is an asset in the city. It has provided many valuable services that may not otherwise be available.”
- “Local community members are very loyal & supportive of the College.”

Planning Implication #2

The SMC service area presents a challenging set of **demographic characteristics** for a community college. Students have a contrasting demographic profile from the geographic service area.

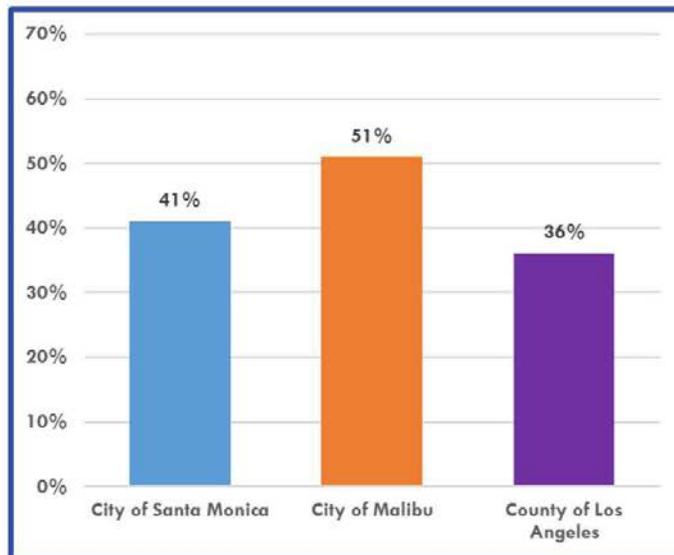


#2: Service Area Demographics

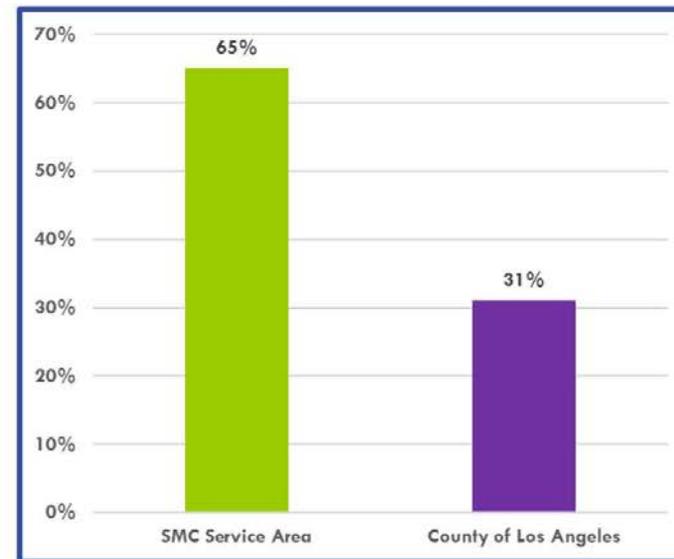
Service Area Population Age & Educational Attainment

30% of the SMC service area is over 55 years of age.

Median Age



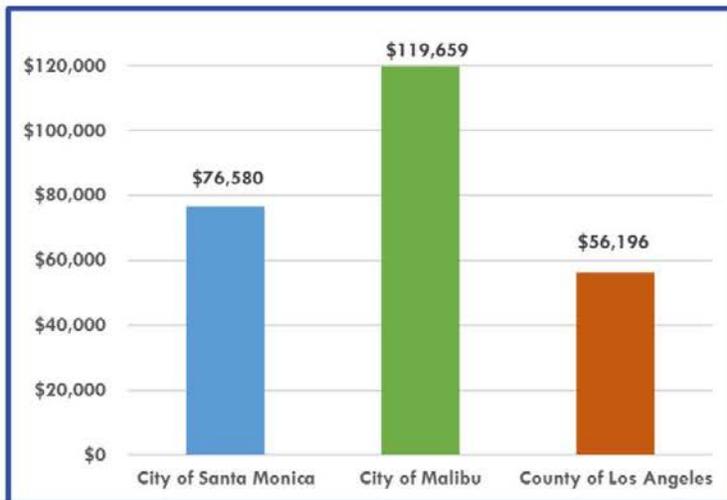
B.A. Degree or Higher



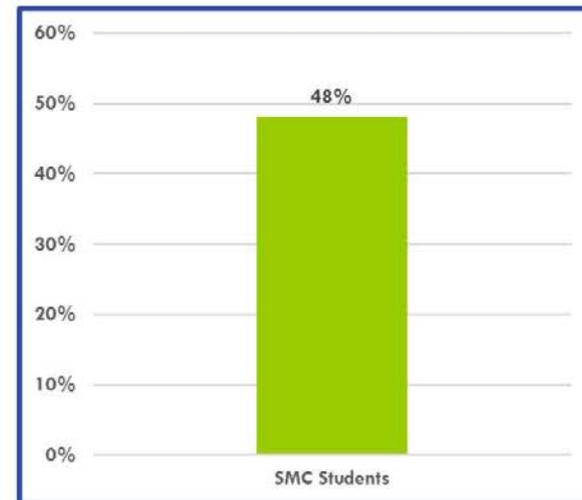
#2: Service Area Demographics

Service Area Household Income vis a vis SMC Students

Household Median Income

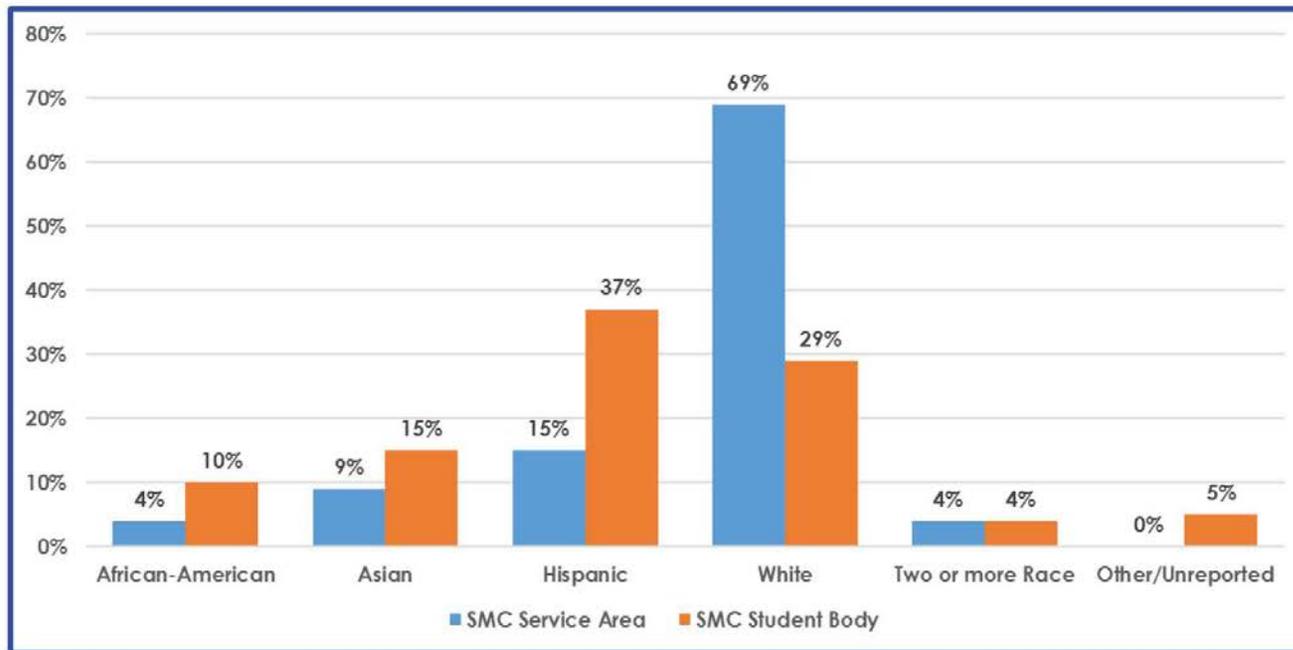


Economically Disadvantaged



#2: Service Area Demographics

Ethnicity Comparison



Planning Implication #3

It is critical for the College to develop a cohesive and comprehensive **enrollment management plan** and corresponding strategies, including coordinated fiscal and human resources plans.



#3: Enrollment, staffing, budget

Enrollment & FTES

“There will be serious fiscal issues if enrollment doesn’t increase soon and continue to trend upwards.”

Annual Unduplicated Headcount

	2011-12	2015-16	Change from 2011-12 to 2015-16
Credit	42,775	43,468	1%
Non-Credit	5,547	4,593	-17%
Total Headcount	48,322	48,061	-0.5%

FTES

	2011-12	2015-16	Change from 2011-12 to 2015-16
Credit FTES	25,163	25,377	1%
Non-Credit FTES	669	727	9%
Total FTES	25,832	26,104	1%

#3: Enrollment, staffing, budget

Future enrollment variables-population

**Population & Projections for
SMC Service Area & Los Angeles County**

Year	City of Santa Monica	City of Malibu	SMC Service Area	County of Los Angeles	State of California
2010	88,679	12,794	101,473	9,837,011	37,333,583
2015	92,169	12,856	105,025	10,185,478	39,059,809
2022	97,343	12,941	110,284		
Annual Growth Rate	.80%	.09%	.72%	.62%	.91%

#3: Enrollment, budget, staffing

Future enrollment variables-K-12

K-12 Enrollment & Projection for Los Angeles County

	Enrollment
2011-12	1,557,575
2015-16	1,523,783
2021-22, projected	1,452,466
% change from 2015-16 to 2021-22	-5%

#3: Enrollment, staffing, budget

Future enrollment variables-H.S. grads

High School Graduates for Los Angeles County

	Graduates
2011-12	105,093
2015-16	104,014
2021-22, projected	96,844
% change from 2015-16 to 2021-22	-7%

#3: Enrollment, staffing, budget

Future enrollment variables-Student residence

“SMC is heavily dependent on out-of-service-area residents, which is a concern because nearby colleges are becoming competitive.”

Zip Codes of SMC Student Residence, Fall 2016

	Credit		Non-Credit & Emeritus	
	N=30,830		N=3,396	
In-District	3093	10%	1220	36%
Los Angeles City	15802	51%	1362	40%
Other Los Angeles County	9733	32%	782	23%
Other California	1541	5%	13	0%
Out-of-state/Unknown	661	2%	19	0%

#3: Enrollment, budget, staffing

Future enrollment variables-"losing" SMC residents?

SMC Service Area Enrollment at Nearby Colleges, Fall 2016 (n=564)

El Camino	East LA	LA City	LA Harbor	LA Mission	LA Southwest	LA Trade-Technical	LA Valley	Pierce	West LA
40	24	43	11	3	13	90	22	54	264

#3: Enrollment, staffing, budget

Future enrollment variables-High school matriculants

High School Graduate Matriculates to SMC

High School	Class of 2013-2014	# Matriculating	% Enrolling at SMC
Santa Monica-Malibu Unified School District	880	260	30%
Alexander Hamilton Senior High	563	156	28%
University Senior High	366	116	32%
Beverly Hills High	435	242	56%
Culver City High	461	160	35%
Venice Senior High	410	134	33%

SMMUSD High School Graduates

	Class of 2010-11	Class of 2011-12	Class of 2012-13	Class of 2013-14	Class of 2014-15
Santa Monica High	689	680	733	663	684
Malibu High	172	169	171	175	144
Olympic High	24	33	24	21	15
Other	31	16	2	21	5

#3: Enrollment, budget, staffing

Future enrollment variables-International students

SMC International Students by Country

	Fall 2013	Fall 2016	Change from Fall 2013 to Fall 2016
China	1027	1405	37%
South Korea	530	324	-39%
Sweden	496	281	-43%
Japan	196	194	-1%
Saudi Arabia	102	116	14%
Hong Kong	130	90	-31%
Turkey	73	82	12%
France	61	75	23%
Other	740	846	14%
Total	3355	3413	2%

#3: Enrollment, staffing, budget

Staffing

“Find a way to ‘right size’ the College, especially in regard to staffing.”

Number of Faculty and Staff

	Fall 2011	Fall 2015	Change from Fall 2011 to Fall 2015
Classified	471	466	-1%
Confidential	8	6	-25%
Academic Administrators	46	50	9%
Classified Administrators	41	42	2%
Full-Time Faculty	325	354	9%
Part-Time Faculty	346	396	14%
Total	1,237	1,314	6%

#3: Enrollment, staffing, budget

Staffing

“Revisit the staffing ratios (classified, FT/PT faculty, upper management, student support services) to ensure we have the appropriate staff to serve students & the community.”

Comparison College FTE Staff/1000 FTE Students ('15-'16)

College	Total FTE Staff	FT Faculty	Classified Staff	Administrators
Long Beach	56.94	17.20	22.80	2.60
El Camino	56.36	19.09	22.61	2.92
Glendale*	52.20	15.00	19.76	4.18
Santa Monica	48.91	13.55	16.26	3.94
Pasadena	46.07	15.66	12.44	2.75
Mt. Sac	43.99	12.53	15.96	2.65

* Glendale College '14-'15

#3: Enrollment, staffing, budget

Staffing

Selected Employee - Age

	Fall 2016 N=2012
Educational Administrator	55
18 to 34	5%
35 to 39	7%
40 to 49	25%
50 to 59	29%
60 to 69	27%
70+	5%
Academic, Tenured/Tenure Track	330
18 to 34	8%
35 to 39	13%
40 to 49	23%
50 to 59	26%
60 to 69	23%
70+	6%



#3: Enrollment, budget, staffing

Staffing

Report from
Organizational Structure Review Work Group

#3: Enrollment, staffing, budget

Budget

Annual Operating Excess/Deficiency (General Unrestricted Funds)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenues & Transfers	\$130,256,518	\$133,916,853	\$144,945,575	\$150,456,338	\$176,032,526
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#3: Enrollment, budget, staffing

Budget

Fund Balance

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Expenditures & Transfers	\$139,096,992	\$138,533,415	\$141,494,606	\$150,646,540	\$165,888,572
General Fund Balance	\$15,137,372	\$10,520,810	\$13,971,779	\$13,781,577	\$23,425,691
Annual Operating Excess/Deficiency	10.88%	7.59%	9.87%	9.15%	14.4%

#3: Enrollment, budget, staffing

Budget

Salaries and Benefits

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Salaries & Benefits	88.0%	89.5%	89.0%	89.4%	88.6%

Planning Implication #4

SMC needs to re-imagine, re-craft and reinforce its **identity**, internal and external, from being historically focused on transfer, with a large international student enrollment, to a broader more inclusive identity that will better serve the community and help weather enrollment volatility.



#4: College Identity

- “Though the college community embraces that being #1 in transfers is important, they also recognize that not all students want to go that route and that SMC needs to provide them with practical skills to obtain good paying jobs.”
(from faculty/staff survey comments summary)
- The College is holding on to the focus of being #1 in transfer, and that may conflict with the need to provide basic skills and workforce offerings. *(from listening sessions)*

#4: College Identity

Transfer Success Remains Strong

Transfers to Four-Year Universities

	2010-2011	2014-2015	Change from 2010-11 to 2014-15
Universities of California	1007	1085	8%
California State Universities	1054	1195	13%
California Privates Colleges	397	473	19%
Out-of-States Colleges	347	365	5%
Total Transfers	2805	3118	11%

#4: College Identity

From listening sessions:

- ❑ SMC lacks a cohesive college identity among trustees, management, faculty, staff, students and the external community.
- ❑ “Focus on ‘relevance’ – Students should have a relevant academic experience, fit for a student of 2017.”
- ❑ “Re-craft the college image so that it meets internal and external stakeholders’ needs.”

Planning Implication #5

Important feedback about selected technology, campus and facilities that should be addressed.



#5: Technology, campus, facilities

Safety and Security

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Mean Rating*
Students	502	33%	57%	5%	4%	1.78
Faculty & Staff	733	30%	59%	8%	3%	1.83

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

#5: Technology, campus, facilities

Parking, parking, parking

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Mean Rating*
Level of satisfaction with parking.						
Students	405	4%	20%	29%	47%	3.20
Faculty & Staff	718	4%	30%	35%	31%	2.92

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

#5: Technology, campus, facilities

Campus entrance

From “listening sessions” with external constituents:

“Create a gateway for Pico Blvd. – It is not very welcoming when you drive through, nor does it have a college campus feel. Perhaps, rethink how the campus could be a hallmark of Pico Blvd.”

#5: Technology, campus, facilities

Selected maintenance & facilities

From summary of student survey comments:

- Students' main concerns about campus facilities are: being overcrowded, lack of parking, aging facilities, & lack of maintenance of buildings & bathrooms. (Average survey rating = 1.75, good)
- Average student survey rating of "food services & cafeteria environment" by students, 2.28

#5: Technology, campus, facilities

Technology

- ❑ The College needs to consider a larger online program to help with overcrowding.
- ❑ The College needs to upgrade the website so that it is easy to find information & up-to-date information about events. *(from student survey comments) (Student survey website average rating score = 1.97)*

Planning Implication #6

The new college discussion and early efforts about a “**guided pathways**” focus for students and programs will be very constructive for enhancing student success and the integration of programs and services.





#6: *Guided Pathways* Cohesive Student Programming

“Develop multiple career pathways so that all students know where they can access the path, where they can exit in pursuit of a job, & where they can re-enter to advance in their career. This would also include non-credit entry points with seamless transition to credit, & includes careers from entry-level jobs to doctors and lawyers.”

#6: *Guided Pathways*

Collaboration Across College Programs

From summary of faculty/staff survey comments:

“There is a need to break down **silos** to build better communication among departments.”

From summary of student survey comments:

“The College needs to introduce the many support services/programs to students when they first arrive at the College. Many expressed frustration for not knowing about programs until years later.”

#6: *Guided Pathways*

Need for CTE development

From “listening sessions” with external constituents:

- ❑ “Many new-to-town & upcoming companies are looking for higher-than-average talents that they believe SMC can provide. However, the College is very large and hard to navigate for industry representatives to connect and partner with so that together you can develop and train future workforce.”
- ❑ College needs to focus on its new strengths – health, arts, technology (& Silicon Beach)
- ❑ “Focus on ‘relevance’ – Students should have a relevant academic experience, fit for a student of 2017.”

Planning Implication #7

Internal **planning processes** need to be streamlined and better integrated.



#7: Integrated Planning

From listening sessions with internal constituents:

- “Inadequate controls on expenses, especially in terms of hiring too many managers & lack of alignment of budget & priorities.”
- Bring all of the scattered planning processes into a coherent whole.
- Create a planning process whereby everyone sees plans as transparently created, followed through, & leading to appropriate resource allocation.



#7: Integrated Planning

Report from
Integrated Planning Work Group

Planning Implication #8

As a leader among California's 113 community colleges, Santa Monica College will continue to be impacted by **state priorities & policy changes.**



#8: State Priorities and Policies

From State Chancellor's Office and California Legislature:

- ❑ Most funding for California community colleges will continue to be allocated by enrollment & thus, growth of the college will be important.
- ❑ The success of California community college students will remain a top priority of statewide policy makers, & funding for successful student success activities will be increasingly available.
- ❑ Pressure to lower the cost of education will continue to be a top priority with students, families & policy makers.

#8: State Priorities and Policies

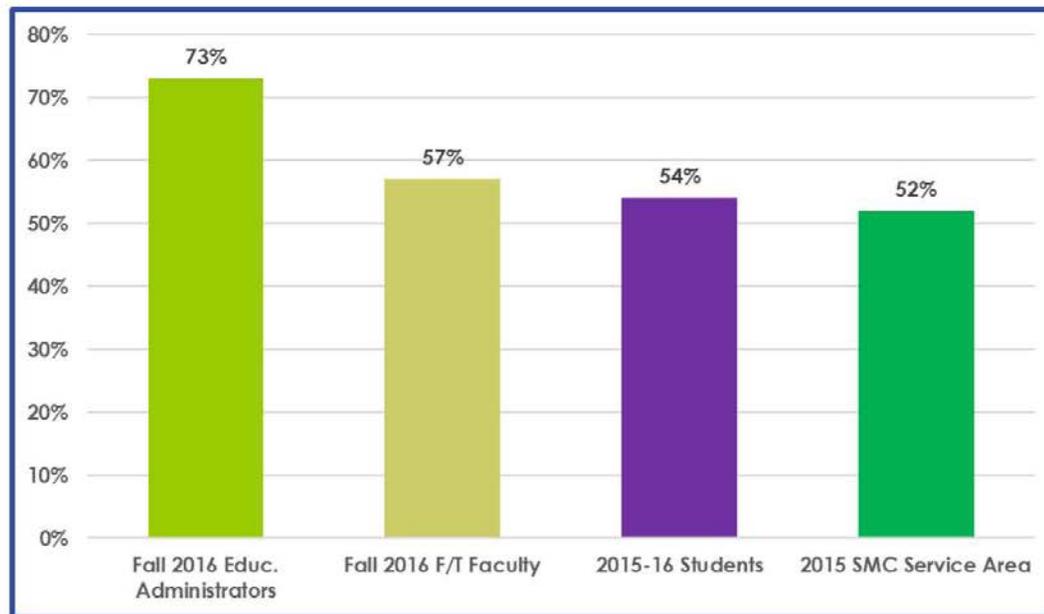
From State Chancellor's Office and California Legislature:

- ❑ Shortening the time-to-degree of students will grow as a priority of the California Legislature.
- ❑ Partnerships with high schools, the CSU & the UC will be an increasing priority for state policy makers.
- ❑ The State of California will increasingly rely on local districts to fund educational facilities rather than depending on statewide educational bonds.

Additional Topics

Gender Imbalance

Comparisons of Female Population Distributions



Additional Topics

- **“Gatekeeper” Math:** “Some students are deciding to take math classes at other colleges.” (*from listening sessions with students & others*)
- **Use of data:** Consultants observed that data is plentiful, but in some instances, it’s not used adequately.

Additional Topics

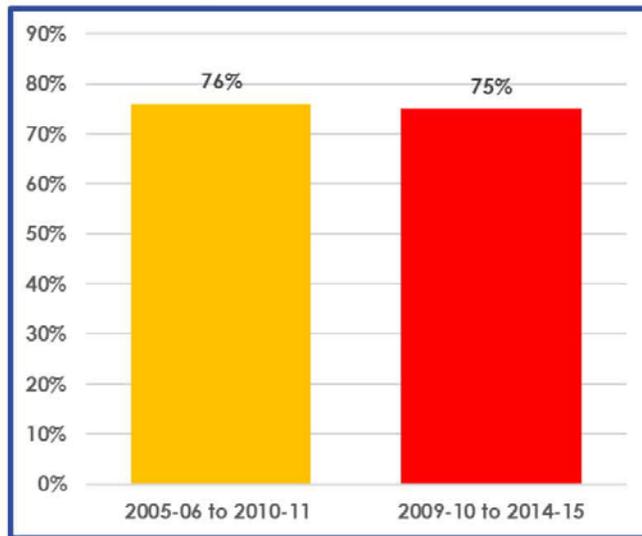
External Communication

- “Many describe their interactions with SMC as a *relationship*, rarely ever a *partnership*. They mention that a *partnership* would be much deeper, & they have not been able to get to that level with SMC.”
- “Who’s on first when it comes to outreach?”
- “Enhanced marketing (public lack of knowledge of great programs & services)” (*from listening sessions with external constituents*)

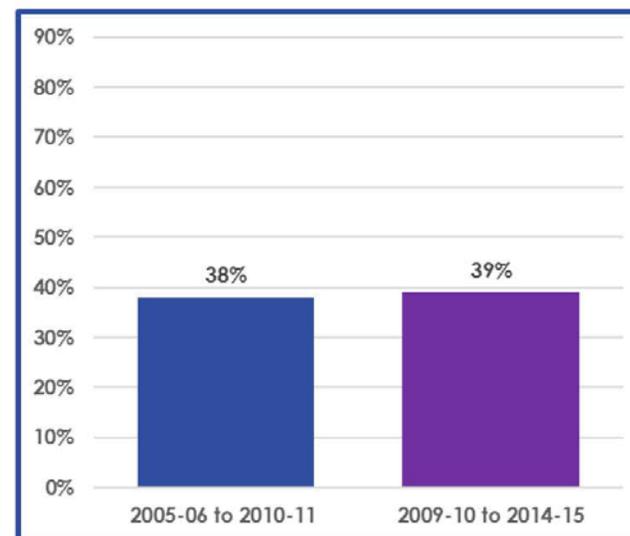
Student Success Scorecard

Student Completion Rates

Prepared Students



Remedial Students



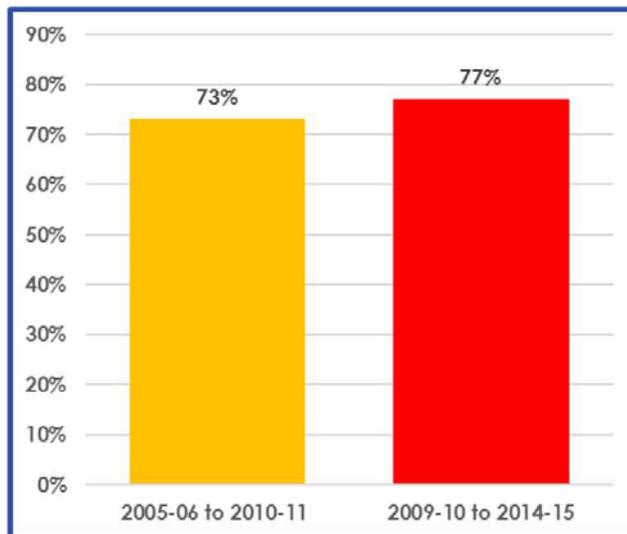
The completion rate tracks first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned a credit certificate, an associate's degree, transferred to a four-year university, or achieved "transfer readiness" status (earn 60 UC/CSU transferable units with a gpa of 2.0 or above) within six years of initial enrollment at SMC.

Student Success

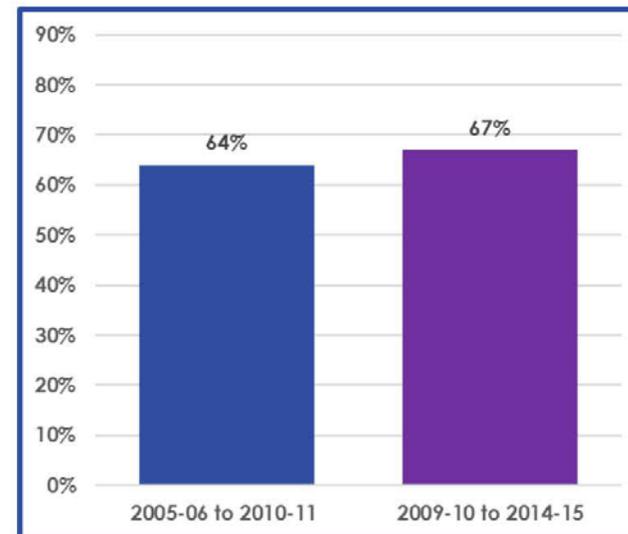
Scorecard

Students Completing at Least 30 Units

Prepared Students



Remedial Students

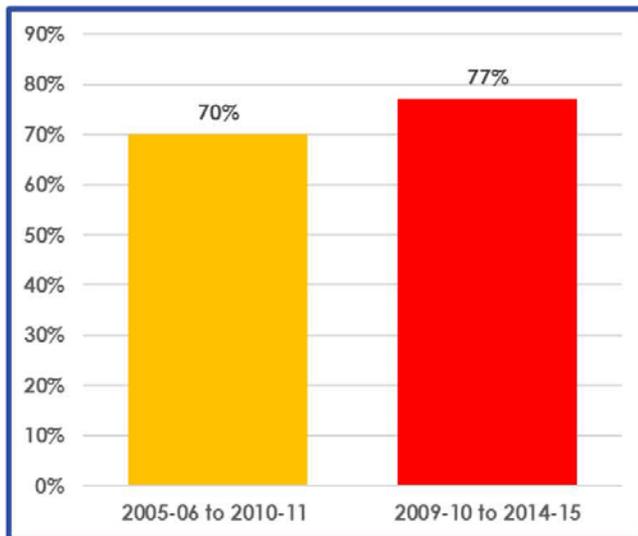


Percentage of students completing at least 30 units, tracks first-time students with minimum of six units earned who attempted any Math or English in the first three years and earned at least 30 college units, at any California community college.

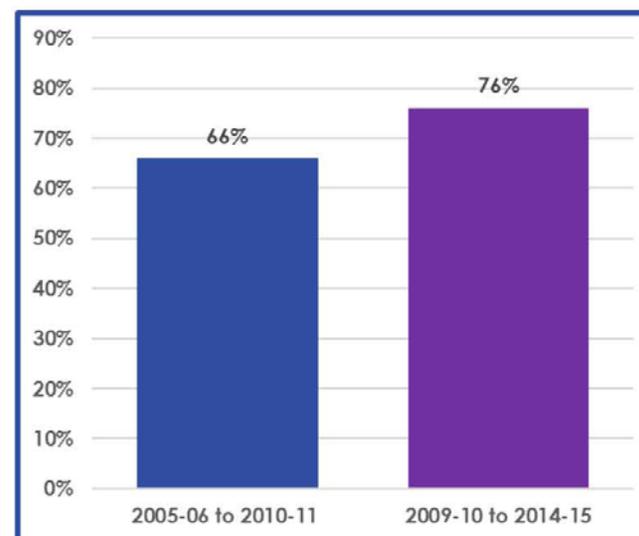
Student Success Scorecard

Student Persistence Rates

Prepared Students



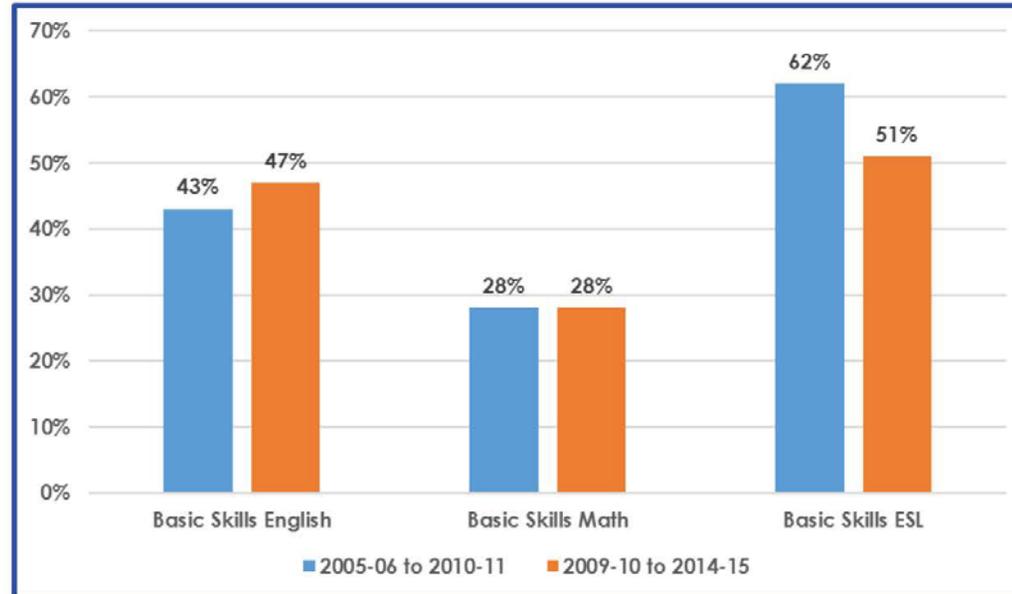
Remedial Students



Persistence rate that tracks 1) first-time students with a minimum of six units earned, 2) who attempted any math or English in the first three years and 3) enrolled in first three consecutive primary semester terms (fall and spring) within a six-year time period anywhere in the California Community College System.

Student Success Scorecard

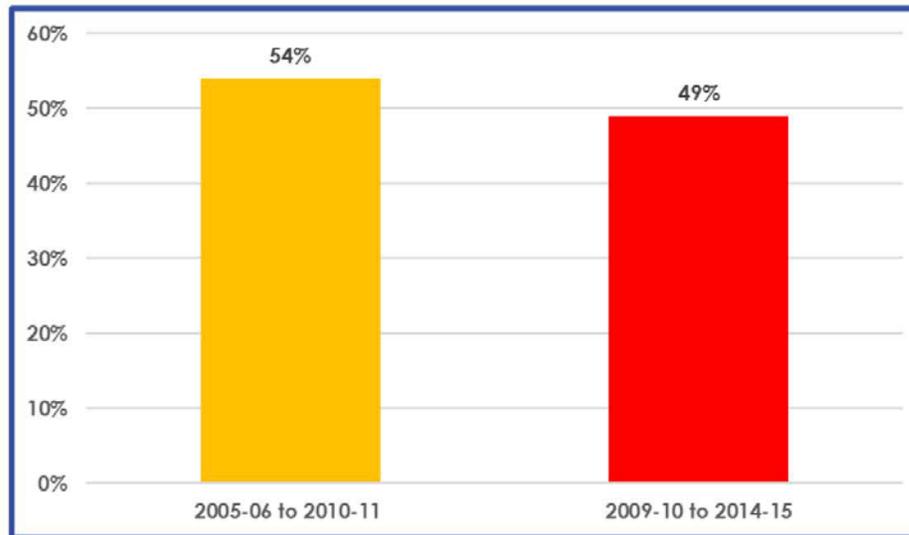
Basic Skills Education Progress



The basic skills education progress rate is the percentage credit students who 1) attempted for the first time a course designated at “levels below transfer” in English, Math or ESL within six years and 2) successfully completed a college-level course in the same discipline.

Student Success Scorecard

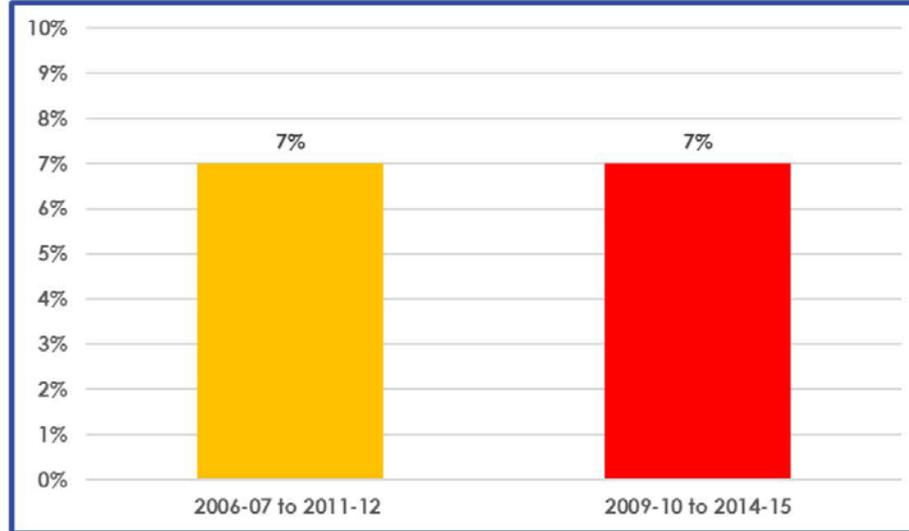
Career Technical Education



Career Technical Education (CTE) rate is the percentage of students who 1) completed a CTE course for the first time and 2) completed more than 8 units in the subsequent three years in a single discipline and 3) transferred to a four-year institution, earned an associate degree, earned a certificate (Chancellor's Office approved), or achieved "transfer prepared" status within six years at the California Community colleges.

Student Success Scorecard

Career Development and College Preparation



Focusing on the continuing education program, the Career Development and College Preparation (CDCP) Rate is the percentage of students tracked for six years and 1) who attempt two or more CDCP courses, 2) with a minimum of four attendance hours in each of those courses within three years and 3) earned a CDCP Certificate, a Chancellor's Approved credit certificate, an associate degree or transfer to four-year institution.



Student Success

Student Success by Ethnicity

On Scorecard and in SMC's Student Equity Campus-Based Research:

- Success rates for African-American students are consistently and significantly below those of other groups and of the average.
- Success rates for Hispanic students are most often also very low.



Student Success

Report from
Integrated Student Success/Equity Plan



*Board of Trustees
Strategic Planning Workshop*

May 16, 2017

This Afternoon's Agenda

- Process review
- Data/Planning Implications review
- Strategic Initiatives & Objectives review
- Questions & Comments



Intended Project Outcomes

- Road Map for SMC's future 2017-2022
- Reviewed/revised mission & vision statements
- 2017-22 Strategic Initiatives & objectives
- Recommendations for Student Success/Equity
- Recommendations for Integrated Planning
- Recommendations for Organizational Structure

SMC Project Components

- Strategic Initiatives 2017-2022
- Student Success and Student Equity Plans
- Integrated Planning
- Organizational Structure Review

Project Phases



Data First!

**A process driven by
qualitative and
quantitative data.**

About the Data

Data Portfolio

- Quantitative – Internal & External
- Qualitative
 - Student surveys – 663
 - Faculty/staff surveys – 757
 - Listening sessions & forums – 40

Planning Implications – What does the data suggest about going forward?

Planning Implication #1

The SMC communities expressed remarkable pride in, and satisfaction with, Santa Monica College, and agree that student success is the primary focus of college efforts.



#1: *SMC Pride & Satisfaction* *Surveys*

*“How satisfied are you with your
experience at SMC?”*

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Mean Rating*
Students	466	31%	60%	6%	3%	13%	1.81
Faculty/Staff	672	37%	55%	6%	2%	11%	1.74

#1: *SMC Pride & Satisfaction* *Surveys*

“SMC’s highest priority is to promote student success.”

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Mean Rating*
Students	495	37%	50%	9%	4%	1.80
Faculty/ Staff	738	45%	45%	8%	2%	1.67

#1: SMC Pride & Satisfaction

Surveys

Satisfaction with college climate & collegiality.

Very Satisfied or Satisfied

- **87% - Students**
- **84% - Faculty & staff**

Friendliness & helpfulness of staff.

Very Satisfied or Satisfied

- **86% - Students**
- **86% - Faculty & staff**

#1: SMC Pride & Satisfaction

Listening Sessions

- *“SMC is THE higher education player in Santa Monica, & a big player in the L.A. region.”*
- *“SMC is an asset in the city. It has provided many valuable services that may not otherwise be available.”*
- *“Local community members are very loyal & supportive of the College.”*

Planning Implication #2

The SMC service area has challenging demographics. Students have a demographic profile that differs from the geographic service area.



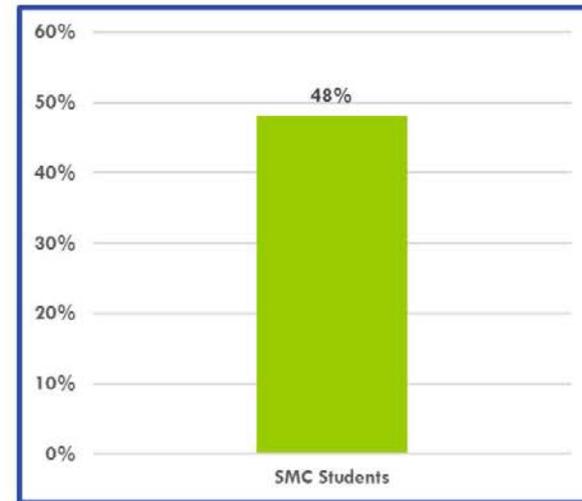
#2: *Service Area Demographics*

Service Area Household Income vis a vis SMC Students

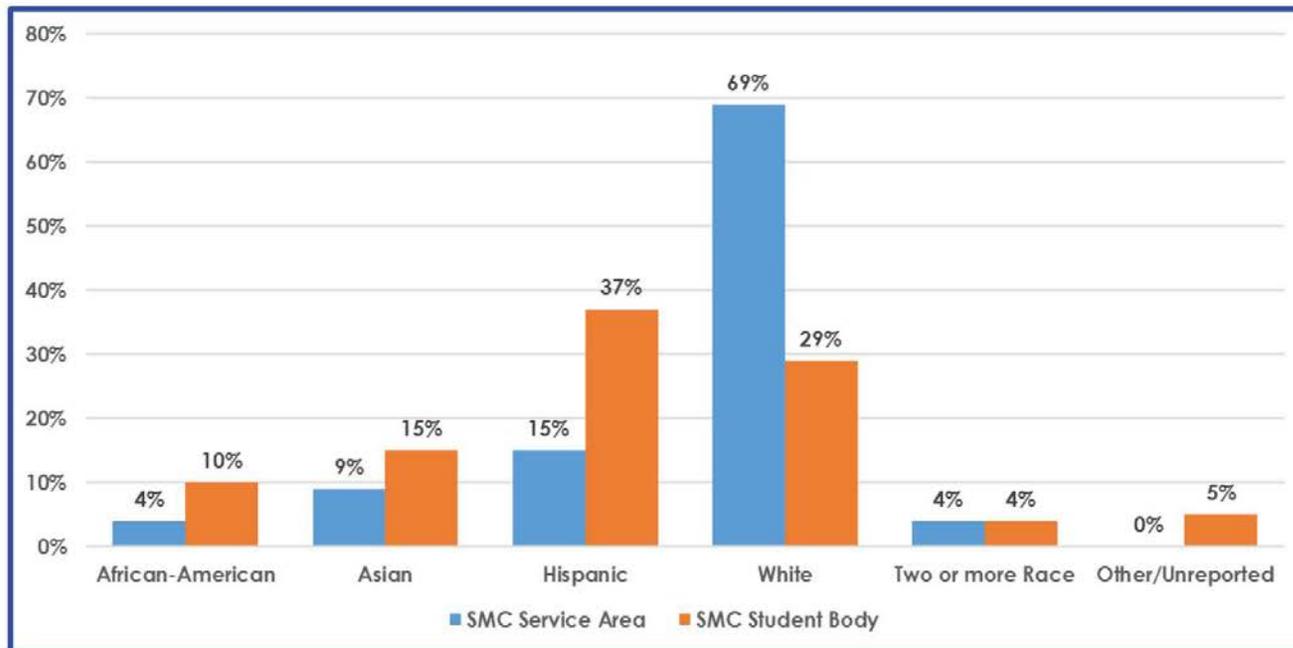
Household Median Income



Economically Disadvantaged



#2: *Service Area Demographics* *Ethnicity Comparison*



Planning Implication #3

SMC must develop an enrollment management plan, including coordinated fiscal and human resources plans.



#3: Enrollment, staffing, budget

Annual Unduplicated Headcount

	2011-12	2015-16	Five-Year Change
Credit	42,775	43,468	1%
Non-Credit	5,547	4,593	-17%
Total Headcount	48,322	48,061	-.5%

FTES

	2011-12	2015-16	Five-Year Change
Credit FTES	25,163	25,377	1%
Non-Credit FTES	669	727	9%
Total FTES	25,832	26,104	1%

#3: *Enrollment, staffing, budget*

Population Projections for SMC Service Area & Los Angeles County

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Report from Organizational Structure Review Work Group

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#3: Enrollment, budget, staffing

Salaries and Benefits

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Salaries & Benefits	88.0%	89.5%	89.0%	89.4%	88.6%

Planning Implication #4

In order to manage enrollment volatility, SMC needs to reinforce its identity focused on transfer and international students, but also broaden that identity to be more inclusive of other student goals.



#4: College Identity

Transfer Success Remains Strong

Transfers to Four-Year Universities

	2010-2011	2014-2015	Five-Year Change
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- **Quote from a listening session,** *“The College is holding onto the focus of being #1 in transfer, and that may conflict with the need to provide basic skills and workforce offerings.”*

#4: *College Identity*

- **Quote from a listening session,** “*SMC lacks a cohesive college identity among trustees, management, faculty, staff, students and the external community.*”
- **Quote from a listening session,** “*Re-craft the college image so that it meets internal and external stakeholders’ needs.*”

#4: *College Identity*

Comments and quotes from external listening sessions

- Many describe their interactions with SMC as a relationship, rarely ever a partnership. They mention that a partnership would be much deeper, and they have not been able to get to that level with SMC.
- *“Who’s on first when it comes to outreach?”*
- *“Enhanced marketing needed – there is a lack of knowledge of great programs and services.”*

Planning Implication #5

Technology, campus and facilities issues should be addressed.



#5: *Technology, campus, facilities*

Satisfaction with Safety and Security

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Students	502	33%	57%	5%	4%	1.78
Faculty & Staff	733	30%	59%	8%	3%	1.83

#5: *Technology, campus, facilities*

Satisfaction with Parking

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Mean Rating*
Students	405	4%	20%	29%	47%	3.20
Faculty & Staff	718	4%	30%	35%	31%	2.92

#5: *Technology, campus, facilities*

Campus entrance

Quote from a listening session: *“Create a gateway for Pico Blvd. – It is not very welcoming when you drive through, nor does it have a college campus feel. Perhaps, rethink how the campus could be a hallmark of Pico Blvd.”*

#5: *Technology, campus, facilities* *Selected maintenance & facilities*

- **Quote from student/staff survey,** *“Students’ main concerns about campus facilities are: being overcrowded, lack of parking, aging facilities, & lack of maintenance of buildings & bathrooms.”*
- **Result from student/staff survey,** Average student survey rating of “food services & cafeteria environment” by students – slightly better than Satisfied.

#5: Technology, campus, facilities

Technology Survey Results

- **From faculty/staff survey.** The College needs to consider a larger online program to help with overcrowding.
- **From student survey.** The College needs to upgrade the website so that it is easy to find up-to-date information about events.

Planning Implication #6

The efforts related to “guided pathways” will help enhance student success and the integration of programs and services.



#6: Guided Pathways ***Cohesive Student Programming***

Develop multiple career pathways so students know where they can

- access the path,
- exit in pursuit of a job, and
- re-enter to advance in their career.

Includes **non-credit entry points** with seamless transition to credit, & includes careers from entry-level jobs to highest-level positions.

#6: *Guided Pathways*

Collaboration Across College Programs

- **From faculty/staff survey,** *“There is a need to break down silos to build better communication among departments.”*
- **From student survey,** *“The College needs to introduce the many support services/programs to students when they first arrive at the College. Many expressed frustration for not knowing about programs until years later.”*

#6: Guided Pathways

Need for CTE development

From external listening sessions:

“Many companies are looking for talent that they believe SMC can provide. However, the College is very large and hard to navigate for industry representatives to connect and partner with so that together you can develop and train future workforce.”

“College needs to focus on its new strengths – health, arts, technology (& Silicon Beach).”

“Focus on ‘relevance’ – Students should have a relevant academic experience, fit for a student of 2017.”

#6: Guided Pathways

Report from Integrated Student Success/Equity Plan

Planning Implication #7

Internal planning processes need to be streamlined and better integrated.



#7: *Integrated Planning*

From internal listening sessions:

- *“Inadequate controls on expenses, especially in terms of hiring managers & lack of alignment of budget & priorities.”*
- *“Bring all of the scattered planning processes into a coherent whole.”*
- Create a planning process that everyone sees as transparent with follow through, that leads to appropriate resource allocation.

#7: Integrated Planning

Report from Integrated Planning Work Group

Planning Implication #8

As a leader among California's 113 community colleges, Santa Monica College will continue to be impacted by state priorities & policy changes.



#8: State Priorities and Policies

From State Chancellor and California Legislature:

-Most funding for California community colleges will continue to be allocated by **enrollment** & thus, growth of the college will be important.

-The **success** of California community college students will remain a top priority of statewide policy makers, & funding for successful student success activities will be increasingly available.

-Pressure to **lower the cost** of education will continue to be a top priority with students, families & policy makers.

#8: State Priorities and Policies

From State Chancellor's and California Legislature:

- Shortening the **time-to-degree** of students will grow as a priority of the California Legislature.
- **Partnerships** with high schools, the CSU & the UC will be an increasing priority for state policy makers.
- The State of California will increasingly rely on local districts to fund educational **facilities** rather than depending on statewide educational bonds.

What does all this mean for Santa Monica College?

What does all this mean for Santa Monica College?

Strategic Initiatives

Strategic Initiatives

Strategic Planning Task Force (SPTF) Workshop

- Representatives from constituent groups
- Detailed discussion of data
- Analysis of planning implications
- Development of strategies
- Development of objectives

Strategic Initiatives

- 1. Close the student achievement gap.**
- 2. Expand the college brand to enhance and diversify educational and career opportunities for students.**
- 3. Achieve benchmark levels of full-time faculty, classified staff, and administrators.**
- 4. Improve long-term and integrated planning and link to budget allocation.**
- 5. Improve facilities and technology infrastructure, integration and staffing.**
- 6. Ensure long-term fiscal stability.**

Strategic Initiatives

1. Close the student achievement gap.

- a. Analyze best practices for achieving equity in education outcomes.
- b. Integrate student success and equity plans.
- c. Maintain and enhance student transfer.
- d. Meet student expectations in support of enrollment.
- e. Enhance the climate of the college and create a greater sense of community.
- f. Increase student financial literacy.

Strategic Initiatives

1. Close the student achievement gap

- g. Maintain an innovative and responsive academic environment, curricular programs, learning strategies, and services.
- h. Increase the number of students who complete and succeed in all courses.
- i. Increase the persistence, completion, and success in all courses for African American and Latino/a students and other groups experiencing equity gaps.

Strategic Initiatives

1. Close the student achievement gap

- j. Increase the persistence in and completion through the English and math sequences for African American and Latino/a students and other groups experiencing equity gaps.
- k. Increase overall number of degrees & certificates awarded for African American and Latino/a students.
- l. Increase overall number of transfer applications for African American and Latino/a students.
- m. Increase number and percentage of full-time instructional and non-instructional faculty from diverse background.

Strategic Initiatives

2. Expand the college brand to enhance and diversify educational and career opportunities for students.

- a. Analyze the local labor market needs and trends.
- b. Enhance pathways for student educational programs, including CTE.
- c. Ensure the college adequately meets student academic needs.
- d. Integrate noncredit courses and programs.
- e. Enhance current and develop new programs and pathways.
- f. Develop effective enrollment management.
- g. Expand targeted marketing and communication.
- h. Improve engagement with local business and industry.

Strategic Initiatives

3. Achieve benchmark levels of full-time faculty, classified staff, and administrators.

- a. Develop a human resource plan that articulates, and is designed to achieve, benchmark levels of staffing.
- b. Create staffing plan for facilities, technology and support programs.
- c. Increase number and percentage of full-time instructional and non-instructional faculty.

Strategic Initiatives

4. Improve long-term and integrated planning and link to budget allocation.

- a. Analyze the current governance structure and charges, specifically DPAC.
- b. Improve the program review process and better utilize results.
- c. Improve internal communication (for staff and students).

Strategic Initiatives

5. Improve facilities and technology infrastructure, integration and staffing.

- a. Analyze current technology options and best practices.
- b. Develop a college technology plan.
- c. Dedicate resources to the technology plan.
- d. Analyze and improve existing facilities.

Strategic Initiatives

6. Ensure long-term fiscal stability.

- a. Develop college budget priorities.
- b. Develop a college resource allocation model.
- c. Advocate for additional ongoing State resources in support of the college.
- d. Influence State policies that impact California community colleges.

SANTA MONICA COLLEGE



*A brighter more focused future for
Santa Monica College!*

Appendix D



February 14, 2017

SMC Colleagues:

Happy Valentine's Day! It is the second day of spring semester and I know that this is an incredibly busy time for all. I deeply appreciate everything you do to ensure our students at Santa Monica College succeed academically, and that they have life-affirming experiences in the process. Your role is even more critical in making this happen.

Toward the effort to make SMC an effective organization, a strategic planning process was started at the end of Fall 2016. On [December 16, 2016](#), I wrote to inform the Santa Monica College community that the College was preparing to embark on a "strategic planning" process. The Collaborative Brain Trust (CBT), the consultancy group selected to help guide and facilitate this process, had just wrapped up a preliminary visit or a "**discovery phase**" during which they established various logistics and data-collecting details. Also, they met with members of the Strategic Planning Task Force and three workgroups: Student Success and Equity, Integrated Planning, and Organizational Structure.

Now the CBT team is prepared to look more deeply into college practices related to the focus areas identified above. During this "**collaboration phase**," we will collectively—under the leadership of the Strategic Planning Task Force with direct input from our Board of Trustees—review our college Vision, Mission, Goals; and develop **Strategic Initiatives** for the next five years. In addition, CBT and three workgroups will also engage their efforts in three projects complimentary to our Strategic Plan: one, **coordinating student success and equity planning**; two, **improving integrated planning processes**; and, three, **reviewing the College's organizational structure**.

The CBT team will be on campus March 6-8 to meet with various campus constituency groups as well as the broader SMC community. Here are some key highlights, including ways that we can all participate in creating our institutional vision for the next five years:

- A **campus-wide survey** will be distributed electronically on **February 27, 2017**. Every voice and opinion matters, so I encourage each of you to participate. **I truly want to hear from everyone**. The survey results will be used to inform the discussions of the Strategic Planning Task Force and the three workgroups mentioned earlier. The survey will end in two weeks and responses should be sent **no later than 5:00pm, March 10**.
- During their March 6-8 visit, the CBT team will be meeting individually with the members of our Board of Trustees, with the Strategic Planning Task Force and the three workgroups, and will also give an update to the Board of Trustees at their public meeting on Tuesday, March 7. They will also be gathering input from the campus community in two ways: through informal **“listening sessions”** with campus constituency groups (e.g. Academic Senate, CSEA members, Associated Students) to get their feedback on strategic initiatives, student success and equity, and integrated planning. Listening sessions will also be scheduled with key business, civic, and education partners in the external community.

In addition to these listening sessions, two 90-minute **“drop-in sessions”** will be scheduled for any interested parties to share any feedback/comments about the College’s organizational structure. Last, but not the least, **two “open forums”** will be scheduled, open to the entire campus community. The CBT team will provide an overview and project updates at the beginning of each of these open forums, answer questions, and invite feedback.

You will be receiving the details and information on all components of the Strategic Planning process via bulletins@smc.edu. Watch for the “Strategic Planning Briefing” header on future communications. Also, you can read more about the strategic planning process at: www.smc.edu/strategicplanning.

After the CBT team visit in March concludes, you can expect an update. Thank you in advance for your participation as we craft Santa Monica College’s future.

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



Feb. 27, 2017

SMC Colleagues:

Today marks the beginning of the third week of Spring semester—how time flies! While walking around the SMC campus, I have seen students energetically moving to and from classes. Each of us—faculty, classified staff, managers, administrators—plays a major role in creating a welcoming environment for students. I see your many contributions and am learning much from you.

As stated in my email [on February 14](#), Santa Monica College is in the midst of a strategic planning process—under the guidance of the consultancy group Collaborative Brain Trust (CBT)—to help SMC identify future directions in four key areas as we plan ways to best serve students and the community.

The next step in this process is to gather feedback from SMC Board members and employees, students, and community members. [Strategic planning](#) is a collective process and it is important that every voice be heard. To that end, the CBT has developed a survey, addressing the four areas of the strategic planning project: Strategic Initiatives, Student Success and Equity, Integrated Planning, and Organizational Structure Review.

The survey should take you less than 15 minutes to complete; please take the time to provide your input. **We need to hear from you.** (Students will be receiving a separate survey).

Please [click on this link to access and complete the survey](#). **The survey closes at 5pm Pacific Standard Time, on Friday, March 10.**

Your individual survey responses are anonymous, and results will be compiled by CBT to share with the SMC Strategic Planning Task Force and thereafter with the entire college community. The results of the survey will complement the extensive information being compiled for strategic planning, including information from interviews, open forums, quantitative data, and workshops of the Strategic Planning Task Force and its workgroups.

Thank you in advance for your participation in this important project!

Sincerely,

Kathryn E. Jeffery, Ph.D.

Superintendent/President

Strategic Planning Briefing



March 9, 2017

Dear SMC Colleagues:

[On February 14, I sent a memo](#) informing the college community that the Collaborative Brain Trust (CBT)—the consulting group tasked with guiding and facilitating Santa Monica College's strategic planning process—would be in Santa Monica from March 6-8. I am pleased to let you know that the team's visit was highly fruitful.

The CBT team had a total of 36 meetings during their three-day visit with both internal and external constituents and stakeholders including civic and education leaders and representatives of community partners, as well as business and community leaders in the cities of Santa Monica and Malibu; and they hosted two drop-in sessions and two open forums to give the entire college community opportunities to share feedback and contribute to creating a vision for the future of SMC.

Thank you to all the Board members, classified staff, faculty, managers, and students who took time from their very busy schedules—and, again, to all the members of the Strategic Planning Task Force and the three workgroups—to be a part of this process. Your participation is critical, as it will help determine how Santa Monica College makes vital decisions towards becoming an even more efficient organization that increases access and success for all students, and will help determine how we allocate resources to achieve all of the above.

If you have not already completed [the campus-wide survey](#)—which was sent to [you in an email on February 27](#)—please take the time to do so. Here is the link:
<https://www.surveymonkey.com/r/8H5VZH6>

Again, let me stress how important it is that we hear from everyone. **The deadline is Friday, March 10 at 5:00 pm Pacific Standard Time.**

A representative from the CBT team will also be present at our Flex Day, next Thursday March 16 where you will hear more about the process. On April 18, the Strategic Planning Task Force—composed of faculty, classified staff, administrators, and students—will be meeting to draft SMC's next set of strategic initiatives and the strategic plan using all the data that has been collected. In May, a draft will be made available online for feedback. You can expect to hear from me at pivotal moments in the process, and "Strategic Planning Briefing" newsletters will also be distributed via bulletins@smc.edu with key information over the next couple months.

Thank you for your active participation in building SMC's future!

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



April 27, 2017

Dear SMC Colleagues:

We are in the second half of the Spring semester: congratulations to all of us! Our Santa Monica College community maintains such a positive learning atmosphere for students. Thank you for your passion and continued dedication.

This update summarizes the outcome of the meetings held in April 17-19 of the Strategic Planning Task Force, the Student Success/Equity Workgroup and the Integrated Planning Workgroup—which are composed of faculty, classified staff, administrators, and students. The two workgroups identified specific recommendations—in the areas they had been tasked to carefully study, based on extensive College data that they presented to the Strategic Planning Task Force. The Strategic Planning Task Force considered these recommendations along with other materials to inform [a set of draft "strategic initiatives"](#). These Strategic Initiatives will provide SMC a roadmap for the next five years, a set of guiding principles and priorities that will determine how we best maximize resources while ensuring that we provide access to *all* the students whose lives can be drastically transformed by an education—and, even more importantly, success in their educational goal: transfer, career and basic skills—at Santa Monica College. [Click here to review the draft strategic initiatives](#)—note that the bullet points of objectives or "actionable" items under each initiative are not exhaustive by any means, but provide some initial steps that will help achieve the stated initiative.

Once you have reviewed these draft initiatives, [please click here to send in any comments or feedback you may have](#). Your opinion matters—tell us what you think. The deadline for responses is **Friday, May 12**.

In addition to the recommendations of the workgroups mentioned earlier, the Strategic Planning Task Force [considered an extensive “data portfolio for strategic planning”](#) compiled by the Collaborative Brain Trust—including information and quantitative data they collected from you (the internal college community), students, and community stakeholders during the “listening sessions” and open forums conducted from March 6-8 *and* the results of the campus-wide survey—with assistance and data from the SMC Institutional Research Department. This data portfolio has information I believe may be useful and of interest to you. Among many other things, it includes data on the students served at SMC, the College’s success rate in transfer and degree completion, fiscal/budget information, results of the student and employee satisfaction campus-wide survey conducted in late February-early March, and planning implications (a set of points laying out how the data compiled will inform planning discussions at the College). [Click here to view the complete data portfolio.](#)

What’s Next?

The Board of Trustees will hold a study session on May 16 to provide their input on the initiatives. On May 24, the Strategic Planning Task Force will meet to review the feedback and finalize the strategic initiatives. CBT will submit its final report to me by June 30.

*

Colleagues, thank you again to everyone who participated in the campus-wide survey. The responses received were exemplary—both in quality and quantity and for the contribution they represent to this important process. Santa Monica College’s future depends on each of us. Thoughtfully and strategically, we will move SMC towards an even brighter future.

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

Appendix E

Santa Monica College | Strategic Planning 2016-17

Communication Plan | December 2016 – June 2017

Overview:

Santa Monica College has contracted with Collaborative Brain Trust (CBT) to guide and facilitate SMC's 2016-17 strategic planning process, which will establish areas of focus for the next five years in the College's future. From January - April 2017, CBT will execute a number of high-contact activities on campus—open forums, meetings with workgroups, listening sessions—including the Board of Trustees and other identified stakeholders, while others (open forums) will provide opportunities for the entire college community to weigh in on the process. This communications plan sets forth ways that the SMC Public Information Office and the Office of the SMC President will support CBT in ensuring that all the stakeholders on- and off-campus know how and when they can engage in the process so that the final product (the strategic plan) includes input from all who desire a voice in the future of Santa Monica College.

Website: www.smc.edu/strategicplanning

	Message/Event	Medium	Timing	Responsibility for Content	Completed
1.	Introduction to Strategic Planning and update (what, why, when, how)	Email from President	Dec. 16, 2016	Grace Smith/Kathryn Jeffery	Yes
2.	Announce website where campus can view task force members; view details of projects per President's email	Bulletins	ASAP	Regina Ip (website) Ramin Nematollahi/Katharine Muller (send bulletin)	Yes
3.	Overview of strategic plan plus the three projects; include update of "what's happening next": team visit, survey, etc.	Email from President	Feb. 14	Grace Smith/Kathryn Jeffery	Yes
4.	Distribution of survey/announce open forums	Bulletins service	Feb. 27-	Ramin Nematollahi/ Katharine Muller	Yes
5.	President's Update: "Where we are in the process"	Email from President	March 9	Grace Smith/Kathryn Jeffery	Yes

Updated 5/15/17

1

Santa Monica College | Strategic Planning 2016-17

Communication Plan | December 2016 – June 2017

	Message/Event	Medium	Timing	Responsibility for Content	Completed
6.	In Flex Day speech	Audience in-person	March 16	Grace Smith/Kathryn Jeffery	Yes
7.	Update from president re. work of SPTF, link to comments box for feedback, announce that draft strategic initiatives have been posted, invite feedback within two weeks (survey to close May 9)	Email from President	April 27	Grace Smith/Kathryn Jeffery	Yes
10	Brief update on Strategic Planning board report (most likely only to be an information item)	To be included in regular board summary	June 8-9, 2017	Grace Smith	
11	Brief update on Strategic Planning board report (AFTER approval)	To be included in regular board summary	July 17-18, 2017	Grace Smith	
12	President's update (thank workgroups, constituent groups, participants, send link to final draft, present overview of changes)	President's email	Early-Mid August?	Grace Smith/Kathryn Jeffery	
13	Update on College's implementation in Flex Day speech	In-audience presentation	Aug. 25	Grace Smith/Kathryn Jeffery	

Updated 5/15/17

2

Santa Monica College
Strategic Plan Task Force (SPTF) Work Groups with CBT

Membership, Purpose, Roles, and Operating Procedures

Work Groups

Three work groups of the SPTF will be created to assist CBT with three projects that compliment that strategic plan update activity: Student Success, Integrated Plannin, and Organizational Structure Review. The SPTF will coordinate the strategic plan update, as well as overseeing the three projects. It is expected that the activities of the work groups will be completed by the end of Spring 2017.

Membership

Work group *members* for the three work groups are comprised of representatives from the SPTF. Additional *resource individuals* who have responsibility and knowledge related to the project topic have been asked to participate and contribute. Anyone from the college community is invited to participate in work group activities.

Purpose and Activities

Work groups are assisting CBT to gather, review, and analyze information. CBT will develop recommendations for its final report(s) for each project. Each project has a purpose and outcomes statement that will guide the work group and focus their activities.

Roles and Operating Procedures

- Each of the three work groups will identify a lead individual to co-facilitate discussions with CBT consultants. However, each work group is unique in its purpose and approach to achieving that purpose and may have different calendars and meeting frequency. Work group members will participate to develop project timelines and calendars.
- Work group meetings will operate using a consensus model, that is, engaging in discussion with the intent to reach shared agreement and accord.
- Work group members are asked to use a broad, college-wide, student success-oriented perspective in discussions and activities. Constituent-based perspectives in these specific topical areas will not be constructive.
- Work group members must attend all calendared meetings. If unavailable, the SPTF chair and vice chair together should appoint an alternative representative for the meeting.