



30 YEARS
#1 IN TRANSFERS



ANNUAL REPORT

2020-2021

SANTA
MONICA
COLLEGE

CONTENTS

Board of Trustees Goals & Priorities for 2020-2021..... 5

Introduction 9

Academic Affairs

 Redesigning the Student Experience Using a Guided Pathways Framework..... 17

 Equity, Pathways and Inclusion and the Student Equity and Achievement Program 19

 Curriculum 21

 Online Education..... 29

 Learning Resources 29

 Education Collaborative 30

 Noncredit and External Programs..... 30

 Emeritus..... 34

 Community Education 37

 Career Education, Workforce & Economic Development..... 39

 STEM Learning and Leadership Innovation Center 40

 The Center for Teaching Excellence..... 41

 Santa Monica Early Childhood Lab School 42

 Academic Program Accolades..... 43

 Athletics 48

Student Services

 Counseling..... 49

 Black Collegians Umoja Community 50

 Latino Center/Adelante Program..... 52

 Career Services Center 54

 Counseling / Transfer 55

 CalWORKs 56

 Care and Prevention Team (CPT) 57

 Veterans Resource Center 57

 Center for Students with Disabilities (CSD)..... 57

Health and Wellbeing	58
EOPS/CARE.....	60
Guardian Scholars	61
DREAM Program	62
Men of Color Action Network.....	63
Pico Partnership.....	64
Scholars Program	65
Student Life.....	67
Student Equity Center.....	68
Enrollment Development	
Outreach and Recruitment	69
On-Boarding.....	70
Success and Engagement Center	72
Enrollment Services	73
Financial Aid and Scholarships	75
International Education	77
Global Citizenship	79
Grants	82
Institutional Research	85
Information Technology	86
Safety and Risk Management	87
Business and Administration	88
Facilities Planning	90
Maintenance and Operations	92
Human Resources	92
Campus Police	102
Emergency Preparedness	102
Environment and Sustainability	103
Transportation	103

Recycling 103

Sustainability..... 103

Community and Academic Relations..... 104

Marketing..... 106

Public Information Office..... 107

Web and Social Media 109

Government Relations 111

Santa Monica College Foundation..... 113

The Broad Stage 115

KCRW 117

Conclusion 120

SANTA MONICA COMMUNITY COLLEGE BOARD OF TRUSTEES

Rob Rader, Chair; Dr. Louise Jaffe, Vice Chair; Dr. Susan Aminoff;
Dr. Nancy Greenstein; Dr. Margaret Quiñones-Perez; Dr. Sion Roy; Barry A. Snell;
Ali Shirvani, Student Trustee; Dr. Kathryn E. Jeffery, Superintendent/President

Board Goals and Priorities 2020-2021

Pandemic Crisis Management

As conditions permit, implement the SMC COVID-19 Roadmap to Recovery with the goal of resuming safe on-ground or hybrid operations by Spring 2021. Revise and update the plan as needed.

I. Educational Advancement, Quality, and Equity

1. Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.
 - Support the ongoing multi-racial equity and anti-racist work at Santa Monica College.
 - Prioritize addressing systemic barriers that racially minoritized students face in reaching their goals.
 - Engage in professional development including interpersonal work to further equity and our commitment to being an anti-racist institution.
2. Implement college initiatives to meet the Vision for Success (VFS) goals and provide the Board with annual progress reports that include data on:
 - Increase in course completion, transfer rates, and employment in student's field of study.
 - Progress in meeting Student Equity Plan and Redesign
 - ASPEN Institute priority metrics
3. Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of fulltime faculty over time.
4. Develop new programs and partnerships in the allied health sector.
5. Develop new programs and partnerships relevant to a post-COVID environment.

II. Student Life

6. Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations.
7. Assess and fix system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.
8. Continue implementing initiatives that focus on solving barriers related to students' financial resources.
 - Improve financial literacy.
 - Support faculty adoption of Open Educational Resources (OER) and other efforts to address the high cost of course materials.
 - Support student efforts in addressing food and housing insecurity.

- Increase student participation in financial aid.
 - Place more students in jobs on and off campus.
 - Explore student housing possibilities.
9. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

III. Fiscal and Facilities

10. Provide reports for the Board that align with Board Goals and funding formula metrics.
11. Develop a strategic vision for the future of the college that is responsive to the opportunities and risks inherent in the Student Centered Funding Formula as it evolves.
12. Work with state and federal allies and legislators to align funding with mission and fiscal health.
13. Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget that would include restoring salary freezes and reductions as soon as possible.
14. Build and maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.
15. Safeguard post-retirement employee benefits, and implement a plan to address increases in PERS, STRS, and other benefit obligations.
16. Update the Facilities Master Plan. Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.
17. Continue as a model of sustainability.

IV. Community and Government Relationships

18. Ensure a supportive, inclusion, and collegial environment for students and staff.
19. Maintain good partnerships across systems (Cities/SMMUSD) in fulfillment of SMC's vision and mission.
20. Continue support for special programs that serve local students and increase college readiness and success. Examples:
- Concurrent and dual enrollment
 - SMC Promise
 - Young Collegians
21. Continue strong support for Emeritus College.

22. As safety permits, resume serving the community with stellar facilities and programs,

Examples:

- Planetarium, Santa Monica Swim Center, Corsair Field,
- Broad Stage, Barrett Art Gallery, Early Childhood Lab School, KCRW,
- Celebrate America

Reviewed by the Board of Trustees: September 1, 2020, October 6, 2020

Approved by the Board of Trustees: November 10, 2020

INTRODUCTION

The 2020-21 academic year was yet another one for the books. Santa Monica College, throughout its 90+ year history, has been known as a trailblazer in numerous ways: championing and expanding access to equitable, high-quality transfer and career education, creating first-of-its-kind academic programs, and so much more. This past year, the uncertainties of a global pandemic and the necessity of continuing operations in a remote, online environment—a first in the college’s history—called upon every reserve of creativity, out-of-the-box thinking, and dedication that is an SMC hallmark, represented in each professional who works, daily, to fulfill this college’s mission. I am immensely proud, once again, to note how the college community came together, swiftly, to adjust how we deliver classes and services, and not just accomplished the needful, but did so with an emphasis on equity, empathy for each other and for students, and a forward-thinking outlook.

As you read this introduction and highlights—and the report following—I hope that you will note how, despite external challenges, the Santa Monica College community still continues to lead the way, together, for our students:

- SMC marked a landmark anniversary: as the leading transfer college to the University of California for three decades straight! 2019-20 data from the UC Information Center once again listed Santa Monica College as the leader among all California community colleges in not just overall transfers, but also as #1 for both African American and Chicanx/Latinx transfers to the UC. Santa Monica College transferred a total of 1,197 students to the UC System in 2019-20. Moreover, the college continues to be #1 in transfers to USC and Loyola Marymount University and continues to transfer more student to Columbia University than any other college west of the Mississippi.
- SMC held a historic, first-ever Diploma Drive-Thru celebration which was later followed by a virtual commencement ceremony. The drive-thru, held June 19, 2021, attracted nearly 800 graduates and their families. The online commencement ceremony featured California State Treasurer Fiona Ma as keynote speaker. Highlights of this year’s graduating class:
 - 8,131 degrees and certificates awarded to 5,135 students
 - 27 Bachelor of Science in Interaction Design awarded (fourth graduating class)
 - 4,306 Associate degrees awarded, including 1,474 Associate Degrees for Transfer; 3,636 Certificates of Achievement awarded; and 162 Noncredit Certificates of Completion awarded
 - The youngest nine graduates were 17 years old and graduated with an Associate degree. The oldest graduate was 94 and graduated with a Certificate of Achievement in Animation Foundation.
 - The graduating class included 538 international students, 458 students with disabilities, 204 EOPS students, 71 undocumented students, and two foster youths.
- The Santa Monica Early Childhood Lab School—over three decades in the waiting—is ready to serve children and families in the community beginning this fall! The Lab School, located on the Santa Monica Civic Center, is an innovative public-private partnership to meet the needs of a community seeking and prioritizing quality early care and education, and a place to train and provide experience to those choosing to be early childhood educators. Santa Monica College and the City of Santa Monica, with support from the RAND Corporation, teamed up two decades ago to identify a location to build the 20,000 square foot complex which comprises three buildings

encompassing four infant and toddler classrooms, four preschooler classrooms, extensive outdoor play spaces/outdoor classrooms, an art studio and kiln, two instructional classrooms and observation areas for SMC students, and a large multi-purpose room. SMC Early Childhood Education students will begin accessing the facility—which will be operated by the award-winning nonprofit Growing Place—in Spring 2022 for instructional purposes.

- In 2020-21, SMC's Financial Aid office processed scholarships and paid financial aid (as of June 28, 2021) amounting to a total of \$33,992,668. The recipients included 6,404 Pell Grant recipients (\$24,194,294), 24,104 California Promise Fee Waiver Recipients and 2,719 SMC Promise recipients. The SMC Foundation awarded \$681,653 in scholarships for 2020-21 to 585 students totaling 818 scholarships. The new Carol H. and Kevin W. Sharer Education Foundation Scholarship awarded up to \$300,000 in total.
- Of note, SMC received three rounds of Higher Education Emergency Relief Funds (HEERF) to use for direct aid to students, through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), and the American Rescue Plan (ARP), providing an additional \$21,954,965 for direct aid to students. The total aid for students thus provided from the U.S. Department of Education is \$34,148,479. As of June 28, 2021, the total amount of HEERF emergency grants awarded is \$12,073,100 to 8,625 unduplicated students.
- SMC also received \$1,928,481 from the state in an Immediate Action Budget Package for emergency financial assistance to low-income community college students. These emergency financial aid grants are direct aid to students to address students' emergency financial needs for expenses related to the COVID-19 disruption. To date, SMC has awarded \$1,075,800 and will continue awarding eligible students in 2021-22 until the funds are exhausted. These funds were derived from federal funds provided to the state.
- Through state-wide grants from the Chancellor's Office, SMC was also able to award \$500 grants to 11 Respiratory Therapy students and has awarded over \$150,000 to Dreamer and AB 540 students.
- The 2019-20 audit was performed by SMC's external independent auditors Eide Bailly. Eide Bailly issued an unmodified opinion on the college's 2019-20 financial statements, and for the 14th consecutive year, the audit did not contain any financial findings. SMC also received an unmodified opinion on its Federal Single Audit, a separate audit required to be performed on Federal grants. Additionally, both the financial and performance audits for the Proposition 39 construction bond program received unmodified opinions from the auditors.
- SMC closed 2019-20 with an unrestricted general fund balance of \$21,040,755 or 10.78 percent of total expenditures and transfers, and the ending balance for 2020-21 is projected to be \$31,498,430 or 17.10 percent of expenditures and transfers.
- SMC continued to make steady strides in its efforts towards more equitable outcomes for racially minoritized students and in its redesign of the college experience. SMC Gateway to Persistence and Success (GPS)—the college's new Early Alert system to support student success and retention in the classroom—was implemented college-wide. Via the implementation of AB 705, the number of Black and Latinx students who completed transfer level English and math increased significantly. And the college hired its first Dean of Equity, Pathways, and Inclusion to enable the

college to maintain momentum toward achieving SMC's Equity Goals and addressing other relevant issues related to the pursuit of social justice that are important to our community.

- In 2020-21, the Curriculum Committee passed a grand total of 1,430 items! These included 65 new courses (one approved for Global Citizenship and 22 approved for Distance Education or AODECO); 618 existing courses approved for online delivery only in emergency contexts; 358 existing courses approved for DE; five existing courses approved for the Global Citizenship requirement; and 11 new degrees and certificates approved (four certificates of achievement, one Associate of Science degree/Certificate of Achievement, and six Noncredit Certificates of Competency).
- The number of SMC distance education offerings increased dramatically from 4,580 sections to 7,279 sections this year. The Distance Education program continued to play a critical role in supporting the entire campus with the transition to an online delivery format due to COVID-19. There were numerous professional development opportunities hosted to support high-quality, equity-minded, and inclusive online teaching and learning. Online teaching certification courses were offered that ranged from two weeks to eight weeks. Thus far, 276 faculty have voluntarily completed an online teaching certification. Additionally, faculty were able to receive one-on-one support from expert faculty selected to serve as DE Mentors for each academic department. The College also successfully fulfilled the goals of the \$500,000 one-year grant from the Chancellor's Office via the California Virtual Campus Online Education Initiative to improve the quality of our online courses, expand the number of CTE courses and programs available via online delivery, and make SMC Associate Degrees available online by putting math and lab science general education courses online.
- The Young Collegians program will mark its 14th summer of serving SMMUSD students. Due to COVID-19, a new cohort was recruited virtually; over 50 students are participating remotely, taking advantage of classes and workshops online. This past year, the SMC Dual Enrollment program has continued to work with six local high schools. In the Fall, the program offered 19 Dual Enrollment classes with ten of them being offered at SMMUSD. In the Spring, the program offered 19 classes with nine of them at SMMUSD. In addition, 400 students enrolled for summer classes through SMC's concurrent enrollment program, taking Biology, Chemistry, Economics, History, and Political Science classes.
- On the workforce and economic development front, the college continued to provide leadership both locally and regionally. Notable applications of Strong Workforce Program local funding included the Summer and Fall 2020 Faculty Industry Ambassador Program, where 30 faculty brought together 1,784 students and 50 industry professionals in the remote classroom; 2020 Next Gen Mentorship Program which connected Black Collegian and Adelante students with industry professionals in partnership with the Santa Monica Chamber of Commerce; Computer Science and Information Systems student Industry Certification Program equitizing access to post-completion job opportunities; discipline-specific social media marketing tools; Cosmetology's long overdue salon classrooms upgrade; and more. SMC also continued to lead three regional projects, in which all 19 LA-area community colleges participate. These include Strategy, Innovation and Marketing (LA-19 SIM), California Cloud Computing, and the Center for a Competitive Workforce. Despite the remote environment, SMC's Workforce, in collaboration with faculty and community partners, has laid the groundwork, and launched cross-divisional teams and work plans to develop robust programs in eSports, Bioscience, and Aquaculture (Blue

Economy). All these inter-disciplinary programs will enable students who earn credentials to transfer or enter high-wage jobs in growth areas in our local economy.

- The SMC Counseling Department completed its first-ever year of “virtual-only services” in college history! Since March 2020, SMC students have continued to receive excellent counseling services via video, telephone, and email counseling. The global pandemic has presented many huge challenges, but there were definite silver linings: the department’s reimaged new suite of entirely virtual and online counseling services has been largely welcomed and appreciated by our students. In an ongoing Virtual Counseling Satisfaction Survey deployed each term, starting in Summer 2020, an overwhelming majority of students rated drop-in phone counseling services and appointments, and video counseling appointments quality as good to excellent. The satisfaction ratings by Black and Latinx students were even higher.
- Black Collegians Program Umoja Community celebrated its 31st year and held a virtual banquet on June 4th with performances and awards. Special guests included Black Collegians Philanthropist Ann Wang (donor of the \$325,000 SMC Foundation Black Collegians endowment); and Amanda Halligan, Owner/Operator of Chick Fil-A Venice who presented a leadership scholarship to two students for their outstanding contributions. Through Ms. Wang’s donation, Black Collegians Umoja Community was also able to award over \$10,000 in funds for students who have been affected by the pandemic and needed assistance with school, personal, and living needs.
- Through trustee Dr. Sion Roy and SMC Foundation Dean Lizzy Moore, Black Collegians and Adelante students interested in pursuing a career path in medicine took advantage of sessions with Black and Latinx doctors who helped them clarify their interest and path in the field.
- This year continued to be a challenging one, in terms of racial and social justice issues that bore a deep impact on the college’s racially minoritized students. Black Collegians and Adelante Therapist Thea Monee created a safe space, Black Collegians/Adelante Healing Circle for both Adelante and Black Collegians that focuses on addressing systemic racism in traditional mental health treatment and affirms ancestral-traditional forms of community healing. In addition, the Adelante Program began offering weekly meditation sessions for both Adelante and Black Collegians students and even offered a session for parents during one of the monthly Noche de Familia workshops.
- The SMC Veterans’ Resource Center (VRC) will officially become the Veterans Success Center (VSC). With the center moving to its new home in the garden level of the Cayton Center, the new name was designed to be more inclusive and better describe the philosophy and mission of the center. With the aid of grants from the Chancellor’s Office, the center served SMC’s student veterans with basic needs, conducted a veterans’ student survey, facilitated Fall and Spring veterans’ student orientation program, strengthened the peer mentor program, implemented a female veteran support group, launched a Transfer Boot Camp, and more.
- The Center for Students with Disabilities (CSD) served nearly 1,800 students in 2020-21.
- With mental health among college students a concern nationally—surveys show up to 50 percent of students attending college experience some form of distress—SMC’s Center for Wellness & Wellbeing continued to offer anonymous mental health screening online and conducted approximately 1,200 screenings. The Center expanded the social work intern program (new participating graduate social work programs to include Columbia University, USC, UCLA, and Cal

State Dominguez Hills) to other SMC departments such as the Care and Prevention Team, Center for Wellness and Wellbeing, Basic Needs, Student Equity Center, and the Veterans Resource Center. SMC's 24/7 hotline continues to be highly utilized, with record usage during the pandemic.

- In the area of Student Basic Needs including food security and housing security, the college and its departments (in partnership with SMC Foundation and Associated Students, too) expanded services substantially in ways including collaborating with Safe Place for Youth to offer a virtual campus peer navigator who assists students who are housing insecure with applications for temporary and long-term housing, organizing a regular drive-thru pantry, and meal project efforts which include Every Table and Bento partnerships. The Bodega Food Pantry—SMC's first on-campus pantry/basic needs support space—is also being renovated for an opening very soon.
- Some highlights from the SMC student support programs which directly serve students who persist to achieve their academic goals despite great socio-economic and other obstacles: EOPS served 823 students during the academic year, including approximately 79 AB540 students (92 percent of participants were in good academic standing). The Dream Program provided counseling and referrals to 250 program participants who may be undocumented or come from mixed status households; continued to facilitate UndocuAlly trainings to increase SMC Ally network and overall support to undocumented students on campus; and conducted virtual DREAM Program Info Sessions. A total of 31 program participants graduated and/or transferred in Spring 2021. Students were recognized in DREAM Graduation/Transfer Celebration video.
- SMC's Associated Students demonstrated their support of peers who need basic needs support by funding over \$100,000 to address the needs of food insecure students. In addition, the student body ensured that there was student life even in the online environment—as demonstrated by Virtual Club Row and Virtual Club Awareness, among many other ways.
- SMC Go App, housed in and championed by the Enrollment Services Department in collaboration with several other departments, won two Appademy Awards: first place for “Best Overall Design” and second place for a special edition, Best Commencement App. The annual awards recognize outstanding app development, user experience and design among higher education institutions in ten categories. After nearly four years of existence, SMC GO was updated in April 2021 and released as version 2.0. The app was fully recreated with a new vision and philosophy that is specifically focused through the lens of a community college.
- While a search for Director of Grants was conducted, SMC Foundation entered a one-year contract with Hanover Research which assisted SMC and the Foundation in seeking grants to support the college's programs and faculty excellence. In 2020-21, SMC secured a total of \$1.4 million in grants.
- SMC's IT department responded to 18,580 remote service requests, in a year that saw our heightened dependence on the IT infrastructure. The department implemented and staffed the online Pearl Chat Bot to provide live and asynchronous remote technical assistance to students, and among other achievements also implemented and supported a “Virtual Computing Lab” allowing students to access SMC lab environments remotely.
- Among construction projects completed: the Early Childhood Lab School, and the Student Services Center Phase 2 which saw the addition of a new automatic door at DSPS, a new clean agent fire suppression system in one of the storage rooms, etc.

- An ongoing HVAC upgrade is near completion for Fall 2021. The college successfully implemented the first phase of the project in 2017, which included adding a new air conditioning system to the HSS building and connecting the Business Building, Science Building East Wing, and the HSS Building to the campus wide central plant loop. This second phase commenced in Summer 2020 and adds air conditioning systems to the Science Building west wing, Corsair Gym, Cayton Center, and the Madison instructional building at the Performing Arts Center campus. The project provides efficient cooling to these buildings while reducing energy consumption and aligns with SMC's long-term sustainability goals. Students' ability to learn is undermined when their classrooms are too hot, new research says, a finding that could help explain persistent gaps in performance between students who lack consistent access to air conditioning.
- The Facilities Maintenance and Operations department pivoted operationally in response to COVID-19. The department shifted its focus toward a greater level of maintenance with the enhancement of cleaning, sanitizing, and disinfecting frequencies as well as improving the indoor air quality in all buildings. The M&O team while working throughout the pandemic also revised its business operational protocols, reviewed work procedures and retooled Department guidelines. Their contribution to the college is deeply appreciated during this critical time and always!
- SMC's Human Resources also responded to the mental and physical health needs of the college's employees during the pandemic by designing forums such as the "Table Talk" (designed to invite employees to the "table" to present a topic and provide an opportunity to address concerns, ask questions and be engaged with one another); the Wellness Program which provided presentations with information, tips, and strategies for managing physical, mental, emotional, and financial health offered to employees; and by disseminating "Daily Positives" and EASE Newsletters and information to SMC employees.
- The college was recognized with a Silver Achievement Award for its successful efforts to encourage employees and students to use alternative modes to get to campus. Through the sustainability office, 75 bicycles were repaired and donated to students-in-need, through SMC's Special Programs.
- SMC's Marketing Department continued to design award-winning materials, receiving first place for the 2020 commencement program, outdoor Expo train wrap, logo design for SMC Cares, and the SMC Foundation holiday card "Feed Their Dreams" from the Community College Public Relations Organization (CCPRO) and first place for the redesign of the SMC website from National Council for Marketing & Public Relations (NCMPR).
- Los Angeles Metro has approved its Fareless System Initiative, a two-year pilot fareless system that would include providing all enrolled community college students in Los Angeles County with the ability to ride any Metro Bus Line and any Metro Light Rail Line without fare. The program is expected to start in time for the Fall 2021 semester and will be available to Santa Monica College. SMC's existing contract with Big Blue Bus for the Any Line Any Time program will allow SMC to participate in this initiative without any additional charge to SMC. SMC students will use their existing Big Blue Bus tap card on the Metro Bus and Metro Light Rail system. The implementation details are in development.
- In response to the closure of our theaters as a result of the COVID-10 pandemic, The Broad Stage at the SMC Performing Arts Center refashioned itself into a provider of original online content, offering both ticketed and admission-free programs, as well as special experiences for members including a first-time drive-in film festival to audiences in partnership with Dance Camera West;

illusionist, mentalist, and performance artist Scott Silven in *The Journey*; the virtual song cycle and visual album *Breathing Free* by Heartbeat Opera; Red Hen Press Poetry Hour at no charge with local publisher Red Hen Press, moderated by award-winning actor/writer Sandra Tsing Loh; and more.

- SMC's NPR radio station KCRW (89.9 FM) continued to provide nationally acclaimed and timely programming and to expose SMC students to the inner workings of the station. Each year KCRW has two classes of Santa Monica College students (20 students) who work in all areas of KCRW—from marketing to membership to sales to programming and studio engineering.

In 2020-21, SMC instructional programs, faculty and staff, and students continued to earn accolades. A few are represented below:

- Ming Lu, Professor of Accounting, has been selected to receive the 2021 Outstanding Educator Award by the California Society of CPAs.
- Twelve SMC students participated in four regional online Debate tournaments in a total of 102 different debate rounds, and 11 awards were won by seven individual debaters.
- The award-winning film production program continued to bring home recognitions: *Broken Layers* is headed to Cannes; *INK*, directed by Ozzy Ozuna—who is a DACA student—was featured in a National Geographic Instagram post and nominated for a BAFTA.
- The same was true for the award-winning student-run media outlet *The Corsair*. Yasamin Jafari-Tehrani was named Student Photojournalist of the Year by Press Photographers Association of Greater Los Angeles (PPAGLA), and *The Corsair's* Marco Pallotti was runner-up for Photojournalist of the Year. *The Corsair* also won 14 awards for the Spring 2021 JACC State Publication Contest.
- Dance instructor Laura Canellias was the second recipient & first woman inducted into the Salsa Hall of Fame.
- English professor Carol Davis was selected by the U.S. Department of State's Bureau of Educational and Cultural Affairs to be a Fulbright Specialist! Once Covid-related travel restrictions are lifted and program assignments resume, Carol will spend six weeks in Russia, as a visiting lecturer and consultant at a university in Siberia.
- In Athletics: The SMC Swim Team won the following: divers Melissa Theis and Melissa De La Cruz finished 1st and 2nd on the 1-Meter Board. On the Men's side Michael Bartlett finished 3rd in the 500-yard Freestyle. For the Women Risa Akatsu finished 1st in the 50, 100, and 200-yard Freestyle and the 100-Yard Butterfly, Giuliana Castro finished 3rd in the 200-yard Individual Medley and 100-yard Butterfly, 4th in the 50-yard Butterfly, and 2nd in the 200-yard Butterfly, and Karla Ramirez finished 4th in the 100- and 200-yard Breaststroke and 2nd in the 50-yard Breaststroke.
- In addition, team captain sophomore Aaron Stuhaan won the 400-meters conference championship with an impressive performance under extreme heat with a 49.50 performance. And freshman sensation distance runner Tegen Arega won the conference championship in the 5000-meters with an outstanding and fearless performance under adverse winds with a personal best time of 16:39.15.

~

Once again, my deepest congratulations to the SMC departments, colleagues, and students who continue to demonstrate excellence in their fields! And above all, heartfelt gratitude and kudos to the colleagues who demonstrate their dedication to SMC's critical mission of transforming lives through education despite great odds, a global pandemic, and its related challenges. I continue to be in awe of this college's ability to lead the way in equity, access, and excellence.

A handwritten signature in black ink, reading "Kathryn E. Jeffery". The signature is written in a cursive, flowing style with a large initial 'K' and 'J'.

Kathryn E. Jeffery, Ph.D.
Superintendent/President

ACADEMIC AFFAIRS

Redesigning the Student Experience Using a Guided Pathways Framework

The Redesign efforts in 2020-21 were led by the Redesign Implementation Team:

- Beardsley, Jason
- Bonvenuto, Chris
- Bradford, Sherri
- Davis Del Piccolo, Guido
- Donahue, Nathaniel
- Drescher, Marc
- Garcia, Teresa
- Hernandez, Jose
- Lawler, Hannah
- London, Jamar
- Mata, Nicholas
- Merlic, Jennifer
- Meyer, Elisa
- Muñoz, Maria
- Robinson, Janet
- Rodriguez, Teresita
- Tovar, Esau
- Tuitasi, Michael
- Zugic, Irena

Redesign priorities for 2020-21 included:

1. Academic and Career Paths (Program Maps)

In conjunction with CurriQunet/META and SMC's Web/Social Media Department, develop a mechanism to store, maintain, and publish "real-time" program maps.

Board Priorities: 1, 2

2. Equitizing Gateway and Critical Courses *(modified due to COVID-19)*

- Engaged in college-wide Equity-Focused Distance Education Professional Development (Summer 2020 and Fall 2020).
- Developed at-scale Professional Development opportunity (Equitizing Gateway Courses – EGC) for launch in Fall 2021. This is a five- semester, multi-dimensional, multi-phase program open to all faculty with priority given to full-time and associate status adjunct faculty.

Board Priorities: 1, 2, 6, 18

3. Student Care Teams

Implemented a Student Care Team (SCT) model (including Peer Navigators) for students in the STEM Area of Interest in Fall 2020 and in the Business and Health & Wellness Areas of Interest in Spring 2021.

Board Priorities: 1, 2, 7, 8, 9, 18

4. Gateway to Persistence and Success (GPS)—aka Starfish

Implemented GPS college-wide.

Board Priorities: 1, 2, 6, 9, 18

5. Instructional Support / Learning Resources for Students *(modified due to COVID-19)*

Student Instructional Support and Human Resources collaborated on an online professional development session for the instructional assistants and tutoring coordinators to:

- Strengthen knowledge and connections around peer learning,
- Understand metacognition as a process of learning that is student-centered to help students recognize the gap between knowing and understanding a topic, and
- Explore tools and techniques in applying metacognitive strategies in tutoring sessions and incorporating them into everyday practice.

Student Instructional Support participated in an online "Classified Professionals Conversation: Equity Conversations and Priorities" as part of a HR classified professional development series.

Board Priorities: 1, 2

The 2021-22 Redesign Priorities were submitted as DPAC Action Plans:

- 1. Reduce racial equity gaps and increase completion of Academic and Career Paths through a critical review of practices for developing, approving, and assessing PLOs and SLOs**
Engage with the Curriculum Committee and Program Review Committee to co-construct equity-informed practices for the development, approval, and assessment of Program and Course-Level Learning Outcomes (PLOs and SLOs, respectively).
Board Priorities: 1, 2, 6
- 2. Equitizing Gateway Courses Professional Development Program**
Reduce racial equity gaps in course success via at-scale professional development in equity-minded teaching practices.
Board Priorities: 1, 2, 6
- 3. Reduce racial equity gaps and increase success in AB 705 mathematics courses**
Reduce racial equity gaps in AB 705 mathematics course success via professional development in equity-minded teaching practices.
Board Priorities: 1, 2, 6
- 4. Reduce racial equity gaps and increase success in English 1 (including English 1 + 28)**
Reduce racial equity gaps in English 1 and English 1 + 28 success via professional development in equity-minded teaching practices.
Board Priorities: 1, 2, 6
- 5. Increase persistence, retention, and completion among racially minoritized students via the SMC GPS (Gateway to Persistence and Success) technology tool (aka: Starfish)**
 - Develop predictive analytics/retention scores in collaboration with Starfish consulting team and MIS Department, and
 - Use predictive scores to engage in proactive outreach to students less likely to complete and persist.*Board Priorities: 1, 2, 6, 9, 18*
- 6. Student Care Teams/Counseling Clusters**
 - Implement Counseling and support staff clusters for all Areas of Interest (AOI) (At Scale), and
 - Student Care Teams (SCT): Reduce racial equity gaps in persistence, retention, and completion through the implementation of a “case management approach” for racially minoritized students.*Board Priorities: 1, 2, 6, 7, 8, 9, 18*

Additional 2021-22 Redesign activities included:

Reimagining the standards and practices of the Chancellor’s Office comprehensive Guided Pathways’ **Scale of Adoption Self-Assessment (SOAA)** to embed SMC’s racial equity efforts.

Board Priorities: 1, 2, 6

The Curriculum Committee and the Academic Senate have vetted and approved **116 Phase 1 Program Maps**. We are working with CurriQunet/META to house and support the publication of these maps for students.

Board Priorities: 1, 2

Participating in the **California Guided Pathways Demonstration Project** led by the National Center for Inquiry & Improvement.

Board Priorities: 1, 2, 6, 7, 8, 9, 18, 20

Areas of Interest

- Marketing department developed banners feature the Areas of Interest for display on the main campus quad.
- Students in Professor Luke Johnson’s Design Research class gathered feedback on how to get students to learn more about Areas of Interest and exploring their “why.” Campus stakeholders gathered to hear the student’s ideas and suggestions.
- Areas of Interest were integrated into the SMC Open House events in April 2021.

Board Priorities: 2, 18

Equity, Pathways and Inclusion and the Student Equity and Achievement Program

In 2020-21, the College community continued its ongoing efforts in alignment with its Equity Vision and Mission statements, and to achieve SMC’s Equity Goals identified in the SMC Student Equity Plan (SEP) and Redesign/Guided Pathways effort.

Over the past academic year, due to the continued remote environment as a result of COVID-19, efforts to achieve our equity goals were more challenging than normal. Amidst this challenging environment, 2020-21 brought several significant changes as well as continued efforts.

Significant changes have included:

- Via the implementation of AB 705, the number of Black and Latinx students who completed transfer level English and math increased significantly.
- SMC hired its first Dean of Equity, Pathways and Inclusion to enable the college to maintain momentum toward achieving SMC’s Equity Goals and addressing other relevant issues related to the pursuit of social justice that are important to our community.
- In an effort to continue to support the implementation of AB705 in Math and advance our commitment to improve the overall success rates of our Black and Latinx Math students, SMC was granted an Aspen Institute California Trustee Fellowship Intersession Project Grant. By providing intensive professional development for all faculty teaching Math 54+54C, the project goal is to decrease the racial equity gaps experienced by Black and Latinx students and increase success rate of all students enrolled in Math 54 +54c (Elementary Statistics).
- Equitizing Gateway Courses Program (EGC) is a five-semester, college-wide professional development opportunity, set to launch Fall 2021, for faculty specifically to cultivate and deepen equity-centered pedagogical practices and to better serve today’s students, particularly our African American and Latinx students.
- Direct Connect launched as a centralized student-centered support navigation portal comprised of high impact student support services and resources to help support our most vulnerable students’ holistic (academic, social, personal, and career) needs. Although accessible to all students, Direct Connect was intentionally designed to empower our Black and Latinx students with the essential information and resources for their student success inside and outside of the classroom.

- In Spring 2020, the world witnessed the callous murder of George Floyd. In Spring 2021, the world anxiously awaited a verdict in the trial of Derek Chauvin, the former Minneapolis police officer who murdered George Floyd. After a trial of such consequence, several dedicated and caring SMC colleagues representing various departments and constituent groups provided resources and virtual spaces—“Processing the Verdict: Reflection, Healing, and Coming Together for Racial Justice”—to help our community process the verdict and to support one another.
- For the first time in SMC’s participation in the National Conference on Race and Ethnicity in American Higher Education (NCORE), we extended a campus-wide open invitation to all faculty, staff, and administrator to attend and over 100 employees participated. NCORE’s mission directly aligns with SMC’s equity goals and by offering this professional development opportunity to all employees, we took another step towards accelerating our progress toward achieving SMC’s equity goals.
- In Spring 2021, the interim Dean of Equity, Pathways, and Inclusion collaborated with the Academic Senate Professional Development Committee, Classified Professional Committee, Human Resources and other key stakeholders to submit an IEPI grant to begin work on developing a comprehensive Professional Development Plan for all employee groups and transform “The Center” into an equity-related Professional Development Center for all employee groups on campus in an effort to meet our college equity goals. See the summary of the Center’s 2020-21 Board Annual report for more information.

Ongoing efforts have included:

- Student Equity Center (SEC) leadership team continue to diligently work in a remote environment to provide students with intersectional services & resources to foster retention, success, community, and advocacy. Due to the COVID-19 pandemic, the opening of the physical space has been delayed.
- Data Coaching program this year was intentionally designed to train instructional department chairs on how to analyze racial equity data in their courses and programs for their annual program review reports and prepare them to lead and facilitate effective conversations about race, racial equity, and racial equity data in their departments.
- Regular affinity group discussions for our Black, Latinx, Asian & Pacific Islander, and White communities.
- Participation in The California Community College Equity Leadership Alliance founded by Dr. Shaun Harper of the USC Race and Equity Center.
- Collegewide employee access to Supporting Men of Color online training.
- On-going revision of the equity faculty resource guide 2.0-Equitable classroom practices
- Community Read and Discussion of the following books: Robin Wall Kimmerer’s Braiding Sweet Grass & Gina Ann Garcia’s Hispanic Serving Institutions in Practice: Defining “Servingness” at HSIs.
- National Science Foundation grant, which is focused on providing in-depth, equity-focused training to probationary full-time faculty in STEM departments, first year activities saw a successful fully remote rollout for cohort 1 in Fall of 2020 and Spring 2021.

Board Priorities 1, 2, 6, 18

Curriculum

From 2015-16 to 2019-20, the Curriculum Committee averaged approximately 300 passed items per year. In 2020-21, the Curriculum Committee passed a grand total of 1,430 items!

Highlights

- 22 meetings total (inclusive of four special emergency meetings in July 2020)
- Created new “DE” handbook, created the AODECO approval type/system/form
- Revised existing DE application and agendas to accommodate hundreds of courses
- Discussions/Presentations at the Committee:
 - Credit for Prior Learning
 - AR 4350 In-Residence Course Requirement
 - AB 1460: CSU General Education Requirement: New Area F – Ethnic Studies
 - Guided Pathway Program Map Approval Discussion
 - Distance Education Modalities Discussion
 - USC Community College Leadership Alliance: “Meaningfully Integrating Race Across the Curriculum
- UC Transfer: Seven courses approved for UC (ANTHRO 11, CS 87B, DANCE 24B, FRENCH 9, GEOL 32, GEOL 7, TH ART 14)
- IGETC: Four courses approved for IGETC (ANTHRO 11 (Area 5B), FRENCH 9 (Area 3B), GEOL 32 (Areas 5A and 5C), PORTGS 2 (Area 6A))
- CSUGE: Six courses approved for CSUGE (ANTHRO 11 (Area B2), FRENCH 9 (Area C2), GEOL 32 (Area B1 and B3), HEALTH 21 (Area E), KIN PE 56C (Area E), KIN PE 56D (Area E))

Summary

- 65 new courses (one approved for Global Citizenship and 22 approved for Distance Education or AODECO)
- One course deactivation
- 618 existing courses approved for AODECO
- 358 existing courses approved for DE
- Five existing courses approved for Global Citizenship
- 88 courses approved for technical corrections
- 3 courses approved for SLO Updates
- 72 courses approved for substantial changes
- 156 courses approved for non-substantial changes
- 11 new degrees and certificates (four certificates of achievement, one AS degree/Certificate of Achievement, and six Noncredit Certificates of Competency)
- Seven revised degrees and certificates (30 with new course, program additions) (four revised degrees (AA, AS, AS-T), two revised AS/Certificates of Achievement, one revised Certificate of Achievement, and 23 new courses added to existing programs)

65 New Courses

ACCTG 40A Data Analytics for Accounting
ACCTG 40B Auditing Analytics
AUTO 41 Automotive Manual Transmissions and Drive Train Systems
AUTO 42 Automatic Transmissions and Transaxles
AUTO 43 Automotive Heating, Ventilation and Air Conditioning
AUTO 44 Introduction to Hybrid and Electric Vehicle Technology
BUS 7B Sustainability Reporting
BUS 7D Business Strategies and Social Sustainability
BUS 14A Women in Business
BUS 34B Digital Marketing Applications
BUS 34C Digital Marketing Analytics
BUS 40A Introduction to Business Analytics
BUS 57 Introduction to Lean Six Sigma
BUS 86 Earned Value Management Systems
CIS 30T Tableau Desktop Essentials
COM ST 38 Introduction to Latina/o/x Communication Studies
COUNS 11B Practical Training and Transfer Seminar for F-1 Visa Students
CS 79X Data Science on Azure (Skills Advisory: CS 79A)
CS 82A Introduction to Data Science
CS 82B Principles of Data Science (Skills Advisory: CS 82A)
CS 82C R Programming (Skills Advisory: CS 82A)
DANCE 26B Intermediate Salsa Dance
DANCE 77 Navigating Careers in Dance
ECE 921 Parenting: Together in Nature
ENGL 64 Graphic Literature
FRENCH 20 Francophone Cultures through Films (Advisory: FRENCH 3)
HEALTH 985 Nurse Assistant Pre-Certification Foundational Training
HEALTH 986 Nurse Assistant Pre-Certification Foundational Clinical Training Lab
HEALTH 987 Home Health Aide Pre-Certification Foundational Training
HEALTH 988 Home Health Aide Pre-Certification Training Clinical Lab
JOURN 7 Engaging Audiences for Journalism and Social Media
MUSIC 27/ECE 81 Music for Early Childhood Education
RC 1 Fundamentals of Respiratory Care
RC 1L Applied Fundamentals of Respiratory Care
RC 2 Integrated Respiratory Physiology and Pathophysiology I
RC 2L Applied Integrated Respiratory Physiology and Pathophysiology I
RC 3 Respiratory Care Therapeutics
RC 3L Applied Respiratory Care Therapeutics
RC 4 Physician Interaction I
RC 5 Integrated Respiratory Physiology and Pathophysiology II
RC 5L Applied Integrated Respiratory Physiology and Pathophysiology II
RC 6 Airway Management
RC 6L Applied Airway Management
RC 7 Introduction to Mechanical Ventilation
RC 7L Applied Introduction to Mechanical Ventilation
RC 8 Physician Interaction II
RC 9 Intermediate Mechanical Ventilation

RC 9L Applied Intermediate Mechanical Ventilation
RC 10 Advanced Life Support and ICU Monitoring
RC 10L Applied Advanced Life Support and ICU Monitoring
RC 11 Advanced Mechanical Ventilation
RC 11L Applied Advanced Mechanical Ventilation
RC 12 Physician Interaction III
RC 13 Neonatal and Pediatric Respiratory Care
RC 13L Applied Neonatal and Pediatric Respiratory Care
RC 14 Outpatient Respiratory Care
RC 14L Applied Outpatient Respiratory Care
RC 15 Respiratory Disease Management
RC 15L Applied Respiratory Disease Management
RC 16 Transition to Independent Practice
RC 17 Physician Interaction IV
RC 18 Computer Assisted Clinical Simulations
TH ART 48A Introduction to Acting Shakespeare
VAR PE 10V Varsity Basketball for Off-Season Skill Training
VAR PE 61 Skills Training for Intercollegiate Sport

Of the 65 new courses:

- One was approved for Global Citizenship (FRENCH 20)
- Nine are pending UC transfer (COM ST 38, CS 82A, CS 82B, CS 82C, DANCE 26B, ENGL 64, FRENCH 20, and TH ART 48A)
- Four are pending IGETC (COM ST 38, ENGL 64, FRENCH 20, and TH ART 48A)
- Five are pending CSUGE (COM ST 38, ENGL 64, FRENCH 20, TH ART 48A, and VAR PE 10V)
- 22 were approved for Distance Education (of the 22, three for AODECO, one for Hybrid)

One Deactivation

WGS 80

618 Courses Approved for Online Delivery in Emergency Contexts Only (AODECO)

See full list on following pages.

358 Distance Education Courses Approved for Fully Online and/or Hybrid Delivery

See full list on following pages.

Five Courses Approved for Global Citizenship

See full list on following pages.

156 Courses Approved with Non-Substantial Changes

See full list on following pages.

Three Courses Approved for SLO Updates

See full list on following pages.

72 Courses Approved with Substantial Changes

See full list on following pages.

88 Courses Approved with Technical Corrections

See full list on following pages.

11 New Degrees and Certificates

- Criminal Justice Certificate of Achievement
- Cloud Computing AS/Certificate of Achievement
- Digital Marketing Certificate of Achievement
- Data Science Certificate of Achievement
- Nature-based Pedagogy Certificate of Achievement
- Advanced English as a Second Language Noncredit Certificate of Competency
- Beginning English as a Second Language Noncredit Certificate of Competency
- ESL for College and Career Pathways Noncredit Certificate of Competency
- Intermediate English as a Second Language Noncredit Certificate of Competency
- Low Advanced ESL Noncredit Certificate of Competency
- Low Intermediate ESL Noncredit Certificate of Competency

Online Delivery in Emergency Contexts Only	ART E00	BUS 88C	COSM 21E	COUNS 54	
	ART E06	BUS 90A	COSM 26	COUNS 56	
	ART E15	BUS 90B	COSM 28A	COUNS 57	
	ART E16	BUS 90C	COSM 28B	COUNS 59	
	ACCTG 88A	ART E19	CHEM 10	COSM 31A	COUNS 88A
	ACCTG 88B	ART E20	CHEM 11	COSM 31B	COUNS 88B
	ACCTG 88C	ART E21	CHEM 12	COSM 31C	COUNS 88C
	ACCTG 90A	ART E22	CHEM 19	COSM 31E	COUNS 901
	ACCTG 90B	ART E24	CHEM 21	COSM 36	COUNS 902
	AHIS 88A	ART E30	CHEM 22	COSM 38	COUNS 906
	AHIS 88B	ART E55	CHEM 24	COSM 38B	COUNS 90A
	AHIS 88C	ART E80	CHEM 88A	COSM 38C	COUNS 90B
	AHIS 90A	ARTS 88A	CHEM 88B	COSM 41B	COUNS 90C
	ANATMY 2	ARTS 88B	CHEM 9	COSM 42	COUNS 90D
	ANIM 10	ASL 1	CHNESE 1	COSM 46	COUNS 910
	ANIM 41	ASL 2	CHNESE 2	COSM 48	COUNS 921
	ANIM 42	AUTO 40	CIS 88A	COSM 48B	CS 88A
	ANIM 88A	AUTO 45	CIS 88B	COSM 50B	CS 88B
	ANIM 88B	AUTO 46	CIS 88C	COSM 77	CS 88C
	ANIM 88C	AUTO 47	CIS 90A	COSM 78	CS 90A
	ANIM 90A	AUTO 90A	CIS 90B	COSM 88A	CS 90B
	ANIM 90B	BILING E01	COM ST 22	COSM 95A	CS 90C
	ANIM 90C	BILING E02	COM ST 88A	COSM 95B	CT E00
	ANTHRO 88A	BILING E03	COM ST 88B	COSM 95C	DANCE 10
	ANTHRO 88B	BIOL 10	COSM 11A	COSM 95D	DANCE 11
	ANTHRO 88C	BIOL 22	COSM 11B	COUNS 12H	DANCE 12
	ARABIC 1	BIOL 23	COSM 11C	COUNS 13H	DANCE 14
	ARC 88A	BIOL 3	COSM 11D	COUNS 15H	DANCE 15
	ARC 88B	BIOL 88A	COSM 11E	COUNS 21H	DANCE 16
	ARC 88C	BIOL 88B	COSM 16	COUNS 22H	DANCE 17
ARC 90A	BIOL 88C	COSM 18	COUNS 26	DANCE 18	
ARC 90B	BIOL 90A	COSM 21A	COUNS 41H	DANCE 20	
ARC 90C	BIOL 90B	COSM 21B	COUNS 51	DANCE 21A	
ART 90A	BUS 88A	COSM 21C	COUNS 52	DANCE 21B	
ART 90B	BUS 88B	COSM 21D	COUNS 53	DANCE 22	

DANCE 23	ENGL E30	GAME 90C	ITAL 88A	MATH 50
DANCE 24	ENGL E33	GERMAN 1	ITAL 88C	MATH 54C
DANCE 25	ENGL E34	GERMAN 2	JAPAN 1	MATH 7
DANCE 25B	ENGL E37	GERMAN 3	JAPAN 2	MATH 8
DANCE 26A	ENGR 1	GERMAN 4	JAPAN 3	MATH 88A
DANCE 27	ENGR 11	GERMAN 88A	JAPAN 4	MEDIA 88A
DANCE 27B	ENGR 12	GR DES 88A	JAPAN 8	MEDIA 88B
DANCE 31	ENGR 16	GR DES 88B	JAPAN 88B	MEDIA 88C
DANCE 32	ENGR 21	GR DES 90A	JOURN 90A	MEDIA 90A
DANCE 33A	ENGR 22	GR DES 90B	JOURN 90B	MEDIA 90B
DANCE 33B	ENGR 88A	GR DES 90C	KIN PE 10A	MUSIC 1
DANCE 34A	ENGR 88B	HEALTH 900	KIN PE 10C	MUSIC 10
DANCE 34B	ENGR 88C	HEALTH 902	KIN PE 11N	MUSIC 2
DANCE 41	ERTHSC 88A	HEALTH 904	KIN PE 14A	MUSIC 29
DANCE 42	ERTHSC 88B	HEALTH E21	KIN PE 14B	MUSIC 3
DANCE 43A	ERTHSC 88C	HEALTH E22	KIN PE 14C	MUSIC 30
DANCE 43B	ERTHSC 90A	HEALTH E23	KIN PE 21C	MUSIC 31
DANCE 44A	ERTHSC 90B	HEALTH E24	KIN PE 41W	MUSIC 33
DANCE 44B	ERTHSC 90C	HEALTH E25	KIN PE 43B	MUSIC 36
DANCE 55A	ESL 10G	HEALTH E30	KIN PE 43C	MUSIC 37
DANCE 55B	ESL 10W	HEALTH E34	KIN PE 43D	MUSIC 4
DANCE 57A	ESL 11A	HEALTH E38	KIN PE 50A	MUSIC 40
DANCE 57B	ESL 15	HEALTH E63	KIN PE 50C	MUSIC 42
DANCE 60	ESL 19A	HEALTH E80	KIN PE 57B	MUSIC 45/ TH ART 45
DANCE 61	ESL 19B	HEBREW 1	KIN PE 57C	
DANCE 62	ET 88A	HEBREW 2	KIN PE 58A	MUSIC 5
DANCE 63	ET 88B	HEBREW 88A	KIN PE 88A	MUSIC 50A
DANCE 70	ET 88C	HEBREW 88C	KIN PE 88B	MUSIC 50B
DANCE 75/ ECE 75	ET 89	HIST 88A	KIN PE 9B	MUSIC 53
	ET 90A	HIST 88B	KIN PE 9C	MUSIC 55
DANCE 88A	ET 90B	HIST 90A	KOREAN 1	MUSIC 57
DANCE 88B	ET 90C	HME EC E01	KOREAN 2	MUSIC 59
DANCE 90A	FASHN 88A	HME EC E52	KOREAN 3	MUSIC 6
DANCE 90B	FASHN 88B	HME EC E71	KOREAN 4	MUSIC 60A
DMPOST 88A	FASHN 88C	HUM 88A	LING 88C	MUSIC 60B
DMPOST 88B	FASHN 90A	HUM 88B	MATH 1	MUSIC 60C
DMPOST 88C	FASHN 90B	HUM 88C	MATH 10	MUSIC 60D
DMPOST 90A	FASHN 90C	HUMDEV E06	MATH 11	MUSIC 61A
DMPOST 90B	FILM 31	HUMDEV E15	MATH 13	MUSIC 61B
DMPOST 90C	FILM 32	HUMDEV E17	MATH 15	MUSIC 63
ECE 88A	FILM 33	HUMDEV E22	MATH 18	MUSIC 64
ECE 88B	FILM 34	HUMDEV E24	MATH 1B	MUSIC 65A
ECE 900	FILM 40	HUMDEV E25	MATH 1C	MUSIC 65B
ECE 90A	FILM 50	HUMDEV E27	MATH 2	MUSIC 66
ECE 90C	FILM 88A	HUMDEV E28	MATH 20	MUSIC 7
ECON 88A	FILM 88B	HUMDEV E50	MATH 21	MUSIC 70A
ECON 88B	FILM 90A	IARC 88A	MATH 21C	MUSIC 70B
ECON 90A	FILM 90B	IARC 88B	MATH 26	MUSIC 73A
ECON 90B	FRENCH 1	IARC 88C	MATH 26C	MUSIC 73B
ENERGY 90A	FRENCH 2	IARC 90A	MATH 28	MUSIC 74
ENGL 90A	FRENCH 3	IARC 90B	MATH 29	MUSIC 76
ENGL 90B	FRENCH 4	IARC 90C	MATH 2C	MUSIC 77
ENGL E20	FRENCH 88A	INTARC 88A	MATH 3	MUSIC 78
ENGL E22	FRENCH 88C	INTARC 90A	MATH 31	MUSIC 79A
ENGL E23	GAME 88A	INTARC 90B	MATH 32	MUSIC 8
ENGL E24	GAME 88B	INTARC 90C	MATH 3C	MUSIC 84A
ENGL E25	GAME 88C	INTARC 90D	MATH 4	MUSIC 84B
ENGL E27	GAME 90A	ITAL 1	MATH 41	MUSIC 84C
ENGL E29	GAME 90B	ITAL 2	MATH 4C	MUSIC 87A

MUSIC 87B	PHOTO E10	TH ART 88C	ANIM 40	COSM 10A
MUSIC 88A	PHYSICS 12	TH ART 90A	ANIM 80	COSM 10B
MUSIC 88B	PHYSICS 14	TH ART 90B	ANIM 85	COSM 20
MUSIC 92	PHYSICS 20	TH ART 90C	ANTHRO 10	COSM 30
MUSIC 94	PHYSICS 21	TH ART 90D	ANTHRO 14	COSM 40
MUSIC E00	PHYSICS 22	TH ART E01	ANTHRO 19	COSM 50A
MUSIC E02	PHYSICS 23	TH ART E02	ANTHRO 22	COSM 50C
MUSIC E03	PHYSICS 24	TH ART E05	ANTHRO 3	COSM 50E
MUSIC E04	PHYSICS 6	TH ART E30	ANTHRO 4	COSM 50N
MUSIC E06	PHYSICS 7	VAR PE 11A	ANTHRO 5	COSM 50R
MUSIC E10	PHYSICS 8	VAR PE 11B	ANTHRO 7	COSM 64
MUSIC E30	PHYSICS 88A	VAR PE 11C	ANTHRO 9	COUNS 1
MUSIC E32	PHYSICS 88B	VAR PE 14V	ART 10B	COUNS 11
MUSIC E34	PHYSICS 9	VAR PE 14W	ART 10C	COUNS 15
MUSIC E51	POL SC 88A	VAR PE 20V	ART 13	CS 20A
NURSING 5L	POL SC 88B	VAR PE 21V	ART 17A	CS 20B
NURSING 9	POL SC 90A	VAR PE 43V	ART 20A	CS 3
NURSNG 1	POL SC 95	VAR PE 43W	ART 20B	CS 40
NURSNG 1L	POL SC E00	VAR PE 45W	ART 21A	CS 41
NURSNG 2	PRO CR 88B	VAR PE 48V	ART 21B	CS 42
NURSNG 2L	PSYCH 320	VAR PE 48W	ART 30B	CS 51
NURSNG 3	PSYCH 88A	VAR PE 50V	ART 30C	CS 52
NURSNG 36	PSYCH 88B	VAR PE 50W	ART 31	CS 54
NURSNG 3L	PSYCH E33	VAR PE 54W	ART 32	CS 56
NURSNG 4L	PV 88A	VAR PE 56V	ART 34A	CS 60
NURSNG 5	RES TH 88A	VAR PE 56W	ART 40A	CS 61
NURSNG 7	RUSS 1	VAR PE 57V	ART 40B	CS 65
NURSNG 7L	RUSS 2	VAR PE 57W	ART 40C	CS 70
NURSNG 88A	SCI 10	VAR PE 59W	ART 41A	CS 75
NURSNG 8L	SOCIO 88A	VAR PE 60	ART 41B	DANCE 6
NURSNG 900	SOCIO 88B	VAR PE 9V	ART 52A	DMPOST 2
NURSNG 90A	SPAN 11	WGS 88A	ART 60	DMPOST 20
NURSNG 90B	SPAN 12	WGS 88B	ART 74	DMPOST 21
NURSNG 9L	SPAN 3	WGS 90A	ART 75	DMPOST 22
NUTR 8	SPAN 31A	WGS 90B	ASTRON 4	DMPOST 23
NUTR 88A	SPAN 4	ZOOL 5	ASTRON 5	DMPOST 3
NUTR 88B	SPAN 88B		BIOL 15	DMPOST 30
NUTR 90A	TH ART 10A	DE Fully Online	BUS 21	DMPOST 31
NUTR 90B	TH ART 10B	and/or Hybrid	BUS 51	DMPOST 60
NUTR 90C	TH ART 14	Delivery	BUS 54	ECE 23
NUTR 90D	TH ART 15	ACCTG 16	BUS 55	ECE 901
OCC E00	TH ART 18A	AHIS 6	BUS 56	ECE 902
OCC E01	TH ART 18B	AHIS 71	BUS 62	ECE 903
OCC E10	TH ART 18C	ANIM 1	BUS 72	ECON 15/
OCC E20	TH ART 20	ANIM 18	BUS 76	HIST 15
OFTECH 90A	TH ART 21	ANIM 19	BUS 901	ECON 4
PERSIN 1	TH ART 22	ANIM 2	BUS 902	ECON 5
PERSIN 2	TH ART 23	ANIM 20	BUS 911	ECON 6
PHILOS 88A	TH ART 25	ANIM 21	BUS 912	ECON 8/WGS 8
PHILOS 88B	TH ART 26	ANIM 22	CIS NC 902	ENGL 14
PHOTO 2	TH ART 28A	ANIM 3	CIS NC 903	ENGL 18
PHOTO 88A	TH ART 31	ANIM 30	COM ST 12	ENGL 24
PHOTO 88B	TH ART 32	ANIM 31	COM ST 14	ENGL 3
PHOTO 88C	TH ART 46	ANIM 32	COM ST 16	ENGL 300
PHOTO 90A	TH ART 50	ANIM 35	COM ST 20	ENGL 30A
PHOTO 90B	TH ART 51	ANIM 36	COM ST 30	ENGL 30B
PHOTO 90C	TH ART 55	ANIM 37	COM ST 31	ENGL 34
PHOTO 90D	TH ART 88A	ANIM 38	COM ST 310	ENGL 38
PHOTO E00	TH ART 88B	ANIM 4	COM ST 9	ENGL 4

ENGL 41	GEOG 25/	IXD 450	PHILOS 5	Global Citizenship AHIS 2 AHIS 3 AHIS 71 BIOL 15 ECON 8/WGS 8
ENGL 50	GIS 25	IXD 460	PHILOS 6	
ENGL 57	GEOG 5	IXD 470	PHILOS 9	
ENGL 59	GEOG 7/	IXD 480	PHOTO 30	
ENGL 6	ENVRN 7	JAPAN 1	PHOTO 32	
ENGL 7	GEOL 1	JAPAN 2	PHOTO 33	
ENGL 8	GEOL 3	JAPAN 3	PHOTO 34	
ESL 902	GEOL 31	JAPAN 4	PHOTO 42	
ESL 903	GEOL 4	JOURN 16	PHOTO 43	
ESL 904	GEOL 5	JOURN 17	POL SC 21	
ESL 905	GLOBAL 10	JOURN 2	POL SC 24	
ESL 906	GR DES 18	JOURN 21/	POL SC 52	
ESL 911	GR DES 31	PHOTO 13	PRO CR 11	
ESL 913	GR DES 33	JOURN 22/	PRO CR 12	
ESL 915	GR DES 35	PHOTO 14	PRO CR 15	
ESL 961	GR DES 38	JOURN 43/	PRO CR 19	
ESL 963	GR DES 41	BUS 29	PRO CR 25	
ESL 965	GR DES 43	KIN PE 17	PRO CR 6A	
ESL 971	GR DES 44	KIN PE 18	PRO CR 7	
ESL 973	GR DES 51	KIN PE 19C	PRO CR 8	
ESL 975	GR DES 60	KIN PE 19E	PSYCH 13	
ESL 994	GR DES 67	KIN PE 2	PSYCH 14	
ESL 995	GR DES 71	KIN PE 3	PSYCH 19	
FASHN 1	GR DES 71B	KIN PE 34A	PSYCH 2	
FASHN 10	HEALTH 11	KIN PE 34B	PSYCH 25	
FASHN 12	HEALTH 61	KIN PE 34C	PSYCH 40/	
FASHN 13	HEALTH 905	KIN PE 34D	ENVRN 40	
FASHN 15	HEALTH 906	KIN PE 58B	PSYCH 5	
FASHN 16	HEALTH 907	KIN PE 58C	PSYCH 6	
FASHN 17	HIST 19	MEDIA 11	PSYCH 7	
FASHN 18	HIST 22	MEDIA 12	RES TH 1	
FASHN 19	HIST 24	MEDIA 13	RES TH 29	
FASHN 2	HIST 25	MEDIA 16	RES TH 30	
FASHN 20	HIST 26	MEDIA 17	RES TH 60	
FASHN 21	HIST 27	MEDIA 18/	RES TH 70	
FASHN 3	HIST 28	BUS 33	RRM 1	
FASHN 5	HIST 29	MEDIA 19	RRM 2	
FASHN 6A	HIST 3	MEDIA 2	RRM 3	
FASHN 6B	HIST 32	MEDIA 21	RRM 4	
FASHN 7	HIST 38	MEDIA 46	SOCIOL 2	
FASHN 8	HIST 39	MEDIA 48	SOCIOL 30	
FASHN 9A	HIST 4	NURSING 6	SOCIOL 31	
FASHN 9B	HIST 41	NURSNG 17	SOCIOL 33	
FILM 11	HIST 42	NURSNG 4	SOCIOL 34	
FILM 20	HIST 43	NURSNG 60/	SPAN 2	
FILM 21	HIST 5	HEALTH 60	SST 901	
FILM 30	HIST 52	NURSNG 6L	SST 904	
FILM 5	HIST 55	NURSNG 8	SST 905	
FILM 6	HIST 6	OFTECH 1A	SST 906	
FILM 7	HIST 62	OFTECH 1B	SST 908	
FILM 8	IARC 53	OFTECH 1C	SST 909	
FILM 9	IARC 63	OFTECH 9	TH ART 2	
GAME 1	IXD 310	PHILOS 2	TH ART 41	
GAME 10	IXD 330	PHILOS 20/	TH ART 42	
GAME 2	IXD 350	ENVRN 20	TH ART 5	
GEOG 11/	IXD 360	PHILOS 22	WGS 10	
GLOBAL 11	IXD 370	PHILOS 3	WGS 30	
GEOG 2	IXD 430	PHILOS 4	WGS 40	
			SLO Updates CHEM 9 HIST 12 LIBR 1	
			Non-Substantial Changes ACCTG 1 ACCTG 10A ACCTG 10B ACCTG 10C ACCTG 15 ACCTG 2 ACCTG 23 ACCTG 31A ACCTG 31B ACCTG 45/ BUS 45 AD JUN 1 AHIS 2 AHIS 3 AHIS 3 ANATMY 2 ANIM 1 ANTHRO 10 ANTHRO 19 ANTHRO 5 ANTHRO 9 ART 13 ART 17A ART 30C ART 31 ART 34A ART 40A ART 40B ART 41A AUTO 40 AUTO 45 AUTO 47 BIOL 10 BIOL 3 BUS 5 BUS 56 CHEM 10 CIS 64 COM ST 22 COSM 50C COUNS 12 CS 43	

Online Education

The number of SMC distance education offerings increased from 4,580 sections to 7,279 sections this year. The Distance Education program continued to play a critical role in supporting the entire campus with the transition to an online delivery format due to COVID-19. In efforts to further support the campus, there were numerous professional development opportunities hosted to support high-quality, equity-minded, and inclusive online teaching and learning. Among these opportunities, online teaching certification courses were offered that ranged from two weeks to eight weeks. To this date, 276 faculty have voluntarily completed an online teaching certification. Additionally, faculty were able to receive one-on-one support from expert faculty selected to serve as DE Mentors for each academic department.

In December of last year, the College successfully fulfilled the goals of the \$500,000 one-year grant from the Chancellor's Office via the CVC-OEI (California Virtual Campus Online Education Initiative) to improve the quality of our online courses, expand the number of CTE courses and programs available via online delivery, and make SMC Associate Degrees available online by putting math and lab science general education courses online. The grant efforts also provided a framework to develop an infrastructure to better support faculty in maintaining consistent best practices for high quality online courses. Full-time and part-time faculty gathered virtually at the second annual Online Teaching Winter 2021 Institute to learn and share effective online teaching strategies facilitated by our own expert SMC faculty. The grant also established a system to allow faculty to self-select course(s) to be reviewed using the CVC-OEI Course Design Rubric and were paired with an experienced Peer Online Course Review (POCR) faculty member. To date, 70 CVC-OEI Course Rubric reviews were completed with an accessibility review. The institution is now under review to become a 'Certified POCR Campus' recognized by the CVC-OEI. The Distance Education program continues to expand each year with new online faculty, course offerings, and online support services for students and faculty.

These efforts are closely aligned with the Board Goals & Priorities 1, 2, 3, and 5 of implementing multiple measures, guided pathways, models of support that increase student success and decrease equity gaps, developing professional development to further equity, and programs relevant to a post-COVID environment.

Learning Resources

Learning Resources includes tutoring in the **Learning Resource Centers** (LRC) around campus as well as **Supplemental Instruction** (SI). The administrators and staff are engaged in continuous improvement efforts prioritizing consistency in the student experience, evaluation, and innovative practices. The Interim Associate Dean of Student Instructional Support serves as co-chair on the Academic Senate, Student Instructional Support Committee where they work collaboratively to make recommendations on improving services in the Learning Resources area.

Board Priority 1: Prioritize addressing systemic barriers that racially minoritized students face in reaching their goals; engage in professional development including interpersonal work to further equity and our commitment to being an anti-racist institution.

Guided Pathways and AB 705. We began to work with the GPS team to Pilot the use of GPS (Starfish) in Math and English as a tutor tracking and standardized data collection system for tutoring. We plan to look at the data from the past school year to enable the College to see the effectiveness and impact of tutoring on student course success.

Board Priority 2: Implement college initiatives to meet the Vision for Success (VFS) goals and provide the Board with annual progress reports that include data on increase in course completion, transfer rates, and employment in student's field of study; progress in meeting Student Equity Plan and Redesign.

Increased professional development. Coordinators and Instructional Assistants were required to attend a training on “Metacognitive Peer Tutoring Strategies”. The SI Coordinator and the Interim Associate Dean of Student Instructional Support also presented to classified staff on November 19, 2020, on the topic “Classified Professionals Conversation: Equity Conversations and Priorities”. This was part of a HR classified professional development series. Additionally, most people in this area attended several of the 3CSN wayfinding online zoom series sessions.

Board Priority 6: Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations.

Increase in consistency of practices in the various tutoring centers. Zoom has been the dominant platform we use with the Math and English Centers. We have virtual labs where students are greeted and then placed in breakout rooms for individualized help. We also use WOnline in English, Science, Business, and CSIS to provide tutoring services and capture data for students who receive peer tutoring.

Board Priority 2: Implement college initiatives to meet the Vision for Success (VFS) goals and provide the Board with annual progress reports that include data on increase in course completion, transfer rates, and employment in student’s field of study; and progress in meeting Student Equity Plan and Redesign.

Education Collaborative

The collaborative continues to support the Young Collegians program. This will be the 14th summer the program is being offered to SMMUSD students. The program is designed to help first-generation underrepresented students earn college credits while in high school. Once the student completes the three-year summer program, they would have earned 14 college credits. Due to COVID-19 we recruited a new cohort virtually and over 50 students are participating remotely in the program this Summer. The team is also providing Zoom workshops and supporting the students in the online environment.

This past year, the Dual Enrollment program has continued to work with six local high schools. In the Fall, the program offered 19 Dual Enrollment classes with ten of them being offered at SMMUSD. In the Spring, the program offered 19 classes with nine of them at SMMUSD. All the DE classes were offered online due to COVID-19. The program supported faculty and students remotely with remote orientations and enrollment workshops to serve all the new students. The program also offered remote counseling support throughout the year.

This Summer SMC accommodated SMMUSD students through the Concurrent Enrollment program by offering Biology, Chemistry, Economics, History, and Political Science to students who wanted to take these classes in the Summer. 400 students enrolled for these opportunities. These students were supported with a virtual orientation and a designated Concurrent Enrollment counselor.

Board Priority 3: The Young Collegians, Dual Enrollment and Concurrent Enrollment programs support the third board goal—Community and Government Relationships—by working with SMMUSD and local schools to provide access to college classes for their students.

Noncredit and External Programs

As the primary member of the Santa Monica Regional Consortium for Adult Education, the SMC Noncredit Initiatives Team continued to fulfill the objectives of the California Adult Education Program (CAEP). Significant accomplishments included:

- For 2020-21, awarded a total allocation of \$431,453.
- Developed and implemented an online student referral and reporting system between the SMMUSD Adult Education Center and SMC Noncredit Initiatives Team. This resulted in an initial referral of 26 AEC students with three students enrolling in noncredit ESL classes and programs.
- Solidified a partnership with JVS West Los Angeles WorkSource Center, a Los Angeles County America's Job Center of California. SMC noncredit career development and college preparation classes and programs are now promoted in JVS West Los Angeles WorkSource Center orientations and specialized career fairs are organized by JVS West Los Angeles WorkSource Center for SMC students awarded a noncredit career development Certificate of Completion.
- Collaborated with the SMC Marketing Department to create informational noncredit program materials distributed throughout the region which led to increased program awareness and enrollment. As a result, in 2020-21, SMC awarded 164 Certificates of Completion in the noncredit categories of Short-term Vocational and Workforce Preparation.
- Participated in professional development that focused on noncredit policy, career development and college preparation courses and programs, student services, student equity, and distance education.
- Presented at the 2020 Virtual CAEP Summit.
- Hosted a joint professional development opportunity facilitated by CalPro, with 13 faculty members, two administrators and three classified staff members.
- Participated in Welcome Week, Open House, Noche de Familias and several community based resource fairs.
- Successfully transitioned to the Alternative Attendance Accounting for Noncredit Distance Education.
- Held the first Noncredit Student Success Celebratory Culmination event in June 2021.

Board Priorities: 1, 2, 6, 10, 16 and 17. Developed curriculum, programs, and student services to increase student success and decrease equity gaps; Contributed to the Vision for Success goals by increasing completion in noncredit courses and programs, and ultimately an increase in transition rates from adult education to noncredit, noncredit ESL to 4 noncredit career education, noncredit to credit, and noncredit to gainful employment; Established a supportive, inclusive, and collegial environment for noncredit ESL students, faculty, and staff; Partnered with noncredit advocates across California to contribute to the proposal and communication of noncredit policies; and, Established and maintained collaborative partnerships with SMMUSD, City of Santa Monica, the regional WorkSource Center, and SMC academic departments.

As a recipient of the Strong Workforce Program for Noncredit (SWP-NC), the SMC Noncredit Initiatives Team achieved the following significant accomplishments:

- For 2020-21, awarded SWP-NC Round 3, \$21,000; and SWP-NC Round 4, \$75,000.
- Supported the creation of five noncredit to credit and career pathway maps to assist students transition to both credit and the workforce

- Supported the pilot of the Integrated Educational Training program which contextualized ESL for College and Career Pathways for the Noncredit Introduction to Early Care and Education program.
- Supported the professional development of noncredit faculty and administrators in noncredit career development curriculum and programs, career counseling services, noncredit ESL vocational pathways.
- Supported the creation of Noncredit Certified Nursing Assistant (CNA), CNA with Home Health Aid, and other potential noncredit career education pathways in collaboration with the SMC Health Sciences Department.

Board Priorities: 1, 2, 4, 6, 16, and 17. Developed curriculum, programs, and student services to increase student success and decrease equity gaps; Contributed to the Vision for Success goals by increasing completion in noncredit courses and programs, and ultimately an increase in transition rates from adult education to noncredit, noncredit ESL to noncredit career education, noncredit to credit, and noncredit to gainful employment; Explored new programs in the allied health sector; Established a supportive, inclusive, and collegial environment for noncredit ESL students, faculty, and staff; and, Established and maintained collaborative partnerships with the SMMUSD and SMC academic departments.

The SMC Noncredit Initiatives Team participated in the City of Santa Monica Community and Economic Recovery Task Force in response to COVID-19.

- The City of Santa Monica established the Community and Economic Recovery Task Force in response to the current economic crisis and COVID-19 pandemic. The SMC Noncredit Initiatives Team joined the Task Force in May 2020.
- The goal of the Task Force is to connect local job seekers with local career training programs and employment opportunities.
- The Task Force will intentionally promote SMC noncredit career development and college preparation classes, programs, and student support services to the local community.
- Labor market information and input from local employers will inform faculty about the need for modified and/or new noncredit curriculum and program development, in addition to comprehensive planning in alignment with CAEP, SWP-NC.
- SMC Noncredit participated in two of the City of Santa Monica's Ready to Work Webinars.

Board Priorities: 4, 6, and 17. Established and maintained a collaborative partnership with the City of Santa Monica Community and Economic Recovery Task Force with an interest in noncredit allied health curriculum/program development in addition to business and ESL to ultimately employ students and community members with the greatest financial need.

In response to COVID-19, SMC Noncredit registration and enrollment were successfully modified to continue to meet the needs of students enrolling in noncredit career development and college preparation courses and programs:

- Fully transitioned to remote and online student support services including registration, enrollment, orientation, and technical support for students accessing Corsair Connect and Canvas.

- Virtual visits to noncredit classes via Zoom for special announcements and “in person” enrollments.
- Immediately developed social media and application tools to enhance virtual communication with noncredit students, community members, and partners.
- Established Jabber to receive noncredit office telephone calls from students, community members, and partners while operating remotely.
- Ongoing intensive noncredit marketing and outreach efforts with a strong focus on the City of Santa Monica and the JVS West Los Angeles WorkSource Center to increase enrollment in noncredit CDCP classes and programs.

Board Priorities: 6, 7, 16, 17, and 18. Informed students of food, housing, and technology-related resources; Continued support for campus resources that assist students with personal circumstances that may negatively impact student success; Ensured a supportive, inclusive, and collegial environment for student enrolling in noncredit remote and distance education classes, programs, and student support services; Maintained good virtual partnerships with the SMMUSD Adult Education Center (AEC), SMC academic departments, and local community partners in fulfillment of SMC’s vision and mission during emergency COVID-19 remote operations; and, Continued support for noncredit career development and college preparation classes, programs, and student support services that increase college readiness and success.

In response to COVID-19, SMC Noncredit Counselors achieved the following significant accomplishments:

- Participated in the SMC Redesign (Guided Pathways) and GPS discussions; a full-time noncredit counselor ensured noncredit career education and college preparation courses and programs are part of the Redesign Team’s mapping process.
- Revamped academic and career development workshops to be accessible to students remotely.
- Supported noncredit students by telephone, email, and Zoom with transition to remote learning.
- Offered Stress and Time Management as well as Study Skills workshops via Zoom.
- Assisted noncredit students with their transition to distance education by connecting them to free resources such as Chromebooks and the food pantry.
- In June 2021, hosted a virtual Noncredit Student Success Ceremony to commemorate the achievements of noncredit program completers.
- In collaboration with the Counseling Department, CE instructional faculty/chairs, career services, and marketing, created 5 new noncredit pathway maps that illustrate career and credit options for students who begin in noncredit and plan to transition to credit programs and/or the workforce. Additionally, the maps were presented to general counseling, CE committee and the ReDesign Team, and they are currently available for Counselors’ use in Teams, as well as highlighted on CE Department webpages.
- In collaboration with the Noncredit Faculty Lead, developed a Noncredit ESL Pathway map outlining our ESL certificates and recommended progression through the Noncredit ESL program.
- Continued to participate in outreach opportunities with the AEC, City of Santa Monica’s Ready to work webinars, SMC Open House Events, VIP Welcome Week, etc.

- Collaborated with West LA JVS WorkSource Center to host two virtual Career Fairs (Fall 20, Spring 21) for Noncredit program completers.
- Conducted 393 noncredit counseling contacts (post-COVID, remote only) in Spring 2020, 209 in Summer 2020, 380 in Fall 2020, 133 in Winter 2021, and 380 in Spring 2021.

Board Priorities: 6, 7, 16, 17, and 18. Informed students of food, housing, and technology-related resources; Continued support for campus resources that assist students with personal circumstances that may negatively impact student success; Ensured a supportive, inclusive, and collegial environment for student enrolling in noncredit remote and distance education classes, programs, and student support services; Maintained good virtual partnerships with the SMMUSD Adult Education Center (AEC), SMC academic departments, and local community partners in fulfillment of SMC's vision and mission during emergency COVID-19 remote operations; and, Continued support for noncredit career development and college preparation classes, programs, and student support services that increase college readiness and success.

Emeritus

Under the leadership of Interim Dean Dr. Scott Silverman, the Emeritus Program is doing very well. The **SMC Emeritus Art Gallery** held six art shows and opening receptions this past year, all of which were completely virtual. Virtual art gallery exhibition launch events have seen increased attendance and viewings of both the recording and the online photo albums – all of which will stay up in perpetuity, giving Emeritus student work more permanence than previously. All are available for viewing at www.smc.edu/EmeritusGallery. Other typical student performances, such as the SMC Emeritus Concert Band, the Emeritus Acting Troupe, and other musical ensembles have either performed a well-choreographed and edited video or are soon about to. Two SMC Emeritus literary journals were published: **The Emeritus Chronicles** and **The Ongoing Moment** (the latter being a journal of both student literature and art), and both of which have obtained ISSN numbers from the Library of Congress for proper serialization. Receptions are usually held for both journals where students read some of their work, both of which were virtual, and students could order copies of the publications, mailed out by the SMC Mailroom.

The Emeritus Voice student newsletter was published in the Fall and Spring terms. To date, the total amount of funds raised for SMC Emeritus during the fiscal year is \$165,828.28, returning to pre-pandemic giving levels. The total for the last two fiscal years is significantly lower than the typical two-year average. Our typical appeals cycles were aided greatly with in-person collection drives during business hours, with many donations being made on-site. That could not happen during the pandemic. In addition, there was no Spring 2020 campaign, so some of that giving may have trickled in over this year. In addition, SMC Emeritus received several estate gifts, to support the Emeritus program and has taken steps to revive a longstanding regularly held financial planning class that indirectly has led to support for Emeritus and the District.

SMC Emeritus has been represented at the **Santa Monica Regional Consortium for Adult Education**. Emeritus continues to work with faculty to minimize class cancellations, make optimal use of substitutes, and increase the positive attendance yield for the program. Aside from faculty retirements and the devastating loss of two active faculty members, only two Emeritus courses were put on hold during the pandemic. The faculty have indicated some interest in exploring some curricular revisions, which will be pursued into next year. Students have also shared several desires for the curriculum which have been and will continue to be shared with the Emeritus faculty.

Emeritus continues to serve about 3,000 students per academic year, with 150 sections of about 60 unique courses in Fall and Spring, somewhat fewer in Summer and Winter. New students continue to enroll, even during the COVID-19 pandemic. Next year, as courses return to on-ground modalities, great care will need to be paid to student retention.

Emeritus had arguably the largest hurdle of any program in the transition to Distance Education due to COVID-19. The student demographic, and a lot of the faculty, are in the category of those most at risk. Likewise, few members of these groups could be classified as highly proficient in the use of technology. Colleagues on campus in MIS and Distance Education were focused on helping credit faculty adapt to emergency DE, and communicating to credit students accordingly, so Emeritus had to do most of the conversion on our own.

- Emeritus has had 80 percent or more of normal unique student enrollment...while simultaneously supporting increased enrollment for those students who were active.
- Emeritus students and faculty responded positively to the required move to Emergency Distance Education. While a few classes did not make the transition, most faculty fully transitioned to Zoom and Canvas. Some faculty needed extra support to figure out how to use their SMC email accounts fully, let alone become mildly accustomed to using Zoom or Canvas.
- Staff fully transitioned to remote and online student support services including registration, enrollment, and technical support for students accessing Corsair Connect, Zoom, and Canvas.
- Multiple updates to website content and enrollment protocols have rolled out to streamline processes and communication when possible.
- While attendance has not been analyzed for all weeks of Spring 2020 versus expected attendance, early on in the pandemic, in the first full week of emergency DE, online attendance was approximately 60 percent of that attendance had been in-person just a few weeks prior. That number is most likely only going to increase.
- To support older adults without the physical or financial means to have enough food in their fridge to get by, Emeritus has been actively participating in the SMC Foundation Meal Project. Over 150 students have inquired about the program, and at least 100 Emeritus students each week are receiving a meal delivery from the Meal Project and Everytable (since mid-May 2020). This is thanks to the previous generosity of Emeritus students, and ongoing fundraising from the SMC Foundation.
- Emeritus has supported students in getting access to loaner Chromebooks, and faculty and staff as needed, too.
- 10+ Virtual events held on Zoom and posted to the Emeritus website, including a send-off to a beloved student, Jerry Rosenblum, who moved to Florida—though he has already decided to move back.

SMC Emeritus will resume partnering with many off-site locations as soon as on-ground instruction resembles usual capacity, and to explore new opportunities when they arrive. The Interim dean has begun reviewing curricular opportunities and needs with Emeritus faculty, ranging from existing and new course descriptions to revising the Student Learning Outcomes. This work will continue into next year. There are several facility improvements that were initiated or completed in AY 2021, including a major HVAC

equipment upgrade that was on the wish-list before the pandemic and critical afterwards. Several rooms got additional mirrors or windows, one set of bathrooms got automatic openers, and the elevator refurbishment is slated for completion prior to students returning to campus. Additionally, plans are progressing for sliding doors for the first floor classroom foyer. As it turns out, the AY 2019-20 A/V project to upgrade rooms for Distance Education capabilities was well-timed – and in AY 2021-22, this equipment will be tested.

Board Priorities: 1, 16, 17, 19, 20, 23, 27.

The SMC Emeritus Interim dean participated in several community-based meetings of efforts tied directly to services for Emeritus students and is pursuing other avenues for future engagement.

- The Older Adult Task Force (OATF, now renamed as the Westside Older Adult Services Network (WOASN), which a previous Emeritus Interim dean co-led for many years with the other co-leader from UCLA) brings together community groups and for-hire services to collaborate and share resources of mutual benefit in aiding the older adult population. With the retirement of the most recent OATF chair from UCLA, the re-envisioned WOASN asked for Emeritus to be represented on what is now a steering committee.
- Future opportunities include making stronger connections to: WISE & Healthy Aging, AARP, RAND, Milken Institute, California Institute on Aging, and MAPS, a group that is similar in function to WOASN.
- Work with Emeritus colleagues from around the state in the CCC EOA (Educators of Older Adults) to build an effective network of resources, and ideally an active older adult programs segment of ACCE.
- Continue to support the initiatives of the rest of the SMC Noncredit Initiatives Team, which includes work on new Allied Health programs within Noncredit Initiatives.

Board Priorities: 4, 19.

In response to COVID-19, Emeritus has successfully modified the program and services to operate in an Emergency Distance Education setting:

- Emeritus students and faculty responded positively to the required move to emergency Distance Education. While a few classes did not make the transition to DE, most faculty fully transitioned to Zoom and Canvas.
- Staff fully transitioned to remote and online student support services including registration, enrollment, and technical support for students accessing Corsair Connect, Zoom, and Canvas.
- Multiple updates to website content and enrollment protocols have rolled out to streamline processes and communication when possible.
- While attendance has not been analyzed in detail yet, Emeritus participation is about on par with pre-pandemic levels, with some students initially taking time off from classes but finding their way back, paired with new students.
- To support older adults without the physical or financial means to have enough food in their fridge to get by, Emeritus has been actively participating in the SMC Foundation Meal Project. Approximately 80 students each week, since May 2020, are receiving a meal delivery from the

Meal Project and Everytable. This is thanks to the previous generosity of Emeritus students, and ongoing fundraising from the SMC Foundation. This program will continue into the next AY.

- Supported students in getting access to loaner Chromebooks, and faculty and staff as needed.

Board Priorities: 6, 7, 16, 17, and 18.

In response to COVID-19, Emeritus Staff and Faculty achieved the following significant accomplishments:

- Supported each other in learning to use technology if previously unfamiliar.
- Converted enrollment protocols and communication.
- Supported Emeritus students remotely through telephone and email support, and several periods of Zoom support to fill the gap in registration support normally satisfied by having the computer mini-lab staffed during peak enrollment periods.
- Developed a communications plan regarding unexpected messaging students were reporting seeing in Corsair Connect while seeking help from campus colleagues to clarify the situation.
- Remotely helped students navigate Corsair Connect for the first time.
- Identified a need to get over one-third of Emeritus students to log in to Corsair Connect, activate their SMC credentials, to expedite their access to their Distance Education environment, while reducing the number of students registering only on paper.
- Successfully had every active Emeritus course submitted for Emergency DE approval.

Board Priorities: 6, 7, 16, 17, and 18.

Community Education

This program serves a consistent population within the community and fills an important niche. As the City of Santa Monica tightens its belt and reduces some program offerings for youth and adults alike, a large opportunity exists to fill that gap. It is unfortunate that this is occurring during COVID-19 and at a time in which Community Education is in a rebuilding phase as there is ample potential here. Given the ongoing financial position Community Education has been in, a Corrective Action Plan was implemented in AY 2021-22. That the program is still operational after essentially 1.5 years of enrollment impacted by COVID-19, when the financial outlook for the program was already less than stellar, is to some extent, a statement of sheer determination.

The staff and Interim dean have identified a number of opportunities to strategically improve operations and employ best practices in the field, in line with District policies and practices. The Interim dean and Program Coordinator have begun a process that will result in strategic priorities, programs to revive or develop, and a functional plan of operations to help Community Education live out its vision.

There are many amazing classes at Community Education. Two of the top classes in terms of both revenue and total registrations are Basic Organic Gardening 101 and Beginning Digital Photography. Two other classes to watch are: Phlebotomy (which could possibly spawn an entire program in noncredit) and Drone Pilot Training (which was a growing field pre-COVID-19 and can be expected to boom again soon).

COVID-19 has had a deleterious effect on Community Education. Some instructors could not convert the class to a remote learning environment (for example, Glass Fusing). In some instances, the class and registration fee could be deferred to a later date. In some instances, if a student did not have the technology, or did not want to take the class online, the registration fee was refunded. As such, the enrollment during AY 2021 was lower than usual, much like the rest of the District. Messaging is included in the schedule to show that classes are scheduled to be in remote learning mode but may pivot back when permitted. When in-person instruction resumes, messaging will continue to indicate what could happen if remote learning becomes necessary, which will minimize refunds in comparable situations.

Board Priorities: 6, 7, 11, 16, 17, and 20.

In response to COVID-19, Community Education staff have achieved the following significant accomplishments:

- Identified a means for remote learning for Community Education classes, as most instructors do not have access to Zoom or Canvas.
- Converted registration protocols and communication.
- Successfully managed a surge of refunds, requests and those processed without requests totally over 20x the normal amount in any month.
- Successfully managed a 25 percent increase in student inquiries.
- Supported both students and instructors when there were miscommunications between them through the conversion to remote learning.
- Identified a means for remote learning for Community Education classes, as most instructors do not have access to Zoom or Canvas.
- Converted registration protocols and communication.
- Maintained a list of prepaid course registrations for the impacted Community Education classes (i.e., Glass Fusing)
- Resolved debts from long-term partners and severed ties for those partners that were not financially beneficial to the program.
- Supported both students and instructors in classroom management during remote learning.
- Through the Corrective Action Plan, identified several strategies to employ during AY 2021-22 to increase revenue to the program. Namely:
 - Registration processing fee
 - Running several classes taught by volunteers, employees not eligible for extra compensation for these classes or Community Education instructors offering a sample workshop to draw students in for their full class.
 - Launching Black Rocket and several other youth oriented classes, many of which without instructional cost as pilot programs.
 - Resuming in-person instruction, as possible, during Fall 2021.
 - Exploring pay-per-click digital marketing

Career Education, Workforce & Economic Development

Year in Review. The Office of Workforce & Economic Development continues to administer state and federal grants and contracts that develop revenue for the College to improve enrollments, Career Education (CE) programming, retention, persistence, completions, and improving post-college outcomes (transfer, job placement, employment in field of study, and increased wage gains). The Office works closely with the Academic Senate Joint Career Technical Education Committee to allocate Strong Workforce and Perkins funding. All CE programs at SMC are supported by providing capital and human resources to develop or improve programming, and FY 20-21 brought forth an emphasis on forward-thinking, data-driven priorities to address achievement gaps. Social unrest and the mission critical response to COVID-19 compelled CE faculty to develop dynamic, sustainable remote learning environments, while being mindful of equity barriers. Notable, labor-market driven curriculum in development by CE faculty include Data Science, Salesforce Pathways, Blockchain, Allied Health, Cloud, IXD, and e-Sports, many of which are cross-discipline programs. Through yearlong business and community engagement activities, faculty are also provided industry intelligence, labor market data, and industry contacts for advisory boards.

Strong Workforce Program. The Strong Workforce Program (SWP) provides two forms of funding. Local level funding is available annually to improve the quantity and quality of career education programming, such as those mentioned above. In addition to program development and maintenance, these funds are to be used broadly for continued investments in business engagement and job placement, innovation and technology, CE data tracking, marketing, faculty professional development, work-based/experiential learning, and regional alignment of the workforce development ecosystem. Notable applications of local funding include the Summer & Fall 2020 Faculty Industry Ambassador Program, where 30 faculty brought together 1,784 students and 50 industry professionals in the remote classroom; 2020 Next Gen Mentorship Program which connected Black Collegian and Adelante students with CE Professionals in partnership with the Santa Monica Chamber of Commerce; CSIS student Industry Certification Program equitizing access to post-completion job opportunities; discipline-specific social media marketing tools; technology platforms to capture and analyze data sets related to student post-college outcomes (transfer, job placement wage gains) in CE; and Cosmetology's long overdue salon classrooms upgrade.

Anticipating a return to campus in the Fall of 2021, the 2020-21 grants and contracts supported the purchase of state-of-the-art equipment for CE disciplines. SMC also administers and develops programs with funding received from regional SWP projects that are led by other community colleges in the Los Angeles regional consortium (LA-19). These include Career Pathway Specialist, Transportation & Workforce Readiness, BioScience, eCTE Distance & Digital Learning, Energy, Construction and Utilities, Global Trade and Logistics, Business Engagement/Job Placement, Noncredit Career Pathways, Entrepreneurial Mindset, Early Childhood Education, and Cybersecurity. SMC continued to lead three regional projects, in which all 19 community colleges participate. These include Strategy, Innovation and Marketing (LA-19 SIM), California Cloud Computing, and the Center for a Competitive Workforce.

Community Partnerships & Workforce Development. Santa Monica's network of Workforce & Economic Development institutions and agencies put out a call to arms in the wake of COVID-19's transformative impact and devastation on the local civic and business community. The SMC Workforce Office responded by joining the Economic Recovery Task Force to rapidly leverage resources and "stop the bleeding". W&ED provided support to the City to develop an empathy-based, interactive, online COVID-response course for business owners and employees, that corresponded with the Santa Monica Cares PR campaign. W&ED worked with the City's Tourism Office to redesign the content and delivery platform/timeline of the Public Housekeeping Training Program to train 284 housekeepers at 21 hotels. W&ED also delivered our

“Attitude in the Workplace” online course during COVID, to 1400 LA County Department of Social Services employees.

Despite the remote environment, Workforce, in collaboration with faculty and community partners, has laid the groundwork, and launched cross-divisional teams and workplans to develop robust programs in eSports, BioScience, and Aquaculture (Blue Economy). Working closely with Santa Monica City, LAEDC, industry partners, the UCs and CSUs, all of these inter-disciplinary CE Programs will produce completers, with credentials to transfer or enter high-wage jobs in growth areas in our local economy. The Office also pivoted and executed on the State’s COVID-response integrated ETP contract to support over 20 companies (policies) and train 750 employees (awareness and skills) in a COVID work environment.

STEM Learning and Leadership Innovation Center

SMC is currently continuing to implement **STEM Learning and Leadership Innovation Center (SLLIC)**, a Title III-funded program. The overarching goal of the program is to improve the academic attainment of Hispanic students and low-income students at SMC. In partnership with the **University of California, Los Angeles (UCLA)** and other university and industry partners, SMC works cooperatively to increase the number of Hispanic and other low-income students who successfully pursue and obtain STEM degrees and careers. The three major goals of the program are to: (1) Increase the enrollment of Hispanic and low-income students in STEM programming; (2) Improve student success by strengthening instructional and student support services in STEM (e.g., peer mentoring), targeting psychosocial development and the teaching and learning environment; and (3) Strengthen student transfer and program articulation through the development of university and industry partnerships.

- **Improve enrollment.** As part of SLLIC, SMC has continued to grow the Engineering program by offering an Engineering degree and certificate. Currently, more than 10 engineering prerequisite classes include embedded tutoring. The SLLIC program also completed construction on a **new Makerspace lab** in Drescher Hall 109 in early Summer 2020. While new programming has been delayed due to the ongoing COVID19 Pandemic, classes will begin being offered in the adjacent Engineering Computer lab space in Winter/Spring 2022.
- **Improve student success.** In Fall 2020 a fourth cohort began a social belonging intervention, based on the randomized control trial of Walton and Cohen (2011). A second intervention, targeting identity as a scientist, was administered Spring 2021. Over 200 students who participated in the STEM Skills Academy were randomly assigned to either the treatment or control condition for the research study. Preliminary data continues to suggest that from pre-test to post-test, treatment students reported increases in their identification as a scientist, research skills, and research self-efficacy. In the Summer of 2021, STEM/SLLIC will conduct an examine treatment vs. control GPAs, course success, retention, graduation, and transfer rates with the current grant coming to an end. SLLIC also continues to provide STEM faculty members with training opportunities on effective teaching and learning strategies as well as promoting and providing reimbursement funds for faculty to attend off-campus/virtual workshops. In addition, the peer-coaching program (established in 2018-19) began its third year with the hiring and training of 20+ new peer mentors. Over 190 STEM students participated in one-on-one sessions and group workshops. In addition, a team of STEM Math Faculty have been working to revise and transition our existing Math Workshop modules to a sustainable, scalable, self-paced, online modality, covering Math levels ranging from Math 1 – Math 11. Pilots for the modules began in Spring 2021 and will continue through Summer 2021, incorporated in the yearly Summer STEM Skills Workshops in August 2021.

- **Strengthen student transfer through partnerships.** SLLIC has continued to offer workshops to help prepare students for Summer research experiences and transfer including “**Transfer Coachella**” and “**Cool Careers**” in Fall 2020. The program also held multiple transfer workshops, financial aid workshops and drop in sessions, and Undergraduate Research Center (URC) UCLA application workshops, along with 4 drop-in assistance/counseling sessions to help with internship, TAG, and transfer applications. In addition to these workshops, the STEM specific Counseling 15 class focuses directly on preparing students for research and transfer opportunities. SMC has established partnerships with NASA’s Jet Propulsion Laboratory (JPL), Los Angeles County Incubator (LACI), Station1, USC, and Base 11. In addition to externships with industry partners, SLLIC has successfully connected with UC Irvine (California Alliance for Minority Participation), USC (Engineering Outreach), and Cal Poly Pomona Engineering to offer SMC transfers opportunities and mentorship to SMC alumni.

COVID-19. In response to the ongoing pandemic and COVID-19 related concerns, the SLLIC Program and counseling staff work diligently to ensure the continuity and accessibility for students to all program support services and activities through the shift to online/remote delivery of STEM-specific counseling (via phone and zoom appointments), online access to tutoring and peer mentoring support sessions, and drop in hours for student questions. The STEM Program also executed and supported the 10th STEM program application cycle, having pivoted to a completely remote orientation model in 2020 and welcomed the 2021-22 STEM Cohort of 190 new students to the program in June 2021. Significant efforts continue to be made to expand the STEM/SLLIC online presence and communication network for students, incorporating website updates, social media, a STEM CANVAS, personalized phone calls, and other platforms/modalities to ensure students are made aware of the vast resources and support services available to them during this pandemic.

Aligned with Board Priorities I (subsections 1, 2, 3), II (subsections 6, 7, 8, 9), IV (subsections 18, 20, & 22).

The Center for Teaching Excellence

The Center for Teaching Excellence (“The Center”) has institutionalized faculty professional development practices at SMC for the past 10 years. Over this past academic year, due to the continued remote environment because of COVID-19, The Center offered curated online trainings, live zoom sessions and recordings focused on the following topics: Self-Care, Distance Education Fundamentals, Equity in Remote Environments, Teaching & Learning, Educators & Students, online training courses, and recordings of past webinars.

In Fall of 2020, the administrator overseeing The Center departed SMC. Under the guidance of Academic Affairs, The Center staff continued to curate select online opportunities for professional development from September through November, though in a limited capacity as direct leadership of the department was re-structured. The Center’s website, an established source for professional development for the Campus, continued to cross-promote events and trainings from within SMC through the academic year. In Spring 2021, the interim Dean of Equity, Pathways, and Inclusion collaborated with the Academic Senate Professional Development Committee, Classified Professional Committee, Human Resources and other key stakeholders to submit an IEPI grant to begin work on developing a comprehensive Professional Development Plan for all employee groups and transform “The Center” into an equity-related Professional Development Center for all employee groups on campus in an effort to meet our college equity goals.

Highlights of this year include:

- The Center’s annual Classified and Faculty Summer Institute (CFSI) was put on hold in light of the continued remote environment. In lieu, The Center focused its energies into assisting with the Fall opening day professional development series, held over two weeks and entirely online. Faculty, staff, and administrators came together for a series of live sessions focused on best practices, student services, and creating a culture of equity-minded service to support historically marginalized students.
- The month-long, concentrated equity trainings offered through the Center for Organizational Research and Advancement (CORA) continued to be available to all SMC Classified Educators and Faculty, focused specifically on the needs of Teaching and Supporting Men of Color.
- In partnership with Student Equity and STEM Program, work began on the \$2,493,400 five-year National Science Foundation grant focused on providing in-depth, equity-focused training to probationary full-time faculty in STEM departments. First year activities saw a successful fully remote rollout for cohort 1 in Fall of 2020 and Spring 2021.
- In summer 2020 and fall 2020, the Equitizing Gateway Courses (EGC) team leads worked with Distance Education faculty, administrators and staff to infuse equity-minded principles into the Distance Education training being provided to all faculty and staff through Fall of 2020. In Spring 2021, the team regrouped for the Equitizing Gateway Courses rollout, and are now prepared for a remote launch in the Fall 2021. The program is a 5-semester, college-wide professional development opportunity for faculty to cultivate and deepen equity-centered pedagogical practices and to better serve today’s students, particularly our African American and Latinx students.

Board Goals directly addressed: 1, 2, 3, 6, 16.

Santa Monica Early Childhood Lab School

Supporting **Board Priority 20 & 22**, the Santa Monica Early Childhood Lab School is an innovative public-private partnership to meet the needs of a community seeking and prioritizing quality early care and education, and a place to train and provide experience to those choosing to be early childhood educators. Santa Monica College and the City of Santa Monica, with support from the RAND Corporation, teamed up two decades ago to identify Santa Monica’s Civic Center as a location to build the new, specially designed, 20,000 square feet complex which comprises three buildings encompassing:

- Four infant and toddler classrooms.
- Four preschooler classrooms.
- Extensive outdoor play spaces/outdoor classrooms.
- An art studio and kiln.
- Two instructional classrooms and observation areas for college students.
- Large multi-purpose room suitable for convenings, special events, and community meetings.

Construction on the center was completed in April 2021, with planned operations for children and families beginning in September 2021, subject to state licensing and COVID-19 guidelines. SMC students will begin accessing the facility in Spring 2022 for instructional purposes.

Growing Place, an award-winning, National Association for the Education of Young Children (NAEYC)-accredited, and highly regarded nonprofit child development program with two other locations in Santa Monica, was selected as the operator over four years ago, and will work in concert with SMC's award-winning and NAEYC-accredited Early Childhood/Education Department's faculty, students and staff.

Academic Program Accolades

Business

Ming Lu, Professor of Accounting, has been selected to receive the 2021 Outstanding Educator Award by the California Society of CPAs. (<https://www.calcpa.org/>) based on his contributions to his students and to the accounting field.

Communication and Media Studies

New babies: **Julie Chekroun**: Baby Emma 5/31; **Lauren Movius**: Baby Callum 2/16; **Nancy Grass**: Grandson Milo 7/6.

New classes: Journalism 7/Media 25: Engaging Audiences for Journalism and Social Media; Com St 38: Latina/o/x Communication Studies

Accomplishments and Contributions

Delphine Broccard put on the 12th Annual Global Citizenship Symposium

Faculty Ambassador Program: **Sharyn Obsatz**, Faculty Lead for Faculty Industry Ambassador Program; **Roxanne Captor**; **Paris Poirier**; **Timothy Conley**; **Redelia Shaw**; **Vishal Solanki**

Sheila Laffey, Adjunct Professor of Film Studies, hosted the Green Screen eco film series for the fourth year, with directors for discussion after all the films.

Sheila Laffey was certified as a Nature Therapy Guide through the Association of Nature and Forest Therapy (ANFT).

Nate Brown planned, organized, and hosted an online Intramural Debate Tournament.

The department provided SMC students to judge high school speech/debate tournaments.

In addition to debate awards listed below, over 60 students volunteered and provided judging to three high school tournaments.

More than 60 students raised over \$1,000 for the Debate Team endowment and provided about 400 total hours of community service to high school students through volunteering at a variety of debate tournaments.

Robert Petrella's Film 20 student **Sierra Barter's** script idea was so well received by a guest that he took it to his agent CAA (one of the biggest in the world as you may know). They liked it so much that Imagine Entertainment (Director Ron Howard's company) bought the idea. The documentary will be on Apple as first look!

Delphine Broccard has passed her qualifying exams and is now working on her Dissertation. Next stop, Dr. Broccard.

Salvador Carrasco's piece, "Luis Buñuel's El in the Face of Cultural Appropriation and the #MeToo Movement: A Filmmaker's Reappraisal" was published in www.sensesofcinema.com

Luis Andrade has had two pieces published this year: "We Still Keep Going: The Multiplicitous Socioemotional States & Stressors of Undocumented Students During the COVID-19 Pandemic" in the Journal of Hispanic Higher Education and "Vale Verga" ("it's worth a cock (nothing)"): the queer of color world-making Consejos of Fernanda, an aging undocumented Muxer/Jota in Text and Performance Quarterly.

Awards

Communication Studies

Twelve SMC students participated in four online Debate tournaments in a total of 102 different debate rounds:

- The Warm Up held Oct. 3, hosted by the Pacific Southwest Collegiate Forensics Association (PSCFA)
- Crossman Invitational held Oct. 18, hosted by El Camino College
- October Surprise, held Oct. 25 at Mt. San Antonio College
- Fall Champs on Dec. 5-6, hosted by PSCFA (Forty-two colleges and universities competed at the PSCFA Fall Champs from across the nation including CSU Northridge, UC Berkeley, and University of Utah).

Eleven awards won by seven individual debaters:

- **Arman Hedayat** won Gold in IPDA debate at three tournaments: the Warm Up, the Crossman Invitational, and Fall Champs.
- Team Captains **Dexter Cypress** and **Ariyana Tavakoli** won Silver in team NPDA debate at the October Surprise, and also won Gold in NPDA debate at Fall Champs.
- Jules **Shinbrot** won Silver in IPDA debate at Fall Champs.
- **Thomas Rhalter** won Bronze in IPDA debate at the Crossman Invitational.
- **Nate Alpern** won Bronze in IPDA debate at the October Surprise.
- **Carter Francis** won Bronze in IPDA debate at Fall Champs.

Media Studies

Student in Media studies class started a YouTube Channel, ManyBrilliantMinds the Reality of Us to help young people know what prison is really like, and how to avoid it.

Film

Broken Layers: going to Cannes

INK: Directed by **Ozzy Ozuna**—who is a DACA student—featured in [National Geographic Instagram post](#) and nominated for BAFTA

Leaving the Factory: **Alessia Crucitelli** wins The Russo Brothers Italian American Film Forum Grant

Adjunct Professor of Film Studies, Sheila Laffey's and Salvador Carrasco's student, **Elizabeth Sainz**, won a scholarship from LA Film Critics Association. In addition, Elizabeth got accepted to the American University in Paris and will be moving to France this August.

"One of These Days" (OTD), that deals with police brutality, institutional racism, the complexity of race relations in Los Angeles:

- Winner – Gold Remi; WorldFest Houston International Film Festival
- Winner Honorable Mention Award: Best Debut Filmmaker of International Short Film; Port Blair International Film Festival, India
- Finalist – Peachtree Village International Film Festival; Atlanta, Georgia
- Official Selection – London Lift-Off Film Festival; United Kingdom
- Official Selection – Culver City Film Festival

Mickey Meyer, an SMC grad, was the executive director of a short film, "Two Distant Strangers," that won the Academy Award for Best Live Action Short Subject.

Journalism

Yasamin Jafari-Tehrani, Student Photojournalist of the Year,

Marco Pallotti, runner-up for Photojournalist of the Year.

The Corsair newspaper won 14 awards for the Spring 2021 JACC State Publication Contest:

Jackie Sedley, Honorable Mention, News Story

Marco Pallotti, Second Place, Feature Photo

The Corsair Staff, Third Place, Photo Story-Essay

Glenn Zucman, Third Place, Sports Action Photo

Alex Ramirez Canales, Fourth Place, Sports Action Photo

Sonia Hiew, Fourth Place, Front Page Layout

Sonia Hiew, Second Place, Illustration

Octavia Anderson, Honorable Mention, Illustration

Sonia Hiew, First Place, Informational Graphic

Johaira Dilauro, Third Place, Photo Illustration

Glenn Zucman, First Place, Student Designed Ad

The Corsair Staff, First Place, Online Photo Story/Essay

The Corsair Staff, Second Place, Online Photo Story/Essay

Staff of The Corsair, Print Edition, General Excellence

Dance

Our distinguished faculty are recognized regionally, nationally, and internationally for their contributions to the art form as educators, choreographers, and performers. Highlights include the following:

Seda Aybay is Founder, Artistic Director and Choreographer of Kybele Dance Theater's (KDT). Ms. Aybay has produced and choreographed multiple works with KDT. Most recently, KDT placed as a semi-finalist in the Palm Springs International Dance Festival (Spring 21) and the company's live Zoom performance was aired by SoCal PBS. KDT's works have been toured and presented across California as well as in New York, Chicago, and Seattle.

Laura Canellias was the second recipient & first woman inducted into the Salsa Hall of Fame (2019).

Keali'i Ceballos is an internationally acclaimed teacher, dancer and choreographer of Hawaiian and Polynesian dance and is Director of Halau Keali'i O Nalani; a Los Angeles based Halau Hula (Hula School). Halau Keali'i O Nalani is one of the largest schools for Hawaiian dance in southern California. In 2020, Keali'i was named an official United States cultural ambassador for the United States State Department.

Judith Douglas completed American Ballet Theater's National Teacher's Training Curriculum Level I.

Jae Lee brought SMC dance students from Synapse Dance Theater and Global Motion World Dance Company to the prestigious American College Dance Association festival (ACDA, Spring 18/19) to present choreography and perform in adjudicated concerts. Her work was picked for the Gala Performance and as alternate to be presented at the ACDA national conference at the Kennedy Center, Washington DC.

Angela Jordan received first place in the Creative Rebellion Olympics for her dance video "Rise Up" (2021).

Karen McDonald is currently the Director for the Debbie Allen Dance Academy and was featured in the Netflix documentary "Dance Dreams: Hot Chocolate Nutcracker." She is an active professional performer having also recently appeared in the publications *Beauty Is Experience: Dancing 50 and Beyond* (2017) and *Essence Magazine: Seeking Fitness and Fellowship* (2020).

Marissa Moreno is co-founder and co-director of Entity Contemporary Dance, an LA-based professional contemporary dance company that has performed original work in the U.S., Mexico, and Asia. After winning the Capezio ACE Awards choreography competition grand prize, the company created and premiered an evening length work, *Transparent/see*, in 2019. Her evening length work, *The Spectacular Society*, was invited to perform at the prestigious Jacob's Pillow Dance Festival (2020).

Cihltli Ocampo is recognized as a leader in the field of Flamenco dance and has taught master classes, workshops and performed to sold out audiences around the world with her company *Arte y Pureza*. A Fulbright Scholar for Flamenco and Spanish Dance (Country-Spain), Cihltli performed and taught with the legendary Farruco Family Company (the first and only American dancer ever to perform with this Company).

Raquel Ramirez is the founder and director of Ballet Folklórico Flor de Mayo. Her performances include the International Mariachi Festival in New Mexico; Asociacion Nacional de Grupos Folklórico in Mexico and the U.S. and a tour with El Mariachi Azteca del Sol in New York City. As the Co-Director of Global Motion World Dance Company, Ms. Ramirez has led the Company on all of their international tours.

Sri Susilowati's recent dance for film "Love is Love," featuring SMC's Global Motion dancers, was selected for screening at the "International Virtual Performing Arts Festival, Faculty Performing Arts 2020," Indonesian Institute of Arts (Fall 2020). She also served as World Dance History guest lecturer at Rutgers University (Fall 2021).

Mark Tomasic serves as Artistic Advisor to the Dancing Wheels Company & School (Cleveland, OH), the first physically integrated dance company in the United States. He recently created and implemented a first-of-its kind teacher certification program in physically integrated dance (2020).

Roberta Wolin-Tupas, Founder, Co-Director, and Choreographer of *R Dance Company*, has presented numerous concerts and original dance works. Recently her choreography was presented in the HH11 Dance Festival, Santa Barbara (2020). She also served as Producer of Marion Scott's *Spirit Dances*. Ms.

Wolin-Tupas developed a teacher training program and has brought dance experiences to many elementary and pre-school classrooms.

Vanessa Van Wormer adjudicated the choreography category for the National PTA Reflections program, a platform where hundreds of thousands of students submit original creative work on a common theme (2019).

ESL

Janine Poreba and **Marianne Borgardt** were awarded a fellowship to improve the Language and Cultural Exchange Program and create better outreach among students at SMC.

Alicia Mumba teaches the U.S. Citizenship class and has repeatedly seen a 100 percent success rate among her students who take the exam.

Modern Languages and Cultures

Italian Instructor, **Paola Lorenzi**, received recognition from the Italian Consul General in Los Angeles and the Director of the Italian Cultural Institute for her hard work during the pandemic; the award title is Italian Teacher Meeting.

Professor of linguistics **Jamie Thomas** was awarded the ACLS Community College Faculty Fellowship for her project titled: Closing Racial Equity Gaps in Online Teaching of Introductory Linguistics.

English

Carol Davis. In October of 2020, the U.S. Department of State's Bureau of Educational and Cultural Affairs selected Carol V. Davis to be a Fulbright Specialist! Once Covid-related travel restrictions are lifted and program assignments resume, Carol will spend 6 weeks in Russia, as a visiting lecturer and consultant at a university in Siberia. In June of 2021, her grant was issued. For more information about the program: <https://fulbrightspecialist.worldlearning.org/>.

Wil Doucet. This May, Wil Doucet passed his written and oral qualifying exams and successfully defended his dissertation proposal. He is now officially ABD in pursuit of the Cultural Studies Ph.D. from Claremont Graduate University.

Tupelo Hassman. *gods with a little g* came out on November 17, 2020 (published by Picador, a division of Farrar, Strauss and Giroux). See <https://us.macmillan.com/books/9781250619624> for more information about her book.

Shannon Herbert. Shannon Herbert recently completed her Latin American Studies Certificate at SMC.

Ryka Oba. Ryka Oba (pen name: Ryka Aoki) read her poetry at the 2021 Sundance Film Festival. This past April, she was honored by the City of West Hollywood as part of National Poetry Month. She along with 43 other poets were highlighted on street pole banners. In addition, her novel *Light from Uncommon Stars* will be published by Tor a division of MacMillan this Fall.

Mario Padilla. Mario Padilla's second book of poetry *Blue Plums & Weeds* was published. His winning story "Scales" is out now in *Stories That Need to Be Told 2020* anthology published by Tulip Tree Publishing. See <https://www.facebook.com/tuliptreepub/posts/4027749713918686>.

Bridgette Robinson. Bridgette Robinson's (pen name: Bridgette Bianca) collection of poetry *be/trouble* was featured in L.A. Taco's 2020 Book Guide: *32 L.A.-Centered Books to Read, Gift, and Get Inspired On*. Go to <https://www.lataco.com/best-books-los-angeles-2020/> to read L.A. Taco's praise for her work and book.

Athletics

During this last year the operations of the athletic department was severely impacted by COVID. As a result, the primary focus was developing return to campus safety plans and protocols for the reintegrating athletes and staff for limited athletic competition and on ground conditioning. In collaboration with the Emergency Operations Team (EOT), the athletics working group develop comprehensive safety plans for COVID screening, conditioning and transportation protocols for Swim & Dive, Track & Field and Tennis (low contact competitive sports) and the fall sports off-season team conditioning classes.

Swim & Dive. The SMC Swim Team had 19 student-athletes (13 Men and 6 Women) opt in to compete during the 2021 "Spring 2" swim season. Along with 4 other WSC teams (Cuesta, Allen Hancock, Bakersfield, and Ventura) and Mt. SAC we competed in 4 Dual or Tri-meets and a final meet end of season meet with all of the teams. SMC also hosted Bakersfield in the first dual-meet of the season on April 16th. At the end of the season meet, our divers Melissa Theis and Melissa De La Cruz finished 1st and 2nd on the 1-Meter Board. On the Men's side Michael Bartlett finished 3rd in the 500-yard Freestyle. For the Women Risa Akatsu finished 1st in the 50, 100, and 200-yard Freestyle and the 100-Yard Butterfly, Giuliana Castro finished 3rd in the 200-yard Individual Medley and 100-yard Butterfly, 4th in the 50-yard Butterfly, and 2nd in the 200-yard Butterfly, and Karla Ramirez finished 4th in the 100- and 200-yard Breaststroke and 2nd in the 50-yard Breaststroke. Giuliana Castro lowered the SMC School Record in the 200-yard Butterfly every time she swam the event this year. Her last swim of 2:22.37 was 25 faster than the previous school record. Risa Akatsu also broke the school record in the 100-yard butterfly to 1:00.14.

Women's Tennis. The 2021 SMC Women's tennis team had a safe and productive season, the team finished with an undefeated record for only the second time in school history.

Track & Field. Although our numbers paled compared to other years, our men and women displayed our competitive nature and Corsair's resolve to adapt and overcome adversity and succeed. At the conference championships, our Lady Corsairs were led by sophomore sensation Nataly Rosales. She had to contend with her competition and battle very harsh windy conditions to garner the **victory in the 5000 meters with a lifetime best performance of 20:10.23**. However, Nataly did not stop there; she went on to compete **in the 10000-meters** the following week; this time, **under the sweltering hot Bakersfield conditions**, she brought home the victory for the Lady Corsairs with a **lifetime best time of 42:45.64**.

The Men's Corsairs Team was led by conference champion and team captain sophomore Aaron Stuhaan. Aaron **won the 400-meters conference championship with an impressive performance under extreme heat with a 49.50 performance**. Our men continued their bold representation with our freshman sensation distance runner Tegen Arega **who won the conference championship in the 5000-meters** with an outstanding and fearless performance under adverse winds **with a personal best time of 16:39.15**.

COVID Testing. For the Spring Sports and the 8-week Session, 797 total COVID tests were performed. Of these, there were zero positive test results and no reports of absences due to COVID-like symptoms

For Summer, all athletes, coaches, staff and administrators were baseline tested before joining their teams. Vaccinated students with proof of vaccination were baseline tested but are exempt from surveillance testing for the remainder of the summer session.

254 total COVID tests performed through June 24 (229 athletes and 25 staff) with 254 negative test results. Surveillance testing is continuing with the goal of testing 50 percent of unvaccinated athletes per week, approximately 50 athletes per week.

Vaccination. From a survey of 131 athletes new to the department, 58% were vaccinated, 17% were not vaccinated but wanted to get vaccinated, and 25% were not vaccinated, as of June 28, 2021.

For all athletes, overall 59 percent of women athletes have been vaccinated and 45 percent of men athletes have been vaccinated. Together, 50 percent of all athletes have been vaccinated.

STUDENT SERVICES

Counseling

The SMC Counseling Department has now completed its first-ever year of “virtual-only services” in SMC history. Since March 2020, SMC students have continued to receive excellent counseling services via video, telephone, and email counseling. The global pandemic has presented many huge challenges, but there are definite silver linings; this once-in-a-lifetime event has forced us to completely rethink and reimagine our services. In addition to offering both video and telephone drop-in and appointment counseling, as well as counselor availability via email, we have also revised the entry ways for students to reach counseling to increase ease of access.

- We created and launched the How to Connect with a Counselor webpage so that students can easily locate and contact all counseling programs and services in one place.
- We established a chat service on most of our general counseling webpages so that students can be routed to the most appropriate counseling program or service.
- Most recently, we converted all our web-based online counseling services to utilize the new “cloud-based” dynamic forms so that student inquiries and personal information is kept secure.
- Students are now in the habit of utilizing our self-serve appointment booking interface to make counseling appointments after logging into their Corsair Connect accounts.

We have also successfully merged three of our key counseling teams—General Counseling & Transfer Services, the Welcome Center, and Outreach teams—into one large unit, the General Counseling & Transfer Services team. Throughout the past year, we have provided ongoing trainings to all counselors on topics critical to our job functions, such as financial aid training, transcript evaluation and degree audit training, and Areas of Interest (AOI) training for our newly launched AOI counseling clusters in STEM, Health & Wellness, and Business.

Our new suite of entirely virtual and online counseling services has been largely welcomed and appreciated by our students. In an ongoing Virtual Counseling Satisfaction Survey which we have deployed each term, starting in Summer 2020, the following results are noteworthy:

- Out of 826 student survey respondents, 86 percent rated our drop-in phone counseling services to be excellent, very good, or good.
- Phone counseling appointments were rated even more highly, with 94 percent of students rating the quality of phone counseling appointments to be excellent, very good, or good.
- Similarly, the quality of video counseling appointments was rated by 89 percent of the respondents as good to excellent.
- When filtering out Black and LatinX student respondents, satisfaction ratings were even higher. For example, 97 percent of our Black and LatinX students rated the quality of phone counseling appointments as good to excellent.
- SMC students who had prior experience with “in-person” counseling were asked what their preference would be for post-COVID counseling services. The majority, including our Black and LatinX students, preferred a combination of virtual counseling services and in-person services, with the emphasis being on virtual services.

Finally, although overall enrollment at SMC may be declining due to the global pandemic, this is certainly not evident when viewing and comparing student-counselor contact data for 2019-20 versus 2020-21 (an entirely virtual/online year). This year, the demand for counseling services increased by 3,471 student-counselor contacts overall. In the General Counseling area, the increase was more dramatic. A 16 percent increase of student-counselor contacts were recorded in 2020-21 compared to 2019-20. (General Counseling & Transfer Services, the Welcome Center, and Outreach all functioned as separate counseling programs in 2019-20).

Counseling Services support Board Priority #1 Educational Advancement, Quality, and Equity, section 2: Increase in course completion, transfer rates, and employment in student’s field of study & Progress in meeting Student Equity Plan and Redesign.

Black Collegians Program Umoja Community

Black Collegians Program Umoja Community celebrates our continued participation in the Statewide Umoja Community which supports sister programs at various California Community Colleges.

Virtual Banquet: We celebrated our 31st year and held our virtual banquet on June 4th with performances and awards. Special guests included Black Collegians Philanthropist Ann Wang (donor of the \$325,000 SMC Foundation Black Collegians endowment); Amanda Halligan, Owner/Operator of Chick Fil-A Venice who presented a leadership scholarship that was given to two students for their outstanding contributions to the program and the Black Collegians Club during the 2020-21 academic year.

Distribution of Funds to Students: We were able to award over \$10,000 in funds to students from the Ann Wang donation for students who have been affected by the pandemic and needed assistance with school, personal, and living needs.

Black Collegians Student Survey: Given the results of the Racial Climate Survey that was administered in Fall 2019, which indicated that overwhelmingly the Black students surveyed have a sense of not feeling welcomed on campus, we wanted to see how students felt about their experience in Black Collegians, even in a remote environment. We entitled the survey an Umoja Family Check-In and asked several questions about various aspects of the program. 111 students completed the survey. From their responses, the following are some that we would like to highlight:

- 95.5 percent strongly agreed or agreed that Black Collegians provided opportunities (through counselor and/or workshops and meetings) that made them feel welcomed.
- 91.9 percent strongly agreed or agreed that Black Collegians made them feel comfortable.
- 98.2 percent stated that Black Collegians is student friendly.

We were also able to offer the following new opportunities that contribute to the spirit of guided pathways and career exploration this year:

Medical Mentoring Sessions: Through Dr. Sion Roy and Lizzy Moore, Black Collegians and Adelante were selected as places where Latinx and Black medical doctors could help our students to truly consider fields in medicine. We had been planning for this to be on ground and then had to shift to these remote sessions for this year. There were four amazing sessions throughout the Spring 2021 semester. The students raved about the interviews with the doctors and helped them to see a clearer path towards the field of medicine.

Collaboration with Crossroads School for Arts and Science: Black Collegians and Adelante worked with Derric Johnson, Founding Director of the Equity and Justice Institute, and Arts Administrator Janeen Jackson to provide a paid internship position called Servant Leader Interns for Crossroads' first ever Freedom School. This summer's Freedom School services primarily Black and Latinx students from the Santa Monica community to ensure that they continue their academic journey during the summer to be ready to hit the ground running in the Fall. Our Black Collegians and Adelante students went through an application and interview process with Program Leaders Maria Martinez and Sherri Bradford (over 30 students applied) and then 16 students were selected for an interview. From there, seven students were selected to work with students from elementary school to middle school students full-time, every day throughout this summer.

Under the Leadership of Black Collegians/Latino Center Counselor Chris Baccus, here are some of the initiatives that he is spearheading for both programs:

Collaboration with the Santa Monica Chamber of Commerce: The Santa Monica Next Gen Leadership Program is a business mentoring program offered through the leadership of Latino Center and Black Collegians Counselor Chris Baccus and Sasha King, SMC Director of Business Development along with help from the SMC Career Center. The goal has been to expose our students to more learning opportunities outside of the classroom to increase career and major decision-making early in their student experience at SMC.

Intelligence Community Center for Academic Excellence (IC CAE): This is a program to develop a new generation of diverse, technically trained professionals for the intelligence and national security communities. The program is a collaboration between USC, San Jose State University, Florida Agricultural and Mechanical University (and HBCU), and Santa Monica College (students from Black Collegians, Adelante, and STEM) funded by the Office of the Director of National Intelligence (ODNI). Experts in the field of intelligence held several sessions with our students to discuss the field. There was also a transfer workshop created by our students which included a keynote speaker from USC, a transfer admissions rep from San Jose State University, and a former SMC student who is currently at USC in their program that focuses on national security.

America Needs You (ANY): ANY is a non-profit organization that fights for the economic mobility of first-generation university students by transformative mentorship and intensive career development. Black Collegians Umoja and Adelante/Latino Center created an MOU this Spring 2021 semester with the primary

purpose to enhance the network of community college students able to connect with professionals in their selected fields and engage in professional development activities. Over 30 of our Black Collegians and Adelante students were submitted to be interviewed for Fall 2021 with selection being announced in Summer 2021. Students will receive a stipend each year they complete the Saturday mentoring sessions. Students will be mentored after they transfer, and the goal is to help them finish their bachelor's at their chosen university.

All these initiatives meet the Board's goals of Educational Advancement, Quality, and Equity as the outcomes of these activities are created to help reduce equity gaps through career-focused activities. The program also works to provide a space that combats the lack of sense of belonging that many of our Black students are feeling at SMC (based on the responses to the survey, the program is helping Black students in creating a sense of community for them).

Latino Center/Adelante Program

The Adelante Program served 875 students in Fall and 843 students in Spring during the 2020-21 academic year and during the worldwide COVID-19 pandemic.

Due to the pandemic and the effects on the Latino community, many students serviced by the Latino Center were reporting suffering from anxiety, depression, a sense of isolation, and housing and food insecurities. In response, the Latino Center counselors, therapist, and staff created a weekly safe space for Latinx students, calling it **Platicas y Cafecito**. Students can drop in and talk about anything that they wish to share.

The Latino Center continues to produce the student run weekly **Adelante Chisme** newsletter. Adelante students have positively responded to it and look forward to it.

Black Collegians and Adelante Therapist, Thea Monee created another safe space, **Black Collegians/Adelante Healing Circle** for both Adelante and Black Collegians that focuses on addressing systemic racism in traditional mental health treatment and affirms ancestral-traditional forms of community healing. The space is joy-centered and unapologetically acknowledges the adverse impact of colonization, enslavement, white supremacy, and heteronormativity on the wellness and mental health of Black and Brown identified bodies.

During Spring 2021 the Adelante Program began offering weekly meditation sessions for both Adelante and Black Collegians students to assist them with self-care and even offered a session for parents during one of the monthly Noche de Familia workshops.

Both Adelante and Black Collegians embarked on a partnership with Medical Doctors (Alta Med) to provide mentoring and networking for our students who are contemplating a career in the Medical Field. This was made possible thanks to Lizzy Moore from the SMC Foundation and Trustee Sion Roy. Our students have been loving this experience.

Mr. Chris Baccus, an Adelante and Black Collegians Counselor, has spearheaded various business and career related collaborations with off-campus groups and offered opportunities for program students to participate in various programs and internships despite the pandemic.

- **America Needs You (ANY)**—Provided first gen students mentoring & career development.
- **Project Destined**—Virtual Internship in Real Estate.

- **Santa Monica Next Gen Mentorship**—exposes students to learning opportunities outside the classroom and increase career and major decision early.
- **SMC – Intelligence Community Center for Academic Excellence (IC CAE)**—aims to develop a new generation of diverse, technically trained professionals for the intelligence and national security communities.
- **International BlackAlante Alumni Panel**—panel of Adelante and Black Collegians Alumni highlighted the international opportunities for our students by examining past successes.

Both Adelante and Black Collegians embarked on a collaboration with **Crossroads School** and the organization **Freedom School**. Adelante and Black Collegians students were selected and trained to teach Summer 2021 for six weeks on the Crossroads campus. The students they teach are black and brown students from the Pico Neighborhood and selected by Virginia Park staff. Both Program Leaders attended the orientation for students and parents and were amazed by our students who had their classrooms already set and decorated to begin teaching with the Freedom School model. The first week has been amazing and both the Freedom School and Crossroads School staff are very pleased with the quality of our students that were selected.

Thanks to funding from Associated Students, Wellness Center Mental Health Grant and funding from Vice-President of Student Services, the online workshop platform, **Student Lingo** was renewed through July 31, 2023. It is a platform of 50 online student success workshops available on-demand 24/7. The entire SMC community including parents have unlimited access to the workshops.

The Latino Center has embraced technology to communicate better and more efficiently with current and former Adelante students especially during remote learning caused by the pandemic. The Latino Center uses the **SMC GO App** to message current students and has created a **Facebook** account and an **Instagram** account. These are also ways to update our former students and keep in touch with them. Facebook and Instagram are managed daily by our student workers. These new modes of communication are in addition to the regular emails that are sent on a regular basis to program students.

Noche de Familia was held via Zoom during the Fall 2020 and Spring 2021 semesters. Holding it virtually negatively impacted the attendance of the parents in a significant fashion. As a team, Latino Center staff discussed how to better market NDF to our students and parents with hopes of increasing our numbers. We sent emails more frequently, made announcements at club meetings, and sent flyers to parents at their homes but the attendance stayed relatively low. In Spring 2021, we raffled grocery cards to parents who attended and saw the attendance significantly increase. We will be applying for funds to continue offering to raffle grocery cards because Latino Center counselors were donating the funds from their own personal monies.

Camino al Exito was dramatically impacted by COVID-19. This typically one-day Adelante orientation and summer bridge for incoming first-year college students and their parents was held over two days for two-hour sessions with the same group of students. However, in 2020, we did not hold the parent component due to most of our parents not being technology savvy or having enough computers at home for them and their college students to attend workshops at the same time using Zoom. We will be giving it a try in 2021 and evaluate how it goes.

A brief Adelante Check-in Survey was sent to all students in March 2021 to get their feedback on our counseling, tutoring, and activities for Fall 2020. Only 39 students responded but provided important information to consider. The survey responses show that the Adelante Program/Latino Center makes

students feel welcomed, supported, and gives them a sense of belonging and community. This reflects much of what counselors hear in feedback when discussing how Adelante/Latino Center can support and help motivate them. About two-thirds of students who did access Latino Center tutoring found it helpful.

In summary, the programming, activities, workshops, and services that are provided by the Latino Center that are listed above, coincide with Board Goals and Priorities, specifically, Educational Advancement, Quality and Equity 1, 4,5, Student Life 6, 9, and Community and Government Relationships 18, 19,20

Career Services Center

The Career Services Center worked diligently to provide our services remotely when the pandemic began. We made a seamless transition, and are very proud of:

- Offering our appointments via Zoom or by phone.
- All Counseling 12 classes (except the DE ones) were taught synchronistic. The career counseling faculty worked diligently to make these Zoom classes engaging, interesting and meaningful. The students constantly and consistently thanked the faculty for their willingness to teach via Zoom. They said that having a human connection during this difficult time made a huge difference for them.
- Career Counselors spoke to the Counseling 20 classes and follow-up appointments were made. Other Counseling 20 students made appointments with us as a part of their classes.
- The Senior Career Services Advisors provided all their services as well—assisting students in writing résumés, look for internships, jobs, and other employment opportunities.
- Amazing companies such as Getty and Mattel interviewed and hired SMC students for internship opportunities. In working with the Senior Career Service Advisors, they changed the way they interviewed and looked at résumés to be more equitable towards our diverse student population, resulting in SMC students successfully being offered internships.

Areas of Interest work was done over this last year, resulting in planned activities by the Career Services Center in the future:

- **Career Counselors**—Exploring who you are
 - Individual Career Counseling
 - Counseling 12: Exploring College Majors & Careers
 - Counseling 15: Job Search Techniques
 - Classroom Presentations and Career Exploration Assignments (i.e., English 1, Counseling 20)
 - Workshops for undecided students
- **Career Advisors**—Implementing who you are
- **Classroom Workshops or One-on-One Appointments**
 - How to write cover letters and resumes (program specific)
 - Interview Techniques
 - Networking Skills/LinkedIn
 - Portfolio Assistance (basic level)
- **Assistance with Industry Partnerships**
 - Classroom based Career Speakers

- **Equity in Career Services**—The entire staff participated in a two-part Equity training
 - Introduce Careers to Students. Bring in speakers of various ethnicities so everyone can feel represented and welcome
- **Build Class Assignments to Help Students**
 - Develop the tools needed for the careers they seek
 - Realize that students do not have the time to do “extra” assignments and need to be introduced to the tools they need to obtain industry opportunities.
- **Introduce Career Pathways, Resumes, Portfolios, Networking, etc.**
 - Offer students access to career opportunities
 - Educate employers about where our students “are” and how they can partner with us to create equitable opportunities
- **Employer Information Sessions Co-hosted with Faculty and Industry.**

Counseling / Transfer

Transfer: For 2019-20, the UC Information Center once again listed Santa Monica College as the leader among all California community colleges in the following categories:

- #1 distinction to the UC system for the 30th year in a row!
- #1 in African American (58) transfers to the UC System.
- #1 in Chicano/Latino (234) transfers to the UC System.

Santa Monica College transferred a total of 1,197 students to the UC System in 2019-20. UCLA was the most popular campus (464), followed by UC Irvine (200) which increased by 80 more students from last year. UC Santa Barbara, UC Berkeley, and UC San Diego were extremely close for third place.

SMC was once again the 10th largest feeder to the CSU system, sending 1,091 students. Moreover, SMC continues to be:

- #1 in transfers to USC (149), and
- #1 in transfers to LMU.

Santa Monica College continues to transfer more student to Columbia University than any other college west of the Mississippi.

We continue to promote **RaiseMe**, a micro-scholarship program for transfer student that incentivizes student to engage in positive college-going behavior while earning merit scholarship money.

- Between November 24th and November 30th, 2020, over 688 transfer-bound students were assisted in our Virtual Counseling “Transferpalooza” room, with countless Transfer personal insight question essays reviewed and critiqued and endless application questions answered.

- Although we did the work entirely virtually, we saw almost the same number of students as we did last year when we provided this three-day intensive service.

The Board Goals and Priorities our efforts most aligns with is the Educational Advancement, Quality, and Equity.

SMC/Samohi Partnership: Our SMC/Samohi counselor continues to actively engage a caseload of approximately 220 Samohi and Olympic high seniors who have been identified as likely to transition to SMC. She provides virtual support with the entire matriculation process both individually and via SMC Prep, a three-part workshop series offered three times in the academic year that was positively attended. Topics included:

- An orientation to higher education options,
- Exploring Areas of Interest,
- The creation of an educational plan,
- Applying for financial aid and SMC Promise, and
- The benefits of special programs.

Additionally, the Samohi counselor participates in the development of SMConnections, a virtual orientation event for Black, Latinx, and first-generation students led by SMC students. She also assists the SMC Dual Enrollment and High School Concurrent Enrollment programs and serves as the lead Counselor for the summer high school population, roughly 1,000+ students, offering a concurrent enrollment orientation video, a weekly communication campaign, and counseling.

Board Priority: 1, 8, 19, 20. The initiatives and services provided align with priorities related to implementing models of support that decrease equity gaps and increase student participation in financial aid. This role directly relates to the board's goal of maintaining good partnerships across the SMMUSD system through intrusive counseling methods that increase college readiness of local students.

Counseling 20, including both the on-ground and online versions, continues to be in the top five offerings of the Fall term and enrolls approximately 3,200 to 3,500 students per year. In response to the Pathways Redesign, a mandatory career counseling session is part of the Counseling 20 curriculum.

CalWORKs

- The CalWORKs program has continued its commitment to serve parenting students receiving welfare-to-work benefits. This student population has unique challenges in pursuing their educational goals and are appreciative of the CalWORKs team that is aware of their struggles.
- The program staff continues to have strong partnership with the Los Angeles County Department of Public and Social Services staff and leadership.
- The program allocated \$34,800 in direct aid to CalWORKs participants from federal TANF funds disbursed to the program.
- 18 CalWORKs students graduated and/or transferred at the end of the Spring 2021 semester.
- Although the number of CalWORKs participants has decreased over the last three years, the CalWORKs staff continues to provide quality service to participants each year.

As state-funded categorical programs, EOPS/CARE and CalWORKs provide equal access and opportunity to higher education for disproportionately impacted student populations. They contribute to Santa Monica College achieving its Student Equity and Vision for Success Goals. In addition, they contribute to the following Board of Trustees Goals: I.1, I.2, II.8, II.9, IV.18, and IV.20.

Care and Prevention Team (CPT)

The CPT has experienced an increase in basic needs and mental health referrals from our faculty and staff, largely due to the pandemic. The Case Management coordinator is now in her second year supervising social work interns who add support for students connecting them to community resources, conducting assessments, and collaborating with faculty and staff to ensure student success. The team has also made a successful transition from the previous chair Brenda Benson, Senior Administration Dean of Counseling, Wellness and Retention to Susan Fila, Interim Associate Dean of Health and Wellbeing.

Veterans Success Center

The Santa Monica College Veterans' Resource Center (VRC) will officially become the **Veterans Success Center (VSC)**. With the center moving to its new home in the garden level of the Cayton Center, the team felt it was the right time to introduce the name change. The new name is **designed to be more inclusive** and better describe the philosophy and **mission of the center**, while still being easy to remember. The VSC will be working with the marketing team to update the logo with the new name, as well as developing a marketing campaign to unveil the new name. *Board Priority: 1, 2 and 4*

The Veterans Resource Center utilized **a portion of the \$57,000 from the Chancellor's Office and results from the annual student survey** to assist students with basic need requests. *Board Priority: 2*

The VRC is in full swing **implementing its \$200,000 grant from the Chancellor's Office**. The staff have conducted a **veterans' student survey**, facilitated **Fall and Spring veterans' student orientation program**, strengthened the **peer mentor program**, implemented a **female veteran support group**, launched a **Transfer Boot Camp**, and hosted **virtual Town Hall meetings**. *Board Priority: 1, 2*

In response to COVID-19, the VRC offered **telephone and Zoom academic counseling appointments**, **digital paperwork processing**, and instituted a new **online community** via Canvas with 24/7 online tutoring. *Board Priority: 2*

In Spring of 2021, the VRC expanded services to include **workshops for the LGBTQ Veteran Community**. VRC Counselors have also been Safe Zone trained to ensure they are offering an inclusive environment. *Board Priority: 2, 4*

Center for Students with Disabilities (CSD)

The Center for Students with Disabilities (CSD) **served nearly 1,800 students in 2020-21**. Here are some notable achievements:

- Since Fall 2020, the CSD has been offering remote proctoring services to accommodate faculty and students' specific needs.
- The CSD advocated for the purchase of Otter.ai live notes to be accessible to all students in support of Universal Design in Learning on campus. It is administered in collaboration with DE and it is increasingly popular among faculty and students.

- Counselors actively presented in various high school college fairs via Zoom. In addition, they actively contributed to the discussions of Guided Pathways, AB 705, and Equity in various committees and attended workshops.
- In Spring 2021, the High-Tech Training Center filled two vacant full time faculty positions.
- Learning disability assessment was suspended because psychological testing can only be achieved when completed in person. As a result, the Chancellor's Office authorized temporary accommodations if there was strong evidence to suggest a learning disability during the interactive process. In addition, newly designed workshops were offered to support students' technological challenges and adjustment to remote learning.
- The number of ABI students served remains constant. The students are continuing to enjoy the remote instruction because it removes transportation barriers to the campus.
- Challenging classroom accommodations were provided for a DHH student enrolled in Japanese foreign language courses, which required a comprehensive team approach. This team, inclusive of the DHH Supervisor, Modern Languages Chair, several Japanese instructors, interpreting team, and student, met to discuss specific challenges and best practices.
- During the Fall 2020 Flex Week, DHH, Alt Media, and HTTC provided a workshop on accessibility in the distance learning environment. Counselors presented general information on services and eligibility. During the Winter 2021 Online Teaching Institute, DHH, Alt Media, and HTTC presented a workshop training on how to edit auto-generated captions.
- In Spring 2021, a survey of faculty, staff, and student perception of our services revealed positive outcomes. For example, 90.5 percent of students indicated that instructors have been supportive and helpful in ensuring that their accommodations were facilitated. 93.1 percent of students agreed that the CSD has been available and accessible online making it easy to request assistance remotely. 98.5 percent of faculty and staff indicated that the CSD was responsive to their questions and concerns in a timely manner.

In addition, the Fall 2020 course success rate for DSPS students was 71 percent compared to 69 percent for non-DSPS students. There was also no equity gap compared to other groups.

Working closely with the campus wide community in a collegial approach to support DSPS students to ensure equal access and to promote personal and academic success is in line with #9 and #18 of the Board goals and priorities. #9—To continue support for campus resources to assist students with personal circumstances that may negatively impact student success (Student Life), and #18—To ensure a supportive, inclusive, and collegial environment for students and staff (Community and Government relationship).

Health and Wellbeing

The Interim Associate Dean of Health and Wellbeing continues to support the college's mental health, physical health, and basic needs for students. These services and supports were in high demand during the last year due to the pandemic and how this impacted students' overall wellbeing.

Student Mental Health continues to be a concern nationally as surveys show up to 50 percent of students attending college experience some form of distress. In the area of mental health, SMC has been successful in the following activities:

- Continued to provide essential mental health support including crisis intervention and referrals to the community remotely in our Center for Wellness and Wellbeing.
- Increased our social work internship program in this area to be able to offer additional mental health support virtually for students.
- Providing [increased mental health services](#) remotely to the three satellite campuses (CMD, Performing Arts Campus, and Bundy), Dream, STEM and Black Collegians special programs. This is on top of the work we already provide in the Center for Students with Disabilities, the Latino Center, and in Guardian Scholars/EOPS.
- Continue to offer anonymous [mental health screening](#) online and have conducted approximately 1,200 screenings
- Expanding our social work intern program to other departments which now include the Care and Prevention Team, Center for Wellness and Wellbeing, Basic Needs, Student Equity Center, and the Veterans Resource Center. Additionally, new graduate social work schools have been added to include Columbia University, USC, UCLA, and Cal State Dominguez Hills.
- SMC's 24/7 hotline continues to be highly utilized, with record usage during the pandemic.
- Expanded [mindfulness workshops](#) to students, faculty, and staff.
- Enhanced YouTube channel with mental health content for students.
- Representing mental health at the state level with the Interim Associate Dean of Health and Wellbeing sitting as current President for 2020-21 of the Mental Health and Wellness Association (MHWA) for California Community Colleges. They now sit on MHWA as the legislative chair.
- Led a Safe Zone train-the-trainer program for LGBTQ+ students in collaboration with the student equity center.

In the area of **Student Health Services**, we continue to make the connection between physical and mental health to promote Whole Person Care. In the area of Student Health, SMC has been successful in the following:

- Continue to provide remote telehealth for students and on-ground appointments for immunizations and TB testing.
- Support new hires by providing TB testing.
- Provide assessment and contact tracing for students, faculty, and staff experiencing COVID-19 symptoms or who test positive for COVID-19.
- Collaboration throughout the week with Los Angeles County Department of Public Health regarding COVID-19.
- Conduct vaccination information sessions for students.
- Continue mental health and basic needs screening of all students coming to Student Health Services, which has expanded our outreach efforts on campus and helped to reduce stigma.
- Supported the testing of student athletes who are unvaccinated for COVID-19.

In the area of **Student Basic Needs** including food security and housing security, we have expanded services substantially. SMC has successfully enhanced Basic Needs services in the following ways:

- Increased our social work internship program by having our first basic needs intern. This intern enhanced our food programs, also working in the student equity center helping to build a mentorship program.
- Collaborated with Safe Place for Youth to offer a virtual campus peer navigator who assists students who are housing insecure with applications for temporary and long-term housing.
- Hired a second grant funded basic needs counselor who helps to connect students to Cal Fresh and conducts Cal Fresh outreach.
- Continued to partner with the Santa Monica College Foundation to support the drive-thru pantry, and meal project efforts which include Every Table and Bento partnerships.
- Renewed and repurposed our USC Nutrition program partnership where we supervise graduate nutrition interns. This past year our intern enhanced a cookbook created by our previous nutrition intern and based it off foods that are typically given out at the drive-thru pantry.
- Continued to renovate the Bodega Food Pantry space on campus for eventual on-ground basic needs support. This space will serve as a hub for wraparound support connecting students to food, housing, emergency aid, and health and wellbeing support.

EOPS/CARE

- EOPS served 823 students during the academic year, including 14 CARE students.
- Approximately 79 AB540 students were served by the program.
- 92 percent of participants were in good academic standing, with 100 percent of participants having a comprehensive educational plan completed by an EOPS/CARE counselor.
- The program continued to offer all program services remotely due to the continued stay at home orders of the COVID-19 pandemic.
- The program offered its own workshops for the Fall and Spring semesters. Six to eight workshops were offered each term and approximately 200 participants attended each semester. The workshops were facilitated by program faculty and staff, and we also collaborated with other offices on campus to bring in guest speakers.
- 214 Associates degrees and 126 Certificates were awarded to EOPS/CARE participants.
- EOPS/CARE transitioned to the Dynamic Forms platform for its EOPS and CARE applications, as well as a few internal documents. This replaced an older online application system that was less user friendly.
- CARE suspended its annual Wish Tree event this year, but instead opted to send each CARE student a holiday gift card for Kroger Stores so they could buy groceries for themselves and their families. The plan is to bring the event back in 2021 in some format.
- EOPS allocated over \$120,000 in textbook vouchers through the SMC Bookstore.
- CARE allocated \$25,000 in grants, \$11,850 in food aid, and \$400 in textbook vouchers.

- EOPS continued to offer free school supplies and equipment lending to participants through drive-thru pickup events and individual appointments to meet on campus.
- A staff retreat was held in May bringing all the staff and faculty from EOPS/CARE, CalWORKs DREAM, Pico Partnership and Guardian Scholars together for professional development. This year's retreat focused on the departmental Safety Plan and return to working on campus plan.
- Student Services Annual Awards Celebration—At the end of the Spring semester, the student services special programs, including EOPS/CARE, hold a year-end celebration to honor student achievement, including graduates and transfers.

Guardian Scholars

The Guardian Scholars Program continues to expand community support and college and career pathways for foster youth, by offering special support services to current and former foster youth enrolled at Santa Monica College.

Guardian Scholar students were successful in persistence and reaching academic goals for the 2020-21 academic year. This ongoing objective was achieved by way of increased enrollment and healthy graduation numbers—nine students graduated and transferred in Spring 2021. Given the challenges, our students persevered and took advantage of the additional support provided by SMC and the SMC Foundation. As a result of counseling and wellness support, community support, and direct aid to students, students either graduated or are persisting to Fall 2021.

The program has consistently collaborated with all programs under the umbrella of EOPS as well as the Career Services Center to provide career and transfer workshops, wellness presentations, group counseling sessions, and a virtual campus visit to CSULA in Spring 2021. It was even more important this academic year to keep students as engaged and informed, given the challenges students have faced while in remote mode.

To best support our students, Guardian Scholars staff consistently reached out to student via email, Instagram, and text, to inform and provide as much support as was needed. Students were connected to Cares Act Funding, issued Chromebooks, provided smartphones and hot spots through the iFoster Organization, provided meal assistance through the various meal programs provided through the SMC Foundation, and sent out meal cards.

Guardian Scholar Achievements—The program served 100 students during the 2020-21 academic year, seven more than the previous year, a two percent increase. All students received priority enrollment.

Nine students graduated and transferred.

All students have an educational plan and all students have made a first contact for Spring 2021. 92 percent selected a major. 85 percent persisted from Fall 2020 to Spring 2021. 60 percent of students had made two contacts or more and prepared for Summer and Fall priority enrollment.

The program issued \$4,100 in textbook vouchers and \$4,980 in Kroger meal cards.

Budget—To offset the budget cut to the Guardian Scholars program, we applied for and were successful in securing \$40K to support direct aid to students. Funds were used for meal cards, graduation gowns,

items for graduation packets, Guardian Scholars sashes, program t-shirts, student snack packs, personal item kits, and back packs.

Use of Textbook Vouchers—Data shows that fewer students have used the textbook vouchers this year, for various reasons. 28 percent of our students are also EOPS students with access to EOPS book vouchers and 14 percent are receiving the Promise Grant. Most have not been able to use the voucher online at the bookstore as the system is not set up for online purchases with a voucher, and many students are not able to get to campus for over-the-counter purchases. Increasingly faculty are requesting that students purchase textbooks online directly through the publisher or via other online platforms. These two latter issues make it difficult for our most needy students to use their textbook voucher to purchase their books and/or add codes.

Board Goals and Priorities: I. Educational Advancement, Quality, and Equity

DREAM Program

Provided counseling and referrals to 250 program participants who may be undocumented or come from mixed status households, excluding prospective students planning to attend SMC.

Board Priority 2 – Continued population-specific support to assist students with personal circumstances that may negatively impact their student success, including systemic barriers as well as added psychological, emotional, and social stressors students face because of their immigration status.

Organized Undocumented Student Week of Action in Fall 2020, offering workshops and bringing in guest speakers covering a wide range of topics pertinent to the undocumented student experience to advocate for, empower and support our students and educate and engage the campus community.

Board Priority 1, 2, 4 – Events hosted during week provided students with structured support to apply for financial aid, apply to transfer to a university, access to mental health support, immigration-focused information, among other resources, and provided college faculty and staff with information about the undocumented student experience, all of which assisted with student retention efforts, decreasing equity gaps, and creating an inclusive college environment.

Implemented a virtual UndocuOrientation, open to program participants, prospective students, and family/community members.

Board Priority 2 – This service specifically addressed system barriers undocumented students face upon entering college by assisting students with the onboarding process, connecting them to campus resources, and assisting them to understand admissions, residency, and financial aid information and resources that directly impact their success at SMC.

Continued facilitating UndocuAlly trainings to increase SMC Ally network and overall support to undocumented students on campus and conducted virtual DREAM Program Info Sessions to other departments and support services on campus throughout the year.

Board Priority 1, 2, 4 – The trainings and Info Sessions supported the ongoing professional development efforts to further equity and anti-discriminatory work at SMC and engaged faculty, staff, administrators, trustees, and students to foster a supportive and inclusive environment for students and staff.

Offered a variety of workshops throughout the year, including topics on Financial Aid, transfer, immigration news/updates, career exploration, college readiness and mental health relevant to undocumented students and their families.

Board Priority 2 – Services offered by the DREAM Program continued the support for campus resources that assist students with personal circumstances that may negatively impact student success.

Created “UndocuTransfer Info Session Series,” ongoing virtual sessions with staff and students from universities across California focusing on admissions, financial aid, and specific services offered to undocumented students by each university. This was a collaborative effort between Santa Monica College and Mt. San Antonio College, in partnership with Dream Centers/Undocumented Student Support programs from public and private universities across California.

Board Priority 2, 4 – The series of Info Sessions served as transfer transition curricular programming to provide structured support to students to gain exposure to transfer mindset and resources and it also established and maintained good partnerships across systems by allowing our program to collaborate with other colleges and universities.

A total of 31 program participants graduated and/or transferred in Spring 2021. Students were recognized in DREAM Graduation/Transfer Celebration video.

Board Priority 1 – Provided ongoing structured support to students that led to educational goal completion.

Worked in collaboration with CARECEN to provide ongoing immigration legal services to SMC students and campus community and implemented a virtual DACA clinic in Spring 2021, in which 30 students were provided legal assistance to complete an initial or renewal DACA application. Financial assistance was made available to students to cover DACA application filing fees.

Board Priority 1, 2, 4 – The service provided addressed equity gaps and systemic barriers students face due to undocumented immigration status and lack of financial resources and it helped to maintain good partnerships with the City of Santa Monica, Associated Students, the SMC Foundation, and various community organizations that partnered with our DREAM Program to serve our students.

Started weekly educational support group for undocumented students called UndocuChats.

Board Priority 4 – Assisted to create community and ensure a supportive and inclusive environment for students by connecting them to other students who share similar experiences.

Collaborated with key campus departments to connect program students to pandemic-related resources, including emergency relief aid, food and housing insecurity resources, mental health information and resources, technology support, among others.

Board Priority 1, 2 – Helped to decrease equity gaps by referring students to on- and off-campus resources addressing needs created and/or magnified by the COVID-19 pandemic and barriers related to students’ immigration status and lack of financial aid eligibility and resources and continued ongoing support to assist students to cope with personal circumstances that may negatively impact their success at SMC.

Men of Color Action Network

The Men of Color Action Network (MOCAN) accomplished the following during the 2020-21 academic year:

- Created a Mission and Vision Statement.
- Recruited MOCAN intern to promote events and market the group to the greater SMC community.
- Assisted with Welcome Week.

- Established an SMC Foundation account for funding.
- Used funds to purchase MOCAN T-shirts as incentives for attending “Time to Take Action” sessions.
- Recruited over 20 mentors and mentees for the Men of Color Mentorship program.
- Held Virtual Ceremony for completion of program and were handed e-certificates.
- Established MOCAN student club during Spring 2021 semester.
- Held monthly MOCAN staff and faculty meetings.
- Held “Time to Take Action” sessions via Zoom.

<i>Date</i>	<i>Attendance</i>
10-08-20	22
11-12-20	12
12-10-20	10
01-14-21	25
03-11-21	33
04-08-21	30
05-13-21	28

Pico Partnership

Maintained strong relationships with community partners in a virtual environment to refer students to and from the following agencies/organizations: Santa Monica High School, Olympic High School, Youth Resource Team (St. Joseph’s Center), Police Activities League, Community Corporation of Santa Monica, Boys and Girls Club of Santa Monica.

A total of 19 new students were onboarded to the program, mostly from the Pico neighborhood, and of those new students, 12 were due to enhanced Outreach initiatives with Santa Monica High School, 3 were direct referrals from the Youth Resource Team, and 1 was a direct referral from Community Corporation of Santa Monica. Program staff were actively in collaboration with ongoing community initiatives like Cradle 2 Career, Youth Resource Team case meetings, and Pico Neighborhood Partnership.

Board Priority: 19, 20. The program maintained good partnerships across multiple systems and community agencies with a shared mission of enhancing the wellbeing and academic/career success of local youth, particularly those from the Pico neighborhood.

A student survey was administered in the beginning of the year to assess student needs and connect program students with resources to solve barriers relating to financial resources during the pandemic. In response, the program applied for and received funding from Associated Students to offset the costs of graduation gear for graduating students, grocery gift cards to offset food security needs, and program T-shirts to foster a sense of belonging in the program. The program also offered bookstore vouchers, equipment loans, referrals to the Chromebook loan program, and CARES Act funding.

Board Priority: 8. The program intentionally assessed student need in the beginning of the year to address barriers to students’ financial resources. Based on Spring survey results in which 30 students responded, 100 percent replied that “services received through the Pico Partnership program helped reduce my financial burden of attending college”.

The program employed two student workers in roles of office assistant/student engagement and virtual tutor for Virginia Avenue Park's teen center.

Board Priority: 8. The program continued to offer on and off campus employment to students, both in a safe and virtual environment for the academic year.

Program staff committed to various professional development opportunities to operationalize student equity efforts including but not limited to the following events: Pathways to Equity Conference, Equity in Online Learning workshop, Black Minds Matter webinar, Teaching Men of Color in the Community certification, Exploring Equity and Diversity-Promoting Inclusivity workshop, and Safe Zone Ally Training.

Board Priority 1. Program staff engaged in professional development to further their commitment to equity and anti-racism.

Other accomplishments:

- Served 56 students, surpassing the goal of 50 participants as stated in the grant.
- Celebrated 10 graduates/transfer students through a graduation gift and celebration video.
- Provided mental health counseling/case management to students through a renewed MOU with Family Services of Santa Monica.
- Provided a weekly May Mindfulness group/course through a Licensed Clinical Social Worker.

Scholars Program

The Scholars Program Leader and Faculty Leader hosted a meeting with the new UCLA Dean of Undergraduate Education, Adriana Galvan; the Director of UCLA TAP, Kelly Wahl; SMC's VP of Academic Affairs, Jennifer Merlic; and SMC Interim Dean of Instruction, Jason Beardsley.

Board Goal IV.19 – maintain good partnerships across systems in fulfillment of SMC's vision and mission.

Preliminary total, prior to decisions about students on the waitlist, of 2021 Scholars Program student admissions to UCLA is 82 percent (193 admitted/234 applied). In September 2021 this percentage likely will increase once UCLA accepts students off the waitlist. For context, as of the end of the last academic year for which data is currently available, 2019-20, the Scholars Program student headcount was 1,254. SMC total credit student headcount for Spring 2020 was 26,276. Scholars makes up roughly five percent of the SMC credit student population. In addition, 1,909 students applied to UCLA from SMC for Fall 2020. 543 were admitted and TAP certified students made up 35 percent of that total number (192).

Scholars Program UCLA admissions data disaggregated by race (categories and data are provided by UCLA):

- Native American – 100 percent of applicants admitted (one student)
- African American – 78 percent of applicants admitted (seven students)
- Chicano/Latino – 78 percent of applicants admitted (38 students)
- Asian – 73 percent of applicants admitted (27 students)
- White – 86 percent of applicants admitted (108 students)

Scholars Program UCLA admissions as percentage of SMC's Total UCLA admissions:

- Native American – 20 percent
- African American – 22 percent
- Chicano/Latino – 45 percent
- Asian – 35 percent
- White – 49 percent

Board Goal 1.1 – implement models of support and instruction that increase student success and decrease equity gaps, and Board Goal 1.2 – Increase in course completion, transfer rates, and employment in student's field of study.

In 2019-20, Scholars Program students represented 14.7 percent of SMC's total degree petitioners and completers. Again, Scholars Program makes up roughly five percent of the SMC credit student population.

Board Goal 1.2.

Scholars Program students have a 95.2 percent graduation rate from UCLA based upon degrees awarded through Fall 2019. The overall graduation rate for all SMC students who transfer to UCLA is 91.7 percent.

Board Goal 1.2.

Scholars Program counseling contacts have increased year over year. In 2018-19, the Scholars Program had a total of 7,625 counseling contacts, in 2019-20, a total of 7,963 counseling contacts, and in 2020-21, a total of 8,306 counseling contacts.

Board Goals 1.1, 1.2, and 11.9 (assist students with personal circumstances that may negatively impact student success).

Scholars Program Success Rate

- 2018-19: 88 percent
- 2019-20: 84 percent
- 2020-21: 90 percent

Scholars Program Completion Rates by Term

- Spring 2019: 85 percent (Black 89 percent, Latin/x 89 percent)
- Fall 2019: 84 percent (Black 88 percent, Latin/x 88 percent)
- Spring 2020: 98 percent (Black 99 percent, Latin/x 99 percent)
- Fall 2020: 90 percent (Black 94 percent, Latin/x 94 percent)

Scholars Program Persistence Rates from Fall 2016 to Fall 2019 have hovered at or above 90 percent. Fall 2020 data is not currently available.

Board Goals 1.1, 1.2

Student Life

Associated Students and Inter-Club Council

- Despite being remote again for the 2020-21 academic year, the Office of Student Life maintained a respectable level of student life at SMC through the AS, student representation on campus committees, over 50 clubs, and various events throughout the year. [Board Priority #18.](#)
- The AS continued to support integral programs, events, and departments such as VIP Welcome (formerly known as VIP Welcome Day/Week), graduation, Public Policy Institute (Grace and Grit event), the Dance Department (funding of Global Motions dance performance), SMC Food Programs, Graduation stoles for some Special Programs, and many more important projects. [Board Priority #9.](#)
- The AS continued their commitment to addressing the needs of food insecure students by funding over \$100K. [Board Priority #9.](#)
- Planned and produced Virtual Club Row and Virtual Club Awareness (Instagram takeover in Fall 2020). [Board Priority #18.](#)
- The Inter-Club Council installed a Club Mentorship Program. [Board Priority #18.](#)
- Many of the Directors will be graduating and transferring. Many have been accepted and will be transferring to phenomenal schools like: UC Berkeley, UCLA, UC Riverside, University of Southern California, and Pepperdine University. [Board Priority #2.](#)
- There were students interested in getting involved by running for AS Director positions for the 2020-21 year: 18 students ran for ten positions. Three positions will be appointed during the Fall 2021 semester. [Board Priority #18.](#)
- The Associated Students had special elections to update the AS Constitution and Bylaws, something that was not done for several years. This ensured that the Associated Students guiding documents were up to date and aligned with the current structure of the campus committees and updated Administrative Regulations. [Board Priority #18.](#)
- Two AS Directors, Tafari Alan and Alexis Gosselin, were California Community College Student Affairs Association (CCCSAA) scholarship recipients. [Board Priority #2.](#)
- Two AS Directors were selected as finalists for the Jack Cooke Kent Scholarship. [Board Priority #2.](#)
- Transitioned Club List from paper format to website, in accordion format, providing Club's mission and contact information, which provided a platform for students (including prospective students) and campus community to be able to communicate with Clubs (especially in this virtual environment). [Board Priority #18.](#)
- Created Club categories based on Areas of Interest (incorporating Guided Pathways). [Board Priority #18.](#)

Office of Student Life

- Uploaded training videos for Advisor training and Club officer training to our website. [Board Priority #18.](#)
- Uploaded paperwork manual (PowerPoint Presentation) to our website. [Board Priority #18.](#)

- Uploaded excel sheet for clubs to balance their accounts. *Board Priority #18.*
- Initiated transition to Adobe Sign for most forms. *Board Priority #18.*
- Office operations have transitioned to paperless processes and formats.
- Established Office of Student Life email (osl@smc.edu) to facilitate communication with campus community. *Board Priority #18.*
- Facilitated meetings, conversations, and processes which led to the updated A.S. Resource Fee and Student Benefits Fee. *Board Priority #18.*

Civic Engagement

- Registered 769 students to vote and placed 4th in the statewide Ballot Bowl challenge in the California Community College category. *Board Priority #18 and #19.*
- The Civic Engagement Committee met frequently to develop a plan to increase voter registration and how to get students to vote. The committee was comprised of key members of our campus community (administrators, faculty, and students). *Board Priority #18 and #19.*
- Hosted several events on campus to increase civic engagement, celebrate constitution day, encourage eligible students to vote in the 2020 elections, and educated students about the electoral process for the 2020 elections. *Board Priority #18 and #19.*
- Maintained compliance with AB 963 and submitted a comprehensive report to the California Secretary of State. *Board Priority #18 and #19.*
- Worked with Marketing and Website team to create a comprehensive website for Civic Engagement that included voter education, resources, dates and deadlines, and SMC events (hosted by Civic Engagement and campus partners). *Board Priority #18 and #19.*

VIP Welcome Week

- Secured over \$45,000 from AS to purchase Educational Resource Packages. *Board Priority #18.*
- Continued committee involvement with new and continuing members. *Board Priority #18.*
- Re-branded name to foster student sense of belonging at SMC. *Board Priority #18.*

Student Equity Center

- Collaborated with Professor Luke Johnson to receive student recommendations for Student Equity Center website via a class project. *Board Priority #1 and #6.*
- Hired student workers to revamp website. *Board Priority #1 and #6.*
- Worked with Institutional Research to implement student Focus Groups for services to be provided. *Board Priority #1 and #6.*
- Worked with Marketing to design new logo. *Board Priority #1 and #6.*
- Continue to work with Facilities to renovate Cayton Garden Level. *Board Priority #16.*
- Implemented pilot programs (Ally Training, Train the Trainer Program, Honoring the Life of Ruth Bader Ginsburg). *Board Priority #1 and #6.*

- Finalized mission and vision for the Student Equity Center. *Board Priority #1 and #6.*
- The four Centers developed their four individual visions. *Board Priority #1 and #6.*
- The four Centers continue to outline signature programming. *Board Priority #1 and #6.*
- Identified potential grants for the Student Equity Center, with the assistance of faculty members of the Advisory Committee. *Board Priority # 13.*
- Collaborated with VP of Student Services and VP of Business and Administration to reallocate funds to create a Project Manager position for two years. *Board Priority # 3.*
- Board of Trustees approved full-time Project Manager for two years. *Board Priority #3.*
- Secured \$45,000 from the Associated Students for Fall 2021 Student Equity Center Programming (\$15,000) and Consultant Facilitator (\$30,000). *Board Priority #18.*

ENROLLMENT DEVELOPMENT

Outreach and Recruitment

Our Outreach and Recruitment strategy blends a hub-and-spoke approach to interface with local high schools, community, and out-of-state students. Outreach and Onboarding serves as a bridge between SMC and local high schools, middle schools, community agencies, and out-of-state students to ensure a smooth on-boarding and transition process to Santa Monica College. The office plays a significant role in contributing to the strategic enrollment management plan in conjunction with other campus constituents, such as Admissions, Counseling, Financial Aid, Noncredit, and Dual Enrollment. The following outreach and onboarding events and programs include effective core matriculation services delivered through several modalities such as phone, internet, social media, email, and in-person interactions.

SMC Orientation+ Webinars. This webinar series is designed to disseminate information to prospective and committed out-of-state students. Live online and targeted presentations allow for expansive outreach and provide greater and quicker follow-up for this population. Participating viewers can address the relocation needs of out-of-state students, submit questions and comments, and will be able to revisit select sessions on YouTube. Topics included housing, application and enrollment, transfer counseling, residency, and financial aid. Financial aid and residency webinars were recorded and sent out via YouTube.

Board Priority: 1, 2, 5, 8, 9, 18. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

High School Scholarships. Each year SMC awards scholarships to high school students who have committed to attend the college. The high school scholarship process was automated in academic year 2016-17 to parallel that of the overall SMC scholarship process. Using technology to expedite the scholarship application and awarding process has proven quite effective. In Spring 2021, a total of 53 scholarships, totaling \$53,000 were awarded to incoming students.

PeopleGrove. This online platform allows the Welcome Center team and student ambassadors to connect and engage prospective students. When prospective students join the SMC Future Alumni network, they can engage with peers and staff in real time conversations, receive referrals, or make appointments. This new online source was piloted during Spring break 2020 and proved both successful and beneficial to the

outreach and onboarding mission. HubSpot chat feature was also added to the Welcome Center's online resources, allowing Student Ambassadors to interface with students live. This feature has proven so popular that it has been added to General Counseling and International Education Center counseling, EOPS, academic department websites, and the Career Education campaign landing pages to provide immediacy in responsiveness for prospects that respond to social media advertisement.

Board Priority: 1, 2, 5, 7, 9, 18, 19, 20. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

On-Boarding

SMC Promise. Students who participate in the SMC Promise receive onboarding and follow-up support from the Welcome Center. The SMC Promise provides financial assistance to students who are eligible and meet program requirements, during their first and second year of college at SMC. In addition, participants receive priority enrollment, educational planning, career services, and the opportunity to connect with special counseling programs. They receive email notifications of enrollment periods, availability of counseling, Financial Aid, dates and deadlines, and campus events. They are also invited to VIP Welcome—a two-day orientation where students will have the opportunity to connect with staff, faculty, and our diverse student population to support their journey at SMC.

Board Priority: 1, 2, 7, 8, 18, 20. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

SMConnections. A Summer virtual onboarding program designed for Black, Latinx and first-generation students, geared to support students beginning their journey at SMC. Student Ambassadors, Peer Navigators, Special Program student workers, and student volunteers will provide peer-to-peer sessions in connecting our new students with our current students on how to navigate their journey at SMC.

Board Priority: 1, 2, 4, 5, 6, 7, 8, 9. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Online Orientation. As defined in Title 5, Section 55521, orientation is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information. Onboarding orientation provides students with the essential information to make a smooth transition to their college experience at SMC. The orientation informs students about the wide range of services, including academic counseling, to help sort out educational and career goals, health and psychological services, financial aid and scholarships, tutoring services, as well as support programs for students with special needs. Each year, approximately 20,000 students complete online orientation. In 2019-20 via the SMC Pathway Redesign efforts, online orientation was analyzed to ensure student equity, access, and ease of use, as well as time-on-task by ethnicity comparison. The review was completed in June 2020; many of the recommendations are being completed this Summer.

Board Priority: 1, 2, 5, 8, 9, 18. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Student Ambassador Program. Ambassadors provide peer-to-peer support through a variety of outreach and onboarding initiatives. They host a daily Welcome Center Café online to answer questions, provide referrals, and resource information. They conduct presentations and participate in workshops for prospective students and applicants to share their SMC experience. Ambassadors also facilitate a Live Chat on the SMC Welcome Center website to assist visitors online and connect them with the people and resources they need. Additionally, they provide peer-to-peer support to all other student workers our team has trained to facilitate live chats (22,689 Live Chats since March 2020) on department websites, as well as conduct phone calls in support of our Outreach and Onboarding Initiative campaigns including:

- **Black and LatinX Onboarding Initiative:** Ambassadors call each individual Black and LatinX student applicant from our local feeder high schools (nearly 50 percent enrollment success thus far).
- **Career Education Social Media Campaign:** In collaboration with the career education's marketing campaign with Simon Collier, our student ambassadors make direct calls to follow up with prospects that have responded to an online advertisement.
- **Applicants Out-of-State:** Direct calls to applicants to provide onboarding support.
- **NACAC Fairs:** Direct calls to follow up on prospects that attended SMC's virtual booth at the College Fairs.

Board Priority: 1, 2, 4, 5, 8, 9, 18, 19. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Welcome Center Café is a zoom space hosted by Student Ambassadors who are at the ready to meet, greet, share insights, answer questions, and help new and prospective students successfully navigate SMC.

HubSpot Live Chat: 22,689 Live Chats have been facilitated on HubSpot since March 2020.

Community Colleges of Los Angeles (CCLA) Initiative: This campaign was inherited from Assessment in March of 2021 and since then our department staff has been making direct calls to qualified leads that were forwarded to us from the CCLA campaign. This outreach helps to set up counseling appointments, provide information, and send follow-up emails. Currently we are preparing to outreach to past leads through email, text, and phone calls and engage student ambassadors in a calling campaign to new leads that are received starting in Fall.

CE Online Initiative: In collaboration with the Career Education Online Initiative, student ambassadors make direct calls to follow up with prospects that have responded to an online advertisement. They engage in both live chat on the landing pages for the Simon Collier marketing campaign and connect prospects with counselors, providing appointment setting and sending follow up emails with specific Area of Interest links, information, and involvement opportunities. Counselors are then able to meet with leads from the CE Online campaign through this Outreach initiative to provide program specific information, support the online application process and create educational plans for students that were looking to matriculate at SMC.

Board Priority: 1, 2, 4, 5, 8, 9, 18, 19. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Social Media (Instagram). SMC College Hacks has been an advantageous platform to distribute information to SMC Promise students. It has afforded the opportunity to connect and inform a wide array of the Santa Monica College community. Since mid-February, after Welcome Center took leadership of the SMC College Hacks Instagram page, viewership continues to grow.

Board Priority: 5, 8, 9, 18, 20. This program supports the goals of the SMC Promise and Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.

Success and Engagement Center

Ongoing Evaluation and Validation of AB 705 Implementation in English and Math. The Success and Engagement Center, in collaboration with Academic Affairs, Institutional Research, Mathematics, and English conducted validity studies for SMC's Multiple Measures and Guided Self-Placement processes. This study allowed us to evaluate and adjust our current placement tools to maximize the potential for students to complete transfer-level courses within a one-year time frame as required by law.

As a result of these studies, effective April 2021, Santa Monica College is no longer placing students into below college-level courses. Every student is placed into at least one college-level mathematics course, though students do have the option to start with a refresher non-transferable course if they choose.

Based on data provided by the Institutional Research Office, we continue to see an increase in students completing the placement process who place directly into transfer level courses.

English

- 74.0 percent placed directly in college-level (English 1) and 24.5 percent in college-level with the required corequisite (English 1 + 28). An additional 1.6 percent opted to enroll in a below college-level course.
- There continue to be some gaps in how students of various race/ethnicities place directly into English 1. For example, 87 percent of white and 86 percent of Asians placed directly into the class, whereas only 63 percent of Black and 66 percent of Latinx students did so.

Math

- 42.8 percent placed directly in college-level and 57.2 percent in one level below college-level. Starting in 2021-22, all students will place into college-level math.
- With respect to the 2019-20 data, 59 percent of Asian and 58 percent of white students placed into transfer-level math without concurrent support, whereas only 30 percent of Black and 33 percent of Latinx students did so.

Board Goal and Priority: 1, 2. With the implementation of AB 705, nearly 100 percent of students have had the opportunity to start college-level English in their first semester.

Full AB 705 Compliance Achieved in ESL. Effective April 8, 2021, Santa Monica College has been in full compliance of AB 705 in English as a Second Language. A new Guided Self-Placement process was developed and implemented directly on Corsair Connect, the student portal. The GSP places students into either non-transfer level courses, transfer level ESL courses, or into English 1. Key to this implementation

was also a curriculum revision that allows ESL students with a goal of degree, certificate, or transfer to complete all ESL coursework and English 1 within three-years as required by AB 705.

Preliminary data of students completing the ESL GSP show that 19 percent are self-placing into ESL 10G/W, 12 percent in ESL 11A, 18 percent in ESL 19A, 19 percent in ESL 19B, 10 percent in English 1+28, and 21 percent in English 1. The ESL Department chair believes this is as good a beginning as we can expect. Plans will be developed to evaluate the GSP process in Summer 2022.

Board Goal and Priority: 1, 2. SMC has now come into full compliance with AB 705 with the recent Guided Self-Placement implementation.

Virtual Remote Proctoring. The Success and Engagement Center continued to offer remote testing services to enable student to meet placement testing requirements for English as a Second Language, Chemistry 10, and Math challenges.

Enrollment Services

Redesigned and Relunched SMC GO App: Winner of Two Appademy Awards. SMC GO, the official Santa Monica College app, took home two **Appademy Awards** in June: first place for “Best Overall Design” and second place for a special edition, Best Commencement App. The annual awards recognize outstanding app development, user experience and design among higher education institutions in ten categories. Modo Labs, creators of the industry-leading no-code app building platform for higher education and enterprise, sponsored the awards.

After nearly 4 years of existence, SMC GO was updated in April 2021 and released as version 2.0. The app was fully recreated with a new vision and philosophy that is specifically focused through the lens of a community college. The goal of the redesign was to create a higher education mobile app that begins as a resource and continues as a guide to help remove obstacles and replace them with ‘how to college’ skills to support our first-generation college students through their matriculation and individual journey; all while still being engaging, meeting student expectations, and of course looking fabulous!

The layout itself is structured quite literally around the student journey through college: Students begin with **Start** to establish that early support and steps to remove hurdles. Then, they **Manage** their day-to-day with access to messages, accounts, and class resources. Next, they **Connect** to ways to enrich their college experience, such as student life, events, and workshops. And finally, they **GO** towards achieving their goals and beyond. The ‘A-ha’ moment is when you see the connection between “SMC GO” and the category names.

A special “Return to Campus” module was also designed to help inform students on “need to know” information when being on-campus. A Daily COVID-19 Campus Screening has been added and students get a badge they can show on the app to SMC programs and services if they have been cleared to be on campus.

Kudos to the Core Design team consisting of Cleve Barton, Jonathan Ng, Aaron De La Torre, Cayla Penenberg (student), Bin Gao (student), and Esau Tovar. The Design Team appreciates the assistance of Kiersten Elliott, Jose Hernandez, Isaac Rodriguez, and Luke Johnson who graciously opened his classes for student input.

[Download](#) SMC GO today and see for yourself what a great resource it is for our students.

Board Goal and Priority: 7, 8. The redesign of SMC GO focused on the complete student journey and with a goal of making the app fully accessible to students—removing the assumptions that students know “how to college.” Instead, the app takes a developmental approach and teaches and supports students throughout their journey.

Co-led Development of and Delivery of Diploma Drive-Thru and Virtual Commencement Ceremony. In collaboration with the Dean of Community and Academic Relations and the Dean of SMC Foundation, Enrollment Services organized our first ever Diploma Drive-Thru celebration for the Class of 2021. The event was held on June 19 and nearly 800 graduates participated.

In conjunction with the Dean of Community and Academic Relations, Enrollment Services developed a virtual commencement celebration that was streamed online June 25. The ceremony was once again simulcast with American Sign Language interpretation thanks to our DSPS colleagues.

Various digital assets were created for graduates and their families, including digital backgrounds, a Facebook and Instagram filter, digital stickers, and a personalized tribute video that among other things includes a slide with the graduate’s name, degrees or certificates received, honors status, a photo, message, and video that graduates had an opportunity to upload; etc.

Profile for the Graduating Class

Degrees & Certificates Awarded at Santa Monica College

- 8,131 degrees and certificates awarded to 5,135 students
- 4,472 (55 percent of total) degrees and certificates awarded through the Admissions and Records Office’s Awards Without Petition Initiative
- 27 Bachelor of Science in Interaction Design awarded (fourth graduating class)
- 4,306 Associate degrees awarded, including 1,474 Associate Degrees for Transfer
- 3,636 Certificates of Achievement awarded
- 162 Noncredit Certificates of Completion awarded
- 2,996 students graduate with more than one degree or certificate

Class of 2021

- 26.1 percent of students graduate with honors, 10.7 percent with high honors, and 2.9 percent with highest honors.
- The youngest nine graduates are 17 years old and graduate with an Associate degree. The oldest graduate is 94 and graduates with a Certificate of Achievement in Animation Foundation. The average age for all graduates is 26.7 years.
- The graduating class includes 538 international students, 458 students with disabilities, 204 EOPS students, 71 undocumented students, and two foster youths.

The graduating class is

- 62.5 percent female; 36.3 percent male; 1.2 percent unreported
- 6.3 percent African American/Black students
- 12.9 percent Asian students

- 37.5 percent Hispanic/Latinx students
- 26.9 percent White students
- 16.4 percent Other

The Top 10 Associate Degree Programs are:

- AA in Liberal Arts – Social and Behavioral Science
- AA in Liberal Arts – Arts and Humanities
- AA in General Science
- AST in Business Administration
- AAT Psychology
- AAT in Communication Studies
- AAT Political Science
- AS Registered Nursing
- AAT Sociology
- AS Business

Board Goal and Priority: 1, 2, 7. The work conducted by Admissions & Records personnel in evaluating academic records, especially through the ongoing implementation of the “Awards Without Petition Initiative,” have directly impacted volume of degrees and certificates awarded.

Modified Nonpayment Drop Process to Account for Financial Aid Allocation. As part of this modification, if a student receives a financial aid award (e.g., Pell grant, loan), the total amount allocation is automatically applied as temporary credit toward enrollment fees owed. If students owe any fees after accounting for the financial aid award, they may make a partial payment by contacting the Cashier’s Office. This policy went into effect in Spring 2021 and applies to both resident and nonresident students.

Board Goal and Priority: 7, 8. The implementation of this initiative addresses a concern over the College dropping students because they did not have available funds to pay their enrollment fees by the payment deadline. While all financial aid recipients, including those with an anticipated loan benefit, it has a significant impact on lower income students who are less likely to have to pay out-of-pocket.

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships continued to process and award financial aid funding to students who submitted FAFSA applications and met the criteria to receive an award offer despite the COVID-19 pandemic. Additionally, the staff implemented the Q-Less queue system and Corsair E-docs (Campus Logic Electronic Document Submission platform) as a response to the urgent need to communicate and process applications and other paperwork in an electronic environment. Furthermore, the department hosted countless webinars and zoom presentations to support in-reach and outreach activities for students virtually. While in a remote modality, the Office of Financial Aid and Scholarships participated in a Federal Department of Education audit, the first of its kind at Santa Monica College which resulted in no significant findings or sanctions. Finally, it is worth noting, because of additional Federal and State (Chancellor’s Office) emergency funding, the Financial Aid Office collaborated with other departments to award millions of dollars in emergency funding along with the traditional federal, state, and institutional monies that are awarded annually to students.

Total number of 2020-21 Federal Aid Applications: 40,344 (as of June 28, 2021)

Total number of 2019-20 Federal Aid Applications: 37,704 (as of June 30, 2020)

Total number of 2018-19 Federal Aid Applications: 36,469 (as of June 10, 2019)

Total number of 2020-21 California Promise Fee Waiver Recipients: 24,104 (as of June 28, 2021)

Total number of 2019-20 California Promise Fee Waiver Recipients: 25,451 (as of June 30, 2020)

Total number of 2018-19 California Promise Fee Waiver Recipients: 26,090 (as of June 10, 2019)

Total number of 2020-21 Pell Grant Recipients: 6,404 (\$24,194,294 as of June 28, 2021)

Total number of 2019-20 Pell Grant Recipients: 7,812 (\$28,487,690 as of June 30, 2020)

Total number of 2018-19 Pell Grant Recipients: 7,541 (\$27,708,679 as of June 10, 2019)

Total number of 2020-21 SMC Promise Recipients: 2,719 (\$741,657 as of June 28, 2021)

Total number of 2019-20 SMC Promise Recipients: 3,235 (\$1,573,361 as of June 30, 2020)

Total number of 2018-19 SMC Promise Recipients: 1,699 (\$1,049,163 as of June 4, 2019)

Total Financial Aid "Paid" for 2020-21: \$33,992,668 (as of June 28, 2021)

Total Financial Aid "Paid" for 2019-20: \$35,748,714 (as of June 30, 2020)

Total Financial Aid "Paid" for 2018-19: \$38,372,937 (as of June 10, 2019)

Total amount of Santa Monica College Foundation Scholarships awarded for 2020-21: \$681,653 to 585 students totaling 818 scholarships

Total amount of Santa Monica College Foundation Scholarships awarded for 2019-20: \$682,403 to 499 students totaling 730 scholarships

Total amount of Santa Monica College Foundation Scholarships awarded for 2018-19: \$605,798 to over 550 students totaling 725 scholarships

The Carol H. and Kevin W. Sharer Education Foundation Scholarship is a new scholarship awarding up to \$300,000 in total. The amounts vary depending on each individual student's needs.

Higher Education Emergency Relief Funds (HEERF). SMC has received three distributions of HEERF funds to use for direct aid to students. The first of these was included in the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), signed into law March 27, 2020, providing an initial allocation of \$6,096,757 to SMC for direct aid to students with demonstrable economic needs such as food, housing, technology, and more. The college created a rubric according to student need to distribute these funds. Awards for regular semesters were disbursed in sums of \$350, \$600, or \$1,000 according to the need score from the rubric. Intersession awards were a flat rate of \$250.

Subsequently, SMC received two additional HEERF allocations. The second of these was included in the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA), signed into law on December 27, 2020, providing an additional \$6,096,757 for direct aid to students. The third of these was included in the American Rescue Plan (ARP), signed into law on March 11, 2021, providing an additional \$21,954,965 for direct aid to students.

The total aid for students provided from the U.S. Department of Education is \$34,148,479. Beginning with the Spring 2021 semester, allocation amounts to students have been doubled to \$700, \$1,200, and \$2,000 during regular semesters and \$500 for intersessions. The distribution deadline is May 2022 and awarding will be ongoing until the resources are exhausted.

To date, as of June 28, 2021, the total amount of HEERF emergency grants awarded is \$12,073,100 to 8,625 unduplicated students.

State Emergency Financial Assistance to Low-Income Community College Students. On March 24, 2021, as part of the SB 85 amendment to the state Budget Act of 2020, Santa Monica College was awarded \$1,928,481 in the Immediate Action Budget Package—Emergency Financial Assistance to Low-Income Community College Students allowing one-time local assistance funds that provide funding for immediate COVID-19 response and relief efforts where California community college and students need it most. These emergency financial aid grants are direct aid to students to address students’ emergency financial needs for expenses related to the COVID-19 disruption. These funds must prioritize grants to students who are low income by meeting the California College Promise Grant (CCPG) eligibility requirements, and who are California residents or exempt from paying non-resident tuition. Students also must be currently enrolled in at least six units and earned a minimum 2.0 GPA in one of the last three semesters or a student who is receiving additional support services through the Disability Student Services Program. To date, SMC has awarded \$1,075,800 and will continue awarding eligible students in 2021-22 until the funds are exhausted.

These funds were derived from federal funds provided to the state. The total for community colleges in 2020-21 from this source was \$100 million. The enacted budget for the state for 2021-22 includes another \$150 million from the same federal sources for the same purpose, providing emergency financial assistance to low-income community college students. SMC anticipates receiving the same proportion of funds as before, or approximately an additional \$2.9 million in 2021-22.

Other. Additionally, the Foundation for the California Community Colleges provided SMC \$5,500 in funding to respiratory therapy students to assist with unforeseen emergencies brought on by the COVID-19 pandemic. SMC funded 11 students at \$500 each.

And the California Community College Chancellor’s office provided SMC with \$181,396 to be used to provide disaster relief emergency student financial aid to California DREAMER and AB 540 students. SMC has spent \$152,250 in the 2020-21 academic year and will spend the remaining \$29,146 in the 2021-22 academic year.

International Education

The International Education Center continues to provide comprehensive recruitment, admission, pre-enrollment, counseling, immigration, and student engagement activities and services remotely.

The International Admissions program at Santa Monica College strives to provide prospective students with clear and simple information about special admissions requirements for F-1 status students. The admissions team continues to offer virtual services that supports F-1 students throughout the admissions process, serving as the first official contact point for new students, and provides basic information about college programs and services that students may access once they are admitted.

To increase operational efficiencies, IEC’s admission protocols were redesigned to accommodate the demands of a remote environment by converting to paperless I-20s and electronic admission packets. IEC has also extended admission deadlines and sought to create a new online market for students unable to pursue their studies in person.

By providing a straightforward admissions process and easy access to the college for qualified students, the admissions team supports Board Goals and priority #1 of “implementing models of support and instruction that increase student success and decrease equity gaps.

While SMC still holds the number three spot among community colleges nationally for F-1 students, International Admissions has seen a steady decline in both applications and number of students admitted over the past year. The decline can be attributed to the remote teaching and service modality imposed by the COVID -19 pandemic and to Trump administration federal policies restricting access to consular sites and a mandated decrease in visa approval rates.

The International Education Center continues to promote a package program of specific classes in which students can enroll before they arrive on campus. This appeals to students from Scandinavian countries where they are assigned to classes based on their major field of study, rather than selecting classes themselves.

The travel bans and the subsequent onset of the COVID-19 pandemic had an immediate and negative impact on new and continuing student enrollment numbers for the Spring 2020 semester. In mid-March, SMC closed, and all operations transitioned to online and remote modalities. The necessity to work remotely allowed IEC to re-envision its operational and service rendition models. The department successfully transitioned its recruitment, admissions, New Student Seminar, counseling, enrollment, co-curricular engagement, and F-1 visa services to remote modalities.

To ensure our continued presence in international markets during the pandemic, IEC offered virtual workshops to our agent partners to better support their recruitment efforts on behalf of SMC. IEC’s message to our global partners has been that “SMC is open for business” and fully capable of delivering our core services in a remote environment.

IEC staff have also participated in over 40 virtual fairs to reinforce our message and presence in established markets and to extend our reach into developing markets. This is an exponential increase in recruitment efforts. The virtual nature of the fairs allowed IEC to participate in a vastly greater number of fairs than previously possible. Since travel in the coming fiscal year will be limited or entirely nonexistent, IEC will continue to increase our participation rates in virtual fairs to insure our presence in both established and emerging markets.

IEC has also converted its seminar week to remote modality by developing engaging immigration and counseling seminars that offer students a detailed counseling presentation and guide new students through the SEVIS regulatory environment and SMC’s academic support services. This effort has allowed students to complete their pre-enrollment and onboarding steps months ahead of previous on-ground practices and has helped IEC increase enrollment yields even in the face of lower application numbers. IEC will retain this virtual new student seminar format even upon full return to on-ground service modality.

IEC counselors also continue to offer extensive remote services through Zoom Express appointments and ASKIECC email inquiries. Continuing students can schedule Zoom Appointments or pose inquiries through ASKIECC dedicated email box. New students are given dedicated counseling services through Zoom platforms based on time zones designed to accommodate students who reside abroad.

The IEC immigration team offers comprehensive services through remote modalities and continues to provide F-1 regulatory guidance to all international students. Student inquiries are forwarded to

immigration team members who set virtual or telephone appointments for students seeking regulatory guidance on issues related to OPT, CPT, Reinstatement, Change of status or transfers. This remote service modality has increased student access to immigration services.

IEC is committed to engaging students who have been impacted by the isolating and stressful effects of the COVID-19 crisis. IEC provides international students with meaningful and engaging co-curricular activities through its Weekly Mingles sessions planned by international student Peer Mentors. The Mingles offer students the opportunity to engage with others through planned discussions, activities and games offered virtually through Zoom.

As the college prepares for normalizing operations, IEC has developed an extensive Department Specific Safety Plan and ordered all necessary cleaning and PPE supplies. The department has also implemented the phased Return to Work Plan with staggered work schedules.

IEC is committed to insuring that its core recruitment, admissions, counseling, immigration, and engagement functions continue to meet our students' needs and expectations in a remote environment and is ready to pivot back to full on-ground services when the college is ready to reopen.

All core IEC functions are in support of and in congruence with Board Priority #1, Educational Advancement, Quality, and Equity: Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps. And, Board Priority III Fiscal and Facilities #10, Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget that would include restoring salary freezes and reductions as soon as possible.

Global Citizenship

The Global Citizenship initiative was launched at Santa Monica College in 2007 with the purpose of developing and promoting activities that prepare students for the 21st Century. Such preparation includes awareness of the social, cultural, and environmental transformations taking place in our world of unprecedented global interconnection; attitudes of tolerance and respect for diversity and of anticipation and adaption toward global change; skillful command of the technologies that revolutionize the way we obtain information and interact with each other; and a commitment to act as responsible global citizens through political engagement, entrepreneurship, and community service.

At that time a "Global Citizenship Task Force" was formed to guide the promotion of global citizenship at SMC. This task force became known as the "Global Council" and was not a committee of the Academic Senate but worked with other Senate committees in the development of programs to promote Global Citizenship. Eventually, the Global Council became an Academic Senate Committee but continued to use the name Global Council. In October 2018, the Global Council voted to change its name to the Global Citizenship Committee.

The definition of the Global Citizenship is: To be a global citizen, one is knowledgeable of peoples, customs and cultures in regions of the world beyond one's own; understands the interdependence that holds both promise and peril for the future of the global community; and is committed to combining one's learning with a dedication to foster a livable, sustainable world.

The 2020-22 Theme for SMC Global Citizenship is "Human Rights". Faculty are encouraged to find creative ways to explore the Global Citizenship theme in their classes. The art department typically asks students to interpret the theme in their artwork, and then sponsors a gallery show to showcase the student

creations. The theme is also used as the guiding subject for the Global Citizenship Symposium, discussed later in this section.

A continued goal of the program is to make study abroad accessible to a diverse population of students. To that end, GC has offered scholarships to Financial Aid recipients who participate in the programs.

Making the Study abroad component of the Global Citizenship program more accessible and affordable has resulted in outsized student interest and participation and is in congruence with Board Priority I, #1, continue to implement models of support and instruction that increase student success and decrease equity gaps.

The Global Citizenship Committee continues to focus on improving processes and striving to reach more students to promote global citizenship. Global Citizenship Grants for faculty proposals provide funding for worthy projects that are centered on student participation. The Global Citizenship Committee sponsored a variety of activities and special events during the 2020-21 academic year. The effect of the COVID 19 pandemic and the closure of the campus in March 2020 forced the Committee to host virtual events online. Below is the list of events offered by the program:

Teaching about Global Conflict and Peacebuilding October 31 – November 14, 2020. This was the eighth annual Global Conflict and Peacebuilding Seminar and the eighth year that SMC has sent participants to this conference. Due to the COVID 19 pandemic the Seminar was a virtual event. The content included lectures, workshops, and speakers on a variety of subjects including international affairs, refugees, human rights, social justice, media, dialogue, and program development. This year SMC faculty members Sheila Cordova and Olivia Vallejo attended this conference.

This event is in congruence with Board Priority I, #1, Implement models of support and instruction that increased student success and decrease equity gaps and support the ongoing multi-racial equity and anti-racist work at SMC.

SMC Community Teach-In. A new event for Fall began in November 2020, the SMC Community Teach-In was hosted by the Global Citizenship Committee. The event was titled: Human Rights & the Pandemic. The Teach-In is an educational and interactive forum where faculty and students gather to focus and discuss a topic. The GC Committee will make this an annual Fall event going forward.

This event is in line with Board Priority I, #1, Implement models of support and instruction that increased student success and decrease equity gaps and Board priority #1, #2, prioritize addressing systemic barriers that racially minoritized students face in reaching their goals.

Global Citizenship Symposium. The 12th annual Global Citizenship Symposium was held on May 6, 2021. Delphine Broccard, GC Chair, coordinated the event. SMC students from all disciplines were invited to submit their course work related to Global Citizenship as well as the annual theme of “Human Rights” for judging, and for the opportunity to win awards for the best submissions in each category. 23 students or student teams submitted original work for the symposium and finalists presented their projects to the SMC community at the May 6, 2021, Symposium. Normally, an in-person event, this was the second year that the event was presented in a virtual format as the campus was closed due to COVID pandemic.

This event is in congruence with Board Priority I, #1, Implement models of support and instruction that increased student success and decrease equity gaps and Board Priority I, #2 prioritize addressing systemic barriers that racially minoritized students face in reaching their goals

Global Citizenship Global Grants. Global Citizenship Grants bring innovative faculty-led programming across a variety of disciplines related to Global Citizenship to the SMC community. Calls for faculty proposals for Global Citizenship Grants for both the Fall and Spring semesters were announced. This

initiative is in congruence with Board Goal II Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations.

The Global Citizenship Committee approved grant funding for the following events in the 2020-21 academic year:

- **Filipino American History Month**, Professor Brandon Reilly, History, October 2020. A series of three speakers who introduce to the campus at large to various topics relating to global Filipino culture. October 8, 2020: Jean-Paul deGuzman—“*From 1898 to 2020: Filipinxs and Black Lives*”; October 13, 2020: Terrie Cervas and Audine Tayag, GABRIELA, USA—“*Filipina Women’s Struggle for Liberation Under US Imperialism*”; October 27, 2020: Anthony Ocampo—“*The Latinos of Asia: How Filipino Americans Break the Rules of Race*”. *Board Priority I, #1 and #2.*
- **Social Movements: Iranian LGBTQ Community**, Professor Elham Gheytonchi, Philosophy and Social Sciences, October 21, 2020. Mr. Shervin Khorranian, director of RAHA International, spoke on the lives of LGBTQ persons whose rights are denied in Iran. Awareness promotes cross-cultural understanding among the SMC community about the obstacles faced by LGBTQs of Iranian descent. *Board Priority I, #1 and #2.*
- **Student Sustainability Workshops**, Ferris Kavar, Sustainability, Student Sustainability Workshops in Fall semester 2020 and Spring semester 2021. The student workshops combine hands-on real-world experiences with topic-based group workshops to create an all-encompassing understanding about environmental issues, solutions, and career opportunities in sustainability fields. The workshops are a way for students to connect with faculty, student groups, and administrators interested in promoting a culture of sustainability on campus. *Board Priority I, #1.*
- **Air Quality Grid + Multi Scale Data Collection**, Professor Alexandra Tower, Life Sciences, Spring 2021. Grant for the purchase of air quality sensors to be placed around the SMC campuses. The data collected from the sensors will provide information on the localized indoor and outdoor air quality at SMC. The data is publicized freely and shared with local agencies including the SCAQMD. It can be used by SMC faculty in course work and projects and will also augment the global air quality database. *Board Priority I, #1 and #5.*
- **Becoming an HIS—Community Read and Webinar**, Professor Shannon Herbert, English, May 2021. A community read of Professor Gina Garcia’s book, *Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities (Reforming Higher Education: Innovation and the Public Good)*, throughout the course of the Spring semester that included stakeholders from across the campus who read and presented chapters from the book. The semester concluded with a webinar with Professor Garcia to discuss the framework for an institution to better serve its Latinx students. *Board Priority I, #1 and #2.*
- **Green Screen Film Series**, Professor Sheila Laffey, Film Studies. This informative series of film screenings and panel discussions included films centered on environmental and sustainability issues. Screenings were held remotely on the following dates: September 21, 2020: A screening of *The River and the Wall* followed by a discussion and audience Q & A with Professor Sheila Laffey, Film Studies and the SMC Natural History Club; October 12, 2020: A screening of *Love Thy Nature* followed by a discussion and audience Q & A with the Director Sylvie Rokab; November 2, 2020: A screening of *Hawai’i Eco Stories: We All Need the Forest and In the Middle of the Sea*, followed by discussion and audience Q & A with Professor Cathi Miller, ECE, and Professor

Sheila Laffey, Film Studies; November 23, 2020: A screening of *The Condor and the Eagle* followed by a discussion and audience Q & A with Professor Sheila Laffey and the SMC Brazil Club; April 5, 2021: A screening of *Fantastic Fungi* followed by a discussion and audience Q & A with Director Louie Schwartzburg; April 26, 2021: A screening of *Kiss the Ground* followed by a discussion and audience Q & A with Producer Bill Benenson and Patrick Latting from Compost Culture; May 10, 2021: A screening of *Gather* followed by a discussion and audience Q and A with Director Sanjay Rawal. *Board Priority I, #1.*

- **EcoLearning Speaker Series**, Professor Gillian Grebler, Earth Science. SMC's Earth Science department has developed several credit and noncredit courses in sustainability, providing a growing hub for academic, experiential, and applied sustainability teaching which is called EcoLearningSMC. Guest speakers are integral to these courses. Funding for nine guest speakers was provided by SMC Global Citizenship. *Board Priority I, #1.*

These events are in line with Board Priority I, #1, Implement models of support and instruction that increased student success and decrease equity gaps; Board Priority I, #1 support the ongoing multi-racial and anti-racist work at Santa Monica College; Board Priority I, #2 prioritize addressing systemic barriers that racially minoritized students face in reaching their goals; and Board Priority I, #5 Develop new programs and partnerships relevant to a post pandemic environment.

The onset of the pandemic necessitated the GC committee to reimagine its role in achieving its mission. Programming and offerings were restructured to meet the needs of students and faculty forced to function in unfamiliar remote modalities. Under difficult and unfamiliar circumstances, the GC committee succeeded in offering a series of virtual Study Abroad experiences that helped students learn to overcome challenges, to appreciate differences, and to learn that there are often many ways to solve a problem or to achieve a goal. These skills make stronger candidates for local industries and businesses. With such a diverse population in Southern California, learning to work with and seek out diverse perspectives is an important skill for our Santa Monica College students to develop. As the college returns to normal operations, The GC Committee will once again focus its effort on planning meaningful travel abroad experiences for our students.

GRANTS

Grants Advisory Team. Established in March 2020, the President's Grants Advisory Team (GAT) is comprised of classified, administrative, and faculty members from various departments including Workforce and Economic Development, Health and Wellbeing, Institutional Research, and senior administration, meets on a bi-weekly basis. The main purpose of this committee is to review potential grant opportunities brought forth by SMC faculty and program leads, to ensure fiscal feasibility, and to align all proposed grant opportunities with the SMCCD goals and priorities. The Early Childhood Education Department Chair Gary Huff leads the bi-weekly meetings.

The GAT provides oversight of the grants function to ensure the College's grants queue solely includes grant activities that support the college's mission, vision and goals, strategic initiatives, and other institutional priorities.

The GAT established formal internal processes, including protocols to ensure all necessary department leads are well-informed, and signed off on the potential grant submission. The GAT designed a streamlined, five-step framework to gain institutional support and pre-approval for program grant proposals, prior to submission to a potential funding agency. The digital Grants Approval Process (GAP)

form designed ensures proposed projects are aligned with the College’s priorities and are feasible based on capacity and resources, and have the support required for success once funded.

Staffing. The search for the Director of Grants position is underway and in the final stages of the hiring process. The goal is to have the final candidate submitted for the Board of Trustees approval by the September 2021 meeting. The Director of Grants will report to SMC’s Dean of Institutional Advancement, consolidating the development efforts of the College under the SMC Foundation. Prior to this alignment, the former position (Associate Dean of Grants) reported to the former EVP.

External Services. In the absence of a Director of Grants, and to bridge the hiring gap given the uncertainty of the pandemic, the SMC Foundation entered a one-year, \$75,000 contract with Hanover Research to provide grant seeking services to the SMC Foundation and Santa Monica College. The contract included two months (May and June 2020) of gratis support, and the funded portion of the contract covered FY 2020-21. The contract concluded June 30, 2021.

Hanover Research provided its services on a “queue” or “track” system. The Foundation secured and funded these services in a “two track” contract where one queue supported the Foundation funding activities centered on private and corporate grants with an emphasis in two areas: support for Basic Needs and Early Childhood Lab School’s tuition subsidy program. The second track was utilized by SMC to seek assistance in prospecting and potentially securing external funding through state and federal grants. Drafting grant proposals, and grant program development were additional aspects of the contracted services.

In March 2021, Hanover and GAT leadership presented a grants workshop for faculty and program leads, focused on understanding the essentials of competitive grant proposals. Thirty-three staff members participated in the hour-long live session. In addition to valuable grant materials made available to the institution for our use, along with the recorded workshop for future inquiries and archival purposes. The direct results of the services rendered were di minimis relative to the contracted fee. Thus, SMCF declined renewing the contract for the next fiscal year.

Santa Monica College Grant Activity

Grant Source	Type	Amount	Grant Status	Program Lead	Important Dates	Department
Child Care Access Means Parents in School (CCAMPIS)	Federal	\$1,120,000	Pending	Jeannette Lopez Gary Huff	Submitted 6/1/21	ECE
National Science Foundation Advanced Technology Education Small Grant Program	Federal	\$300,000	Pending submission	Andria P. Denmon	Submission deadline 10/7/21	
Cal Fresh	State	\$124,306	Awarded	Susan Fila		Health & Wellbeing
National Science Foundation	Federal	\$600,000	Pending	Andria P. Denmon	Submitted 5/10/21	
National Science Foundation	Federal	\$102,000	Pending	Kristin Lui-Martinez	Submitted 2/12/21	

SMC Foundation Grant Activity

Grant Source	Type	Amount Requested	Outcome	Amount Secured	Program Support for
Albertson's Company Foundation	Corporate	\$10,000	Secured	\$10,000	Basic Needs Food Security
Bank of America Charitable Foundation	Corporate	\$40,000	Declined	\$0	Basic Needs Food Security
California Community Foundation (CARES Act Funding)	Federal	\$1,100,000	Secured	\$600,000	Basic Needs Food Security
Campbell's Soup Foundation	Corporate	\$10,000	Declined	\$0	Basic Needs Food Security
Carol H. and Kevin W. Sharer Education Foundation	Private	\$344,000	Secured	\$344,000	Transfer Scholarships
Carrie Estelle Doheny Foundation	Private	\$50,000	Declined	\$0	Basic Needs Food Security
Co-Opportunity Market Community Fund	Corporate	\$2,500	Secured	\$2,500	Basic Needs Food Security
Eisner Foundation	Private	\$50,000	Declined	\$0	Basic Needs Food Security
Foundation for California Community Colleges (First Responder Scholarships)	State	\$7,100	Secured	\$7,100	Nursing Scholarships
Foundation for California Community Colleges (Osher Scholarships)	State	\$97,200	Secured	\$97,200	Scholarships
Hollywood Foreign Press Association	Corporate	\$55,000	Secured	\$55,000	Film Production; Journalism Program
JIB Fund	Private	\$25,000	Secured	\$25,000	Basic Needs Food Security
LA 2050 Grants Challenge	County	\$100,000	Declined	\$0	Basic Needs Food Security
Lawrence Foundation	Private	\$5,000	Secured	\$5,000	SMCF Annual Fund
Local Initiatives Support Corporation (LISC)	County	\$75,000	Secured	\$75,000	Basic Needs Food Security
Michael and Alice Kuhn Family Foundation	Private	\$20,800	Secured	\$20,800	Student Scholarships PPI
Ralphs/Food4Less/Kroger	Corporate	\$10,000	Declined	\$0	Basic Needs Food Security
Ric and Suzanne Kayne Foundation	Private	\$10,000	Secured	\$10,000	Basic Needs Food Security
Robert R. Sprague Family Foundation	Private	\$10,400	Secured	\$10,400	Scholarships for STEM Students

S. Mark Taper Foundation	Private	\$75,000	Under Review	\$0	Basic Needs Food Security
Santa Monica Westside Legacy Fund for Women and Girls	Private	\$60,600	Secured	\$60,600	DREAMER Scholarships for Renewals
Sherwood Family Foundation	Private	\$20,000	Secured	\$20,000	Basic Needs Food Security
Smart & Final	Corporate	\$ 20,000	Declined	\$0	Basic Needs Food Security
Southern California Edison	Public	\$20,000	Secured	\$20,000	STEM Scholarships
We Are Santa Monica Fund	City	\$2,250	Secured	\$2,250	Basic Needs Food Security
	Total Amount Request	\$2,219,850	Total Amount Secured	\$1,364,850	

INSTITUTIONAL RESEARCH

The Office of Institutional Research (IR) supports the mission and the goals of the college by generating accurate, relevant, and timely information to support the assessment, evaluation, and planning of programs, services, grants, and college-wide initiatives. Some of the notable achievements of the Office that supported the 2020-21 Board Goals and Priorities include:

- The fourth year of SMC’s Data Coaching Program (also called the “Equity Avengers Program”) focused explicitly on coaching instructional department chairs in the analyses of racial equity data for their programs and facilitating the intra- and inter-personal work required to advance in each the personal racial equity journeys of each practitioner who participated in this year’s cohort.

The Office of Institutional Research provided research and data support to assess the board’s second goal related to making progress on metrics related to the vision for success, equity plan and redesign, and the Aspen Institute project.

- In Spring 2021, the Office of Institutional Research conducted a qualitative study to deepen the College’s understanding of the factors that facilitate and create barriers for students enrolled in Math 54 + 54 C (elementary statistics with co-requisite support), the transfer-level math course most frequently enrolled by our racially minoritized students, including Black and Latinx students. The math department will use the findings of the study to inform the redesign of the course and the focus of faculty professional development. The study directly supports the College’s efforts in improving our performance on the ASPEN Institute priority metrics that is related to improving the success and closing racial equity gaps in Math 54 + 54C.
- During the 2020-21 academic year, the Office of Institutional Research (IR) successfully implemented the new online data query software, Precision Campus. The data reports and tools on Precision Campus are accessed by employees via a Single Sign-On Portal and allows users to drill down data down to the course section level. The tool helps leaders monitor the progress and success of students in their programs over time and enables users to determine where and for whom equity gaps exist.

The Office of Institutional Research has been actively involved in developing curriculum for professional development focused on racial equity. Part of Board Goal 1: Engage in professional development including interpersonal work to further equity and our commitment to being an anti-racist institution.

INFORMATION TECHNOLOGY

Information Technology continued to support the online learning and work-at-home environment. Highlights for 2020-21 include:

- The IT Help and IT Student Help support teams responded to 18,580 remote service requests. *Board Priority 9: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Staffed and supported in-person student labs at Center for Media Design during COVID19. *Board Priority 9, 22: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success. As safety permits, resume serving the community with stellar facilities and programs.*
- Implemented and staffed the online Pearl Chat Bot to provide live and asynchronous remote technical assistance to students. *Board Priority 9: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Implemented and supported a “Virtual Computing Lab” allowing students to access SMC lab environments remotely. *Board Priority 9: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- Installed web cams on all office computers and classroom podiums for future support of Zoom meetings on campus. *Board Priority 16: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.*
- Several COVID related projects were completed by Management Information Systems to support remote online teaching, student services and provide financial support to students. These include, new withdrawal and grading policy revisions, new online teaching methods, revised student counseling online appointment system, CARES and emergency funds distribution and streamlined Financial Aid application processes to name just a few. *Board Priority 7, 9: Assess and fix system/structural issues that impede positive user experience in the application, enrollment, and financial aid process. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*
- To support the growing needs from Management Information Systems, a new programmer and analyst position was established. *Board Priority 3: Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of fulltime faculty over time.*
- Implemented a streamlined SSO (Single Sign-On) process to enhance security and make password management consistent throughout SMC’s online services. *Board Priority 7: Assess and fix system and structural issues that impede positive user experience in the application, enrollment, and financial aid process.*
- Automated several SMC processes and manual forms using workflows and digital signatures in support of the work-at-home environment. *Board Priority 7: Assess and fix system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.*

- Completed the technology infrastructure configurations for the new Early Childhood Learning Center, Pico Village, and the Pico Classroom Complex. *Board Priority 16: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.*
- Management Information Systems continued to make progress on critical upgrades to extend the life of SMC's Student Information System. *Board Priority 16: Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.*

SAFETY & RISK MANAGEMENT

Within Safety & Risk Management, the focus for year 2020-21 was the COVID-19 safety response through the evaluation, implementation, and maintenance of COVID-19 safety for the SMC system. S&RM has participated in this process as one of the EOT leads working closely with the Chief of Police, the Director of the Health Center, the Director of Maintenance & Operations, and the Vice President of Student Affairs. As one of the EOT Leads, Risk Management's role is to provide safety guidance for SMC system-wide by evaluating current COVID-19 safety guidelines from Federal, State, and Local agencies, and create and implement processes that comply with the safety guidelines which help create a safe campus environment.

Aligns with Board of Trustees Goals and Priorities – Pandemic Crisis Management; and Priorities IV–Community and Government Relationships.

The vision of SMC's safety program is to create a safety culture. A safety culture is achieved when everyone is involved in the daily management of safety. An integral part of this process means delegating safety responsibilities to the managers and supervisors of the organization. Due to the pandemic, we have taken a big step toward this goal. This year, each department has taken responsibility for developing a Department Specific Safety Plan which included conducting a team-based risk assessment of the various processes in the department. This team approach included input from the unions, several staff members within the department, and guidance from the EOT.

Aligns with Board of Trustees Goals and Priorities – Pandemic Crisis Management; and Priorities IV–Community and Government Relationships.

New campus processes, equipment, chemicals, and vendors should be evaluated for safety issues by S&RM prior to a final approval. With the help of procurement and due to COVID, this year we implemented a COVID safety assessment process to evaluate new vendors working with the campus. This process determines if these vendors have adequate COVID safety programs which adhere to SMCs safety protocols.

Aligns with Board of Trustees Goals and Priorities IV–Community and Government Relationships.

There were several initiatives that S&RM participated in 2020-21 which aided students. Due to the campus working in a remote environment S&RM aided in ensuring that any activity supporting the mission of the campus was completed in a safe manner. When an activity was determined necessary to support the students academically or physically, S&RM would evaluate the process, setup safety protocols, and implement a safety plan to maintain the safety of the activity. Some examples of processes with implemented safety plans were collection and distribution sites for student equipment, the weekly food drive, providing support to nursing and respiratory therapy on ground courses throughout the year, the drive through graduation, and evaluating student lab kits for home use. Currently all departments are

evaluating their areas with the help of the EOT Leads for COVID safety and creating and implementing safety plans to control the risks due to COVID.

Aligns with Board of Trustees Goals and Priorities – Pandemic Crisis Management; Priorities II – #9: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

SMC is inspected annually by Keenan for the proper management of hazardous materials. For several years Keenan has mentioned in the report the need to address better compliance with the OSHA Hazard Communication Standard 1900.1200. The report this year stated “During the inspection, it was observed that more employees are utilizing Keenan SafeColleges SDS for their container labels. I’d like to recognize Photography and the Science Departments for their effective use of secondary container labeling. The Science Department has also done an excellent job cleaning up its ventilation hoods of unnecessary equipment and chemical storage. We also noted a significant clean-up of expired and potentially dangerous hazardous materials at the science building bunker and the science labs. Keenan & Associates would like to congratulate the District on these efforts and path of continuous improvement.” We will continue to evaluate this program and strive to improve it further year after year. The safety programs always strive for continuous improvement.

Aligns with Board of Trustees Goals and Priorities IV–Community and Government Relationships.

One of the goals of the chemical hygiene program is to look for ways to decrease the amount of hazardous waste generated within the college. This can be accomplished through better chemical management practices and an evaluation of chemical elimination or substitution. In the 2020-21, there was a significant decrease in the amount of hazardous waste generated for the campus due to the remote work environment. The classes and labs were held online, and M&O was not operating at full capacity, therefore limited amounts of chemicals were used which normally generates our hazardous waste.

In 2020-21, 2,696 pounds of hazardous waste were generated. In 2019-20, 39,460 pounds of hazardous waste were generated. In 2018-19, 33,207 pounds of hazardous waste were generated. The increase from 2018-19 to 2019-20 would be attributed to an audit and removal of old chemicals from the chemical bunker. SMC will continue to monitor chemical handling and hazardous waste generation in our labs and look for ways to eliminate the use of hazardous chemicals and ways to decrease hazardous waste generation.

Aligns with Board of Trustees Goals and Priorities IV–Community and Government Relationships.

S&RM continues to support Emeritus in its hazardous waste program that was implemented last year. In addition, through extensive communications and walk-throughs, S&RM has helped Emeritus develop its COVID response safety plan and protocols and train all its employees in COVID safety. These plans and training have allowed Emeritus staff to work on ground periodically as needed to support their mission.

Aligns with Board of Trustees Goals and Priorities IV–Community and Government Relationships, 21-Continue strong support of Emeritus College.

BUSINESS AND ADMINISTRATION

Audits. The 2019-20 audit was performed by the District’s external independent auditors Eide Bailly. Eide Bailly issued an unmodified opinion on the District’s 2019-20 financial statements, and for the **fourteenth consecutive year**, the audit did not contain any financial findings. The District also received an unmodified opinion on its Federal Single Audit, a separate audit required to be performed on Federal grants.

Additionally, both the financial and performance audits for the Proposition 39 construction bond program received unmodified opinions from the auditors.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health and Internal Operations.

Budget. The District closed 2019-20 with an unrestricted **general fund balance of \$21,040,755 or 10.78 percent** of total expenditures and transfers. In 2018-19, the State adopted a new funding formula to determine the apportionment allocation for each district, named the **Student-Centered Funding Formula (SCFF)**. The SCFF calculates apportionment based on three main factors: base allocation (*enrollment*), supplemental allocation (*number of students receiving financial aid*), and the student success allocation (*number of student success outcomes achieved*). The new formula, as currently amended in the State's Adopted 2020-21 Budget, stipulates that for the fiscal years of 2018-19 through 2023-24 (extended by one year in the State's 2021-22 Budget), the District will be funded at the greater of the amount calculated under the SCFF or at a "Hold Harmless" amount, which is equal to the 2017-18 funding level adjusted for COLA. The District forecasts that for 2020-21, the District will be funded at the "Hold Harmless" amount which is projected to be approximately \$14.43 million greater than the funding calculated under the SCFF. The District, like most community colleges throughout the state, continues to experience a softening in nonresident enrollment which is the source of the District's second largest source of unrestricted revenue. Nonresident FTES is projected to end the year at a decline of <508> FTES from the prior year actual FTES. Since 2016-17, the District has seen a reduction of resident and nonresident FTES of <11.8 percent> or <3,065.67> FTES. In FY 2020-21, the District projects to use \$16.3M of the CARES funding from the Federal to backfill unrestricted fund lost revenues because of the COVID-19 implementation of supplemental retirement plan, imposition of furloughs and salary increase freeze through March 2021 and applying various cost savings measures. As of the 2021-22 tentative budget, the ending balance for 2019-20 is \$21,040,755 or 10.78 percent and the ending balance for 2020-21 is projected to be \$31,498,430 or 17.10 percent of expenditures and transfers.

This item closely relates to Board of Trustees Goals and Priorities Section III Fiscal Health and Internal Operations.

Prepayment of Three Long-Term Capital Debt Obligations. The District received Board of Trustees approval to prepay three long-term capital debt obligations, thereby freeing-up annual funds to be used to meet budget shortfall needs. The annual cost of these three debt obligations was \$2.65 million, paid from the District's general fund and parking revenues. By paying off these debt obligations early, the District can reallocate the \$2.65 million annually to address the budget shortfall. The total amount required for repayment of the debt obligations was \$12.6 million. The District sources the \$12.6 million to make the prepayment from accumulated funding passed through to the District from the City of Santa Monica Redevelopment Agency (RDA) and its successor agency.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health and Internal Operations.

Coronavirus Response and Relief Supplemental Appropriations Act Grant Funding. On December 27, 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) was signed into law. This new law gives the U.S. Department of Education approximately \$22.7 billion to distribute to institutions of higher education to serve students and ensure learning continues during the COVID-19 pandemic, through the Higher Education Emergency Relief Fund (HEERF).

SMC has received relief through the CRRSAA through a set-aside made available to all U.S. higher education institutions to use for supporting the costs of shifting classes online (\$18.5 million), and for grants to students for food, housing, technology, and other purposes (\$6.1 million).

American Rescue Plan Grant Funding. On March 11, 2021, the American Rescue Plan (ARP) was signed into law. This new law gives the U.S. Department of Education approximately \$39.6 billion to distribute to institutions of higher education to serve students and ensure learning continues during the COVID-19 pandemic, through the HEERF.

SMC has received relief through the ARP through a set-aside made available to all U.S. higher education institutions to use for supporting the costs of shifting classes online (\$21.2 million), and for grants to students for food, housing, technology, and other purposes (\$21.9 million). Also, the State of California has identified \$120 million in CARES Act funding to be distributed to each of the state's community college districts. SMC's share is \$1.2 million.

This item closely relates to Board of Trustees Goals and Priorities Section 2 Fiscal Health.

Education Enterprise. The emphasis in 2020-21 was on adapting to providing uninterrupted services for all constituents – students and staff – in a largely remote environment. This included maintaining access to the Campus Store, Cashier's Office, Auxiliary Services, and Reprographics. Students received their course materials either by mail, or on campus by appointment. The Campus Store also spearheaded the distribution of Chromebooks and laptops to students and staff. Cashier's office developed the process for students and staff to receive their SMC ID cards by mail. Parking permits and enforcement were suspended for the year. Auxiliary transactions continued without interruption. Staff was on campus throughout the year, albeit on a staggered-shift schedule. Although services were provided on an appointment basis, no student was ever turned away if they came in person. *Board Goal 14.*

Education Enterprise continued to provide support for the drive-thru food pantry. *Board Goal 7.*

Another focus of Education Enterprise continues to cultivate SMC's relationship with the Big Blue Bus. We rolled out the BBB pass virtually, using the new Token Transit Mobile App. TAP cards are available for those students who do not have Smart phones. *Board Goal 17.*

Reprographics successfully managed the installation of new Xerox equipment campus wide. Included in this new equipment is a color copier in the Reprographics office, and we have been able to assist all departments with color production that was only previously available using outside vendors. We will monitor the expected cost savings and report back next year. And Reprographics has embarked on a multi-year plan to archive digitally documents for ease of access to users, and safe storage. *Board Goal 14.*

Enterprise continued working with Associated Students to revamp and improve their fiscal policies, approved by the AS Board in May, and to go into effect starting in Fall 2021. *Board Goal 16*

Enterprise also participated in the multiple weekly meetings of the Emergency Operations Team and provided support in the acquisition and distribution of COVID-related equipment and supplies.

FACILITIES PLANNING

2020-21 was a busy year for the SMC's facilities planning department, with many major projects now in construction phase. Here are some highlights:

Projects Completed This Year

The **Student Services Center Phase 2**. The project includes various changes and upgrades requested by the users, including a new automatic door at DSPS, a new clean agent fire suppression system in one of the storage rooms, etc. The project was completed in December 2020.

The **Pico Village and Pico Classroom Complex**. The project provides temporary classroom and office spaces in preparation for the demolition of the Liberal Arts Building, Letter and Science Building, and the Counseling Complex. The project was completed in December 2020 and ready for Spring 2021 semester.

The **Santa Monica Early Childhood Lab School**. The contractor achieved substantial completion in June 2021, and they are working on the punch list items.

Projects in the Design Phase

The **Art Complex Replacement**. The Schematic Design phase and the Design Development phase have been completed and the design team started the Construction Document phase in Fall 2020. They have completed 50 percent of the construction document phase and are scheduled to submit documents to the Division of the State Architects by the end of 2021.

Projects in Construction

The **Malibu Campus**. Phase 2 of the project, which include the construction of the Malibu campus, commenced in Spring 2020. The contractor completed the installation of the building CMU (Concrete Masonry Unit) wall and steel erection. They are currently working on the interior framing and various mechanical, electrical, and plumbing work.

Master Planning. The data collection phase was completed in 2019 and a draft master plan was produced. The department is currently collecting feedbacks and comments from the campus and the local community. The final Master Plan is scheduled to be completed by December 2021.

The **Math and Science Building**. Phase 1 of the project, which includes the demolition of the Liberal Arts Building, Letter and Science Building, and the Counseling Complex, is substantially completed. Phase 2 of the project, which includes the construction of the new building commenced in April 2021. The contractor is currently surveying the building location and getting ready for footing excavation. The Math & Science Building project is anticipated to be completed by the end of 2024.

HVAC Upgrade and Connection to the Campus Central Plant. The college successfully implemented Phase 1 of the project in 2017, which included adding a new air conditioning system to the HSS building and connecting the Business Building, Science Building East Wing, and the HSS Building to the campus wide central plant loop. Phase 2 commenced in Summer 2020 and adds new air conditioning systems to the Science Building west wing, Corsair Gym, Student Activities/Cayton Center, and the Madison instructional building at the Performing Arts Center campus. The project provides efficient cooling to these buildings while reducing energy consumption and aligns with SMC's long-term sustainability goals. The estimated completion date is July 2021. Students' ability to learn is undermined when their classrooms are too hot, new research says, a finding that could help explain [persistent gaps in performance](#) between students without consistent access to air conditioning.

Measure V Joint Use and Partnership Projects. The construction of the Santa Monica-Malibu Unified School District **John Adams Middle School Auditorium** project continued in 2021. The building facade is completed. Construction is scheduled to be completed by late Fall 2021.

MAINTENANCE & OPERATIONS

The **Facilities Maintenance and Operations (M&O) Department** in 2020-21 pivoted operationally in response to COVID-19. The Department shifted its focus toward a greater level of maintenance with the enhancement of cleaning, sanitizing and disinfecting frequencies as well as improving the indoor air quality in all buildings. The M&O team while working throughout the Pandemic also revised its business operational protocols, reviewed work procedures and retooled Department guidelines.

Custodial and Grounds staff focused on job-based training (over 125 hours) and completed the roll-out of the Quality Assurance Program.

Maintenance completed the following projects:

- Math Complex Paint and Flooring
- Art Complex restroom remodel
- Cosmetology Interior Painting
- SMCPOA Trailer Repairs
- Science Building (East) Air Handler/HVAC Ductwork replacements
- 1510, 2714 Pico and Emeritus HVAC replacements
- Emeritus and CMD LED lighting retrofits

Other important maintenance activities include preventative maintenance work in response to COVID and preliminary work in preparation for future mechanical and construction related projects.

The Maintenance and Operations (M&O) Department is a support service Department that maintains all District buildings and facilities. The Department's objective is to provide a clean and safe instructional work environment (Operations) as well as an academic atmosphere that is conducive learning and education (Maintenance).

The M&O Department works to continuously improve the District's assets through sustainable operational best practices and up to date maintenance technologies from standards set by APPA, which is the industry leading educational facility management consortium dedicated to supporting the professions that maintain educational facilities.

HUMAN RESOURCES

The Office of Human Resources (HR) has made it our mission to provide a service to the employees of Santa Monica College (SMC) that is people-centered and supports the life cycle of employment. We strive to give an individualized approach that promotes self-efficacy, growth, and professional development. We know that an exceptional service model for our employees that is equity-minded, ultimately enhances student success. The intentionality of our service model empowers us to want to always do better and requires us to regularly review and update our processes.

In this academic year, HR has taken on extraordinary measures to serve the constituents of the District during the COVID-19 Pandemic. We continued to move forward the most crucial employment processes such as academic recruitment and selection, health and welfare services, employee and labor management, professional development, unlawful discrimination awareness and investigations, and other employee transactional services; this work has all been done despite the unprecedented

circumstances of physical distancing, remote work, and limited access to District programs and services. HR remained on the front line to make sure those serving our students were supported. As we prepare to assist with the return to campus initiative, our mission is the same and that is to continue to serve our employees in the most efficient and effective way possible.

A Note About the COVID-19 Response

Due to the COVID-19 pandemic, SMC, as a District, continued working remotely through all the 2020-21 academic year; all staff in the Office of Human Resources worked remotely at least part of the time and/or full time. While technical problems at times created connectivity challenges, the IT department supported all requests for assistance with alacrity and professionalism, allowing the Office of Human Resources to continue to serve the District's personnel and students at the highest level.

Sherri Lee-Lewis, Vice President-HR, and Tre'Shawn Hall-Baker, Dean-HR, are both members of the Emergency Operations Team (EOT), and their continued involvement in developing process and procedures for remote work and the safe return to work of faculty and staff was instrumental in securing a successful and safe on-ground and remote working environment.

Board Priority I. Educational Advancement, Quality, and Equity, #5. Develop new programs and partnerships relevant to a post-COVID environment

District-wide Policy and Communications

The Office of Human Resources' Senior Management Team, composed of the Vice President and Dean, are members of the District's Negotiations Team. Their work this year resulted in multiple COVID-19 related MOUs executed with the collective bargaining units of the District covering a range of subjects including emergency conditions, FFCRA, furloughs, delay of sabbaticals, performance evaluations, changes to faculty load and banking provisions, reimbursements, health coverage, safety training, and COVID-related sick time benefits (in total, ten MOUs with the Faculty Association, seven with the CSEA, see <https://www.smc.edu/administration/human-resources/>).

During 2020-21, Human Resources was responsible for the following:

- Providing regular Human Resources information and updates related to working remotely
- Temporary Telecommuting Agreement and Guidance
- Guidelines for Establishing Essential/Non-Essential Personnel during COVID-19 Emergency
- COVID-Related FAQs related to employees
- Instructions on Reporting Payroll During the COVID-19 Crisis
- COVID-19 Employee Guidelines for Recovery and Phased Return to On-Campus Work
- Vaccination Appointment Information
- SMC Return to Campus Schedule
- Return to Work Questions from SMC Managers and Administration Responses
- Participation in District informational sessions related to COVID
- Participation in Board updates

- Participation in CSEA Town Halls
- Continued communication with district staff related to furlough days and salary freezes

Human Resources also responded to the mental and physical health needs of our employees by instituting ongoing activities:

- HR Table Talk–The Table Talk was designed to invite employees to the “table” to present a topic and provide an opportunity to address concerns, ask questions and be engaged with one another. This was also an opportunity for employees to engage with the human resources staff.
- Wellness Program–SMC HR has been committed to the health and well-being of its employees, especially during the pandemic. A series of wellness presentations designed to provide information, tips, and strategies for managing physical, mental, emotional, and financial health was offered to employees.
- Disseminating “Daily Positives” and EASE Newsletters and information to SMC employees.

Board Priority: IV. Community and Government Relationships, #18. Ensure a supportive, inclusive, and collegial environment for students and staff.

Compliance Related Work

The Office of Human Resources’ Compliance Team investigates complaints submitted by students and staff concerning board policies, Unlawful Discrimination laws (Title 5), Sexual Harassment under Title IX, and Workplace/Campus Violence and Bullying; the team educates and supports professional development for staff and faculty, as well as workshops for students.

SMC’s Office of Human Resources’ Compliance Team ensures SMC is in compliance with relevant state and federal laws and regulations. The team investigates complaints submitted by students, faculty, and staff concerning board policy violations related to unlawful discrimination laws (Title 5), sexual harassment under Title IX, and workplace/campus violence and bullying. The team is also engaged in employee and labor relations efforts focused on creating practical support services and materials and building relations to maintain and improve a productive and professional work environment for all District employees. The team educates and supports professional development for staff and faculty, as well as workshops for students.

The HR Compliance Team continued to focus on responsiveness to disputes and inquiries before formal complaints are submitted. Support and advice to students and staff strive to be timely and appropriate to address the wide range of issues and complaints received during the year. The team also continued to focus on improving investigative processes for complaints that require investigation. Other activities during the year focused on expanding compliance knowledge of all District staff and faculty through trainings online and in person (virtual), the development of resources, and up-to-date literature.

The HR Compliance Team offered comprehensive and targeted training and education programs for students and employees covering unlawful discrimination, sexual harassment, Title IX, workplace violence, diversity and equity issues, and employment related issues (specifically for employees). All training and education programs were offered remotely. Apart from ensuring compliance, these trainings reinforce SMC’s commitment to diversity and equity.

Targeted training and education programs included:

- Mandated Sexual Harassment Prevention Training. All supervisors (104) and non-supervisory employees (1,551) complied with California’s state mandate and completed this training by the end of 2020.
- Title IX Requirements. The District continues to comply with Title IX requirements including providing training to employees and students.
- Beyond Sex Toolbox Series. Now in its fifth year, the series offers targeted workshops to students.
- The Title IX Student Leadership Program was held again during the Fall semester 2020. 450 students attended the orientation and the four intensive workshops. 85 students registered, and 79 students successfully completed the program. This is nearly a 400 percent increase in graduates from 2019.

In August 2020, new regulations covering Title IX investigations became effective, and in September of 2020, revised Title 5 regulations were released by the California Community Colleges’ State Chancellor’s Office. These new regulations required the HR Compliance Team to focus on reviewing and drafting revisions to our board policies and administrative regulations pertinent to the new regulations. The members of the HR Compliance Team continue to engage in consultative processes involving relevant stakeholders, and is proactive in the review, update, and implementation of relevant board policies, administrative regulations, and negotiated agreements between the District and collective bargaining units.

This year, HR received a total of 14 formal and informal Title 5–Unlawful Discrimination, Title IX– Sexual Harassment/Sexual Assault, and Workplace Violence and Bullying cases, an annual number far lower than any in the preceding decade. The number of complaints may be reflective of the COVID-19 pandemic of 2020-21, where employees and students worked and learned in a remote environment. Other factors contributing to a lower complaint case load may include focused efforts by the HR Compliance Team to triage issues before formal complaints were filed, and the introduction of Sexual Harassment Prevention training for all employees known as SB 1343.

The HR Compliance Team tracks inquiries related to Title 5, Title IX, workplace violence and bullying, discrimination, harassment, and other student and employee issues. During the 2020-21 period, there were 101 inquiries received.

Board Priority: IV. Community and Government Relationships, #18. Ensure a supportive, inclusive, and collegial environment for students and staff.

Employee/Labor Relations

Employee and labor relations efforts were focused on creating practical support services and material, and building relations to maintain and improve a productive and professional work environment for employees, specifically in the Financial Aid & Scholarships office, Admissions & Records, International Education Center, Operations, Campus Police, and other departments which directly impact student success.

Employee and labor relations efforts were focused on providing practical support services, development of guidance material, and building relationships to maintain and improve a productive and professional work environment for employees. Completed and ongoing support for management and staff included the following:

- Members of the HR Compliance Team were assigned to specific departments/offices for on-going support to assist managers and to improve positive employee interaction and performance.
- Conducted mediated meetings with employees to improve positive employee interaction and performance.
- Progressive discipline/intervention, appropriate communication, and conflict resolution processes were effective through HR providing informal advice to a variety of employees and managers relating to various work-related disputes.
- Updated Managers' Corner website to include guidelines and templates for managers on Progressive Discipline/Intervention covering:
 - verbal warnings
 - conference memos
 - performance improvement plans
 - letters of reprimand.
- Assisted managers in:
 - interpreting collective bargaining agreements, policies, and procedures
 - preparing performance evaluations for their direct reports
 - the progressive discipline/intervention process, appropriate communication, and conflict resolution
 - employee expectation meetings and investigative meetings
 - labor management meetings to discuss contractual issues
 - provided training related to progressive intervention, the prevention of discrimination, issues relevant to the union contracts, and employee performance evaluation processes
 - work and hour assignment issues
 - utilizing coaching and progressive intervention to motivate employees to meet District expectations. This was used for approximately 51 classified employees for conduct issues, 23 employees for attendance issues, and 16 employees for other performance related issues.
- Trainings offered to managers:
 - business communication
 - customer service
 - employee performance evaluation process
 - interpreting union contracts
 - prevention of discrimination (title 5)
 - Kevin Eikenberry Group-Remote training via zoom-leadership for classified managers and supervisors, academic administrators, and senior staff
 - Management Academy
 - Mini-Management Series

- The Juggle is Real—training on managing staff remotely and on-ground.
- Trainings, workshops, and programs offered to SMC staff included the following:
 - Allied Path Consulting-webinar and coaching sessions on equity and coping with the pandemic; also, webinar workshops for NSF Stem Grant Equity coaching and faculty participants
 - Communication Series
 - “Exploring Equity and Diversity”—Five workshops, 60 attendees in each session (341 total attendees). 27 certificates of completion were awarded to employees who attended all five workshops in the series. (See more information below under the Diversity, Equity, and Inclusivity section.)
 - Series of affinity group meetings (HR Analysts and Professional Development Coordinator functioned as ‘ZJ’ during Zoom meetings).

Board Priority II. Student Life #7—Assess and fix system/structure issues that impede positive user experience in the application, enrollment, and financial aid process. Board Priority II. Student Life #9—Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

Diversity, Equity, and Inclusivity

The 2020-21 academic year saw a continued focus on equity and equal employment opportunity within all recruitment and professional development activities. Student focused trainings included workshops on unlawful discrimination, bias, and harassment based on race and sex/gender.

EEO Advisory Committee/EEO Plan review. The EEO Plan was approved by the Board of Trustees in August 2020. As required by the governing board of the California Community Colleges Chancellor’s Office, the Plan is to be reviewed every three years; the next review is scheduled for 2023. The EEO Advisory Committee, which includes a community member, met twice a year as required by the California Community Colleges Chancellor’s Office and California Code of Regulations.

EEO Multiple Methods Allocation Certification—Nine out of nine methods met. The California Community College Chancellor’s Office grants funding to support equal employment opportunity work for community colleges. A critical tool in determining the level of grant funding is the certification of the EEO Multiple Methods Allocation Certification Form by the Board of Trustees. For the fourth year in a row, SMC Board has certified that the District meets nine out of nine methods, paving the way for the District to receive the maximum grant allocation for the FY 2021-22 academic year.

EEO/Diversity/Inclusion Committee Appointment. Tre’Shawn Hall-Baker was appointed Chair of the committee for Equal Employment Opportunity/Diversity/Inclusion. This committee is a sub-committee of the Association for Chief Human Resources Officers (ACHRO) for the California Community College system, responsible for working with the California Community College System staff and other stakeholder organizations to bring change to the overall culture of the California Community College system as it relates to EEO efforts. The action items of the committee include creating practices and tools to be used during the hiring process to achieve diversity, equity, and inclusion during the hiring process and the life cycle of employment.

Equity Trainings. A comprehensive five-part series of workshops for staff and faculty titled Exploring Equity and Diversity was launched in 2019 and has continued throughout the 2020-21 academic year. These workshops address prejudice, discrimination, unconscious bias, appreciating cultural differences, and promoting inclusivity. Certificates are awarded for completing the series. These workshops will be offered each semester.

State Chancellors Office Call to Action DEI Initiative. Community Colleges are moving towards implementing diversity, equity, and inclusivity intentions into their hiring practices. Workgroups were set up through ACHRO, and HR staff participated by taking leadership roles in several workgroups. Topics included structuring recruitment, performance evaluations, and retention actions to include equity at every level.

Board Priority I. Educational Advancement, Quality, and Equity, #1. Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps. Board Priority II. Student Life #6—Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations.

Social Justice

The Office of Human Resources is committed to social justice and educating students and staff about equity and the impact of bias and discrimination on the achievement of equity.

HR representatives participate in the Student Equity Center (SEC) Advisory Group. This group was formed as one of the recommendations from the President’s Gender Equity and Social Justice Task Force Report. A virtual/online launch and on-ground launch are planned. There will be four centers established:

- The Gender Equity Center
- The Pride Center
- Undocumented/Dream Center
- Racial Justice Center

Board Priority I. Educational Advancement, Quality, and Equity, #1. Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.

Human Resources Operations

The Office of Human Resources’ mission is to support all faculty and staff through the following areas: Benefits, Leaves, Compliance, Employee and Labor Relations, Recruitment, and Professional Development.

Recruitment and Selection

Recruitment and selection were done remotely. The process included the use of video conferencing for selection committee orientations, screenings, interviews, and other procedural meetings related to the process. Our new employee orientations and on-boarding was also conducted using remote methodologies. During the 2020-21 academic year, nine full-time and 72 part-time teaching and counseling faculty were hired and processed successfully. During the pandemic, there were a number of

resignations and retirements (in-part related to the early retirement incentive); due to a higher-than-expected number of resignations and retirements in critical areas, there were a number of administrative hiring appointments to academic management interim assignments. The appointments were in areas such as Student Affairs, Academic Affairs, Health Sciences, and Supplemental Instruction. Additionally, Human Resources conducted an executive level recruitment and as a result welcomed Dr. Bradley Lane as our new Vice President of Academic Affairs effective July 1, 2021.

Transactional Operations

Human Resources, with the guidance of the Faculty Association and District Negotiations teams analyzed and implemented the new Lecture-Hour based salary structure for part-time faculty. This included notifying qualified part-time faculty of the changes, processing verifications of employment for step movement, salary schedule mapping and adjustments, and much more. We were also charged with working with Information Technology to identify the necessary systems changes for proper implementation and operations.

The pandemic brought about budgetary uncertainty. As a precaution, classified professionals, managers, and academic administrators experienced furlough days and salary freezes. Human Resources staff was responsible for the implementation, communication, and the managing of customer/employee concerns. For implementation of the furlough days and salary freezes, there was a need to migrate some salary schedules, manually freeze steps in the ISIS System and the LACOE Systems, track anniversary dates, and more. When the implementation of the furlough days and salary freezes was lifted, Human Resources facilitated and processed the updates and corrections. We were also key in the communications to the employees surrounding these changes and concerns.

Benefits

The Office of Human Resources held the District's annual benefits-related events and processes, such as open enrollment, new hire processing, and monthly projects and reports. The Benefits team coordinated with Schools First FCU to offer retirement workshops and office hours to increase employee's knowledge and participation in our voluntary 403b and 457b plans. The Benefits team hosted and scheduled CalPERS retirement planning workshops to help prepare our employees for the retirement process. Open enrollment was held virtually this year. Employees had access to the different health plan providers platforms to learn about the different plans. Benefits orientations were facilitated, and health enrollment paperwork was processed for full-time faculty, adjunct faculty, management, and staff members. The District continues to partner with our third-party vendor, Navigate HCR to provide 1095-c statement annually as mandated by the law for the Affordable Care Act to ensure that we are complying with the requirements mandated by the federal government. The Benefits Team will continue to act as resources for the District-wide Benefits committee and provide support as needed to the committee.

The implementation of the BEST Project-Human Capital Management (HCM) system with Los Angeles County of Education (LACOE) was delayed for Wave-3 Districts. LACOE has implemented the BEST Project for Wave-3 Districts for Finance and Procurement.

Lastly, the District implemented an early retirement incentive during the 2020 Spring Semester for faculty and the 2020 Fall Semester for classified employees, confidential employees, classified managers, and academic administrators. The Benefits team played a pivotal role in the incentive's implementation and the processing of the retiree health benefits. There were 97 employees who retired from the District under this program.

Leaves

The Office of Human Resources works with our staff and faculty on:

- leaves, accommodations, and paid time off process
- provides an understanding of the leave provisions in the contracts, and any applicable state and federal laws
- provides support to supervisors on questions regarding the approval of time off work, the accommodations process, and understanding the interpretation of the language in the contract related to leaves, and
- works with our unions to answer questions related to the District's interpretation and application of the leave sections in the contracts and resolve any issues that occur.

Policies and Procedure Updates

The Office of Human Resources (HR) strives to ensure that internal District-wide policies and procedures affecting personnel are current. During this academic year, HR, in conjunction with the Management Association Executive Board, continued the process of reviewing and updating all management related administrative regulations.

Board Priority: 1. Educational Advancement, Quality and Equity, #3: Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time.

Professional Development/Training

The Office of Human Resources' mission is to support all faculty and staff by providing professional development.

The Professional Development Coordinator provides guidance and direction on professional development and training topics for the SMC community in alliance with the District's goals, mission, and vision, providing planning and technical expertise; over 180 new and unique sessions of professional development activities were delivered online during 2020-21.

Several new projects and initiatives were completed since last year. Santa Monica College fully integrated The Vision Resource Center (VRC) as an online learning and collaboration platform for all professionals in the California Community Colleges system. The VRC is where one can access training videos, modules, and courses from LinkedIn Learning and Skillsoft. Additionally, SMC has been the recipient of the Institutional Effectiveness Partnership Initiative (IEPI) seed funding (\$200,000) to implement a robust portfolio of professional development for all constituent groups.

Pre-Supervisory Academy. During the Fall of 2018, SMC and the City of Santa Monica offered a Pre-Supervisory Academy—a series of ten workshops/presentations to selected staff interested in moving into management positions. Office of Human Resources redesigned the program for SMC staff, and in Spring 2021 offered a program for 30 selected classified. This program extends into Fall 2021. Presenters included:

- Dr. Valyncia Raphael-Woodward- workshop focusing on Microaggressions & Bias
- Forrest Story-2 workshops focused on communication and moving into management

- SMC staff (HR Compliance Team staff, Mitch Heskell, Donnell Swanson, Carol Long, Amy Gurjian)

Other presentations in the series:

- From Employee to Supervisor
- Customer Service, Teamwork & Communication
- Setting Standards & Evaluating Staff
- Employee Recruitment & Selection
- Organizational Assessment, Delegation & Leadership
- Progressive Intervention Process
- Personal Paths to Management

Professional Development Committees. Working with both the Professional Development Committee and the Classified Professional Development Committee, the coordinator provided continuity to both committees during leadership transitions by providing support and direction during the planning and organization of the Fall 2020 and Spring 2021 Professional Development Days. Responsibilities included budget development, contacting community organizations, developing related materials, publicizing, and promoting events.

Professional Development Activity Summary. Training and/or workshops for all constituent groups were facilitated for various District departments with the goal of improving skills and knowledge, and to educate staff on continuous performance goals and topics, equity, wellness, and promoting a sense of belonging.

Professional development activity during 2020-21 included but was not limited to workshops, trainings, presentations, and webinars.

Office of Human Resources	27
SMC Wellness	13
PDC/CPDC (not including Fall and Spring professional development days)	14
PDC/CPDC Fall and Spring professional development days	133
Total number of sessions	187

Future Projects. Future projects supporting professional development include the formulation, planning and implementation of a new Classified Employee Onboarding Guide and Orientation, a new Faculty Onboarding Process rooted in equity, a Santa Monica College Student Experience training sequence (delivering excellent customer service rooted in student equity) and continued refinement of current professional development offerings for both synchronous and asynchronous modalities.

Board Priority: I. Educational Advancement, Quality and Equity, #1: Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.

Summary

In summary, the Office of Human Resources has had an integral part in the successful and continued timely responses to the challenges of the 'COVID-19 era' during the 2020-21 academic year. Every

member of our staff has been involved in many of the activities supporting students, such as Affinity Groups, Beyond Sex-Toolbox Series, Fall Opening Day, Thanksgiving Day (supporting students), Managers' Corner, Men of Color, Pre-Supervisory Academy, SMC Food Pantry Pop-Ups, SMC Graduation's Diploma Drive-Thru and Commencement Ceremony, serving as mentors for students, and more.

CAMPUS POLICE

This school year the SMC Police department is encouraged and excited to welcome back students to the campus. We continue to promote safety and community relationships through such activities as raising money for the City of Hope Pink Patch Project, Special Olympics and hopefully hosting our annual Halloween Haunted house. In the past we had over 200 children from the Santa Monica community in attendance and want to grow as we transition back to life on campus. In community policing there is a heavy emphasis of service and accountability to those we serve and are continuing to find ways to accomplish these goals. This year we were able to secure grant funding to improve our radio communications equipment allowing us to have better interoperability with local emergency responders.

This year Campus Police Department and District had a challenging, yet productive year. Emergency management has continued to be a key component. The COVID-19 pandemic has brought a lot of changes however, we have learned to adapt and enhance our emergency management capabilities. The police department has been instrumental in the planning, and operations during the campus closure. We have worked on the protocols and procedures for a safe reopening and have assisted with various projects and programs while the campus closed. These projects included the weekly drive through pop-up food pantry, equipment loan and distribution programs and at the end of the year it was highlighted by our very first drive through diploma drive.

During this period of remote modality there have been various incidents that have been cyber related with hateful dialogue. Santa Monica College does not stand for any instances of hate, bias, bigotry, or discrimination against any group, and we helped create a "No Hate" video to emphasize that point. Our police department is here to serve our community as educators, protecting our students, staff, and faculty every day and are continually looking to improve.

EMERGENCY PREPAREDNESS

Emergency preparedness has been a priority at SMC for many years. This year has focused on the COVID -19 pandemic and the ability to continue to serve our community. Transitioning from an on-ground modality to a limited presence with remote teaching has been a learning experience, however we have risen to the challenge and improved our protocols dealing with a pandemic and have learned to manage this long-term emergency.

Many factors changed as we transitioned from an on-ground presence to a primarily remote modality. We researched best practices and guidance and implemented several engineering controls, solicited department feedback, and documented department specific safety plans based on the input of all parties. The COVID-19 pandemic has pushed team members to think outside the box and work with all constituent groups and departments transitioning in both directions in the hopes of resuming college services to our community. The new normal will still require adjustments with improved ventilation systems, infectious disease controls and mindfulness. The emergency operations team has coordinated this response throughout the pandemic and will continue to look for the safest procedures to implement and keep our community safe.

ENVIRONMENT AND SUSTAINABILITY

Transportation

- Exceeded the required AVR of 1.75 for the third year in a row which earned a 50 percent discount on fees paid to the City. This year's AVR was 8.0, due to campus closure.
- The college was recognized with a Silver Achievement Award for its successful efforts to encourage employees and students to use alternative modes to get to campus.
- Repaired 75 bicycles and donated them to students-in-need, through SMC's Special Programs.
- Promoted Big Blue Buses transition to Mobile Pass boarding instead of using SMC ID's.
- Coordinated with BBB to reduce service to campus while COVID restrictions were in effect.
- Updated Transportation website with current information and options.
- Provided transportation information via zoom at VIP Welcome Day to help incoming students plan their commute.
- Created a transportation video for new employees to be viewed during on-boarding process.

Recycling

- Purchased 50 new Compost collection containers to be placed in high-traffic areas.
- Purchased a new worm composting machine, using funding from the A.S., to help the college increase its organics processing on campus.
- Organized individual neighborhood cleanup events, in COVID-safe manner, in place of Coastal Cleanup Day.
- Partnered with Bob's Market to provide 200 pounds of discarded produce each week which are needed to keep worms fed during COVID campus shutdown.
- When Covid closed campus, the recycling bin service by the waste hauler was temporarily halted to save the campus money.
- Due to the loss of student workers in Spring 2020, indoor recycling on main campus was taken over by Custodial staff.
- Developed training modules for Custodial and Grounds staff to learn about campus sustainability efforts and best practices.
- Hired and trained Recycling Program Specialist.

Sustainability

- Despite no students being allowed on campus, Earth Week and Sustainability Week have both continued to successfully attract hundreds of students online.
- Eight new noncredit sustainability classes and three new certificates were introduced.
- A new for-credit Sustainability in Business class was introduced.

- Faculty from Business, Earth Science, and Life Science departments began developing a new Sustainable Marine Aquaculture certificate program.
- Continued to keep the worms alive in the Vermatec machine during COVID despite closure of all cafeterias on campus.
- Secured funding for Sustainable Works' Student Greening Workshops after loss of funding from the City of Santa Monica.
- Secured funding to purchase 26 Purple Air monitors to spread around all District campuses to monitor indoor and outdoor air quality for safety and science.
- Faculty and staff voluntarily cultivated vegetables from the garden to donate to SMC's food distribution program every Wednesday.
- Worked with design team on new Art Complex to ensure highest LEED rating.
- Worked with City of Santa Monica to plan to bring recycled water infrastructure to campus.
- Assisted with the hiring process for a new Procurement Director with experience in sustainable purchasing practices.
- Was a guest speaker about Recycling on KCRW and at Kite Pharma. Spoke about jobs in Aquaculture on a panel at Cal State Northridge.
- CEUS was featured on PBS show about SMC and Sustainable Works.
- Student Services Building achieved LEED Platinum.

COMMUNITY AND ACADEMIC RELATIONS

Community and Academic Relations encompasses marketing, community relations, web and social media, and other institutional advancement functions, and works closely with SMC's Public Information Office. Externally, the department works to achieve public awareness of the college and its programs, to promote community engagement, and to increase community support.

Community Relations. This area coordinates the programs and activities of the **Santa Monica College Associates**, a dues-paying membership group that sponsors one-of-a-kind special events and offers ongoing speaker series events to enhance the academic experience; it also guides the General Advisory Board in conducting its meetings throughout the year and interacts with other community stakeholders. This department sponsors a significant number of special events, programs and lectures each semester. Approximately 54 lectures and campus activities have taken place, despite the need to cancel a large portion of the Fall and Spring events because of COVID-19. A total of 3,472 students were served by attending events hosted through this department on behalf of the SMC Associates.

Board Goals: 18, 19 and 20 (Community and Government Relationships)

Academic Relations. This area coordinates various community interests and agencies with the on-campus academic community at SMC in the following ways:

- Supports Enrollment Development in the promotion of enrollment campaigns and enrollment generating outreach activities in the community. *Board Goals: #7 (Student Life), #20 (Community and Government Relationships).*

- Creation of the first Virtual Open House, which included 20+ events during the month of April to encourage prospective students and their families to learn more about SMC. *Board Goals: #7, #8 (Student Life), #19, #20 (Community and Government Relationships).*
- Coordination of the First Diploma Drive-Thru Experience where over 250 faculty, staff, and administrators came together to celebrate close to 1,000 SMC graduates and their families at the Bundy campus. *Board Goals: 18 (Community and Government Relationships—Supportive collegial environment).*
- Creation of 40+ informational videos to help new students successfully apply, enroll, and obtain services at the college. Specifically, a series of five financial aid videos were created to assist students with the application process and how to navigate the online portal. *Board Goals: #7 (Student Life), #20 (Community and Government Relationships).*
- Supports the Public Policy Institute with Fall and Spring symposiums, as well as community events in Malibu and the new Early Childhood Center project. *Board Goals: #19 (Community and Government Relationships).*
- Coordinates multiple campus events, including the VIP Welcome (rebranded in 2021), the Retirement and Recognition event, the Taste of SMC virtual holiday celebration, and a series of four COVID communication sessions targeted at sharing out timely information with the campus community. *Board Goals: #1, #2 (Educational Advancement, Quality, and Equity), #7, #8, #9 (Student Life) #18, (Community and Government Relationships—Supportive collegial environment).*
- Coordinates multiple events with Associated Students, such as Graduation Celebration Kits, and VIP Welcome educational resource packages. *Board Goals: #1 (Implement models of support to increase student success and decrease equity gaps through meeting students' basic needs), #18 (Supportive and collegial environment).*
- Coordination of the 91st Anniversary virtual online commencement ceremony in Spring 2021. *Board Goals: 18 (Community and Government Relationships—Supportive collegial environment).*
- Coordinated the promotion of the Areas of Interest (Pathways) communication plan which involved web, print and video promotions along with meetings with key campus stakeholders (faculty, staff, and students) to promote an important campus change. *Board Goals: #1 (Implement models of support and instruction that increase student success and decrease equity gaps), #2 (Implementation of initiatives to meet the Vision for Success goals).*
- Ongoing this year has been enhanced engagement with career education, Workforce & Economic Development, Community and Academic Relations, and Career Services as part of the Business Engagement Workgroup. By collaborating with these stakeholders, a more strategic approach to building relationships with local industry has been realized. Additionally, efforts to engage faculty to encourage the integration of career and workforce related speakers into the classroom has been fruitful. *Board Goals: #19 (Maintain good partnerships across systems).*
- **The Summer Experience at SMC**, targeting rising 9th through 12th graders, continued to expand. By showcasing all the Summer options that would be a good fit for this population, the intent has been to make the course variety and enrollment process more accessible and to encourage more students to participate. Print and video promotions of this program were created and shared widely. *Board Goals: #1 (Implement models of support to increase student success and decrease equity gaps), #7 (Fix systems that impede positive user experiences in the application and enrollment process), #19 (Maintain good partnerships with SMMUSD to support SMC's mission), #20 (Continue support for special programs that serve local students and increase college readiness and success).*

Marketing

Marketing sustains public confidence in the college, meeting enrollment targets, garnering public support for college initiatives, and attracting a highly qualified workforce. The college continues with comprehensive multichannel ad campaigns for each of its Fall, Spring, and Summer semesters. SMC presses its brand advantage as the number one transfer college in the state using the messaging mediums of broadcast radio and their associated digital properties, outdoor transit posters, direct mail, local publications, and digital marketing channels. Working with the broadcast stations expanded digital opportunities, station radio promotions now coordinate their varying social media platforms, website, text, mobile and station opt-in email campaigns to extend SMC's radio messaging into a full comprehensive multimedia program reaching local audiences on multiple planes and allowing for even more targeted messaging. The Marketing Department plans various marketing campaigns and develops communications materials to support SMC's Vision, Mission, and Goals, but mostly correlates with the Board Goals and Priorities under the Community and Government Relationships and supports student success and the college initiatives to meet the Visions for Success (VFS) goals.

Marketing's consistent advertising in broadcast, outdoor, print, and digital marketing have led to SMC's 30th consecutive year as number one in transfers to the UC system as well as continuing as the number one in transfers to UCLA, USC, and Loyola Marymount University—a remarkable accomplishment. To commemorate the achievement of being #1 in Transfers for 30 Years, we designed a logo to include in our promotional materials and produced a full wrap on the Expo train for our spring campaign.

Board Goals and Priorities: Educational Advancement, Quality, and Equity #2; Community and Government Relationships #18-#21 (Promoting student success and lifelong learning to local students and our community).

The COVID-19 pandemic affected our enrollment decline during the 2020-21 academic year. To prevent a dramatic decline, we continued our marketing efforts in improving student success and increasing student enrollment through various media channels. The Marketing design team supported the Web team in the launch of the new redesign of the award-winning **SMC Website** in Summer 2020, which is a student-focused designed to provide a more personalized web experience for our students in a more user-friendly platform. To keep up with the growth of online education, we redesigned the **online degrees and certificates** webpage and updated the listing of the degrees and certificates—we now have over 100 online degrees and certificates in Business, Computer Science and Information Systems, Education/Early Childhood, Office Technology, Media and Design, and more.

We also contributed and designed promotional materials for major college campaigns and projects—the relaunch and redesign of the **SMC GO App** to engage students in managing their accounts and resources and connecting to workshops and events; a complete rebrand for **Corsair Athletics** with new logos and gears along with the Athletics virtual tour; infographic icons for the new online support service **Direct Connect** on Canvas and the **online/class modalities** for the schedule of classes and class searchable webpage; branding for the new **Santa Monica Early Childhood Lab School**; SMC Foundation's **Start with a Dream** holiday campaign to help students through the pandemic in scholarships, meals, and housing assistance, and more; SMC's **You Belong at SMC virtual open house** events in April 2021 for prospective students and their families; **2021 graduation drive thru** and **virtual commencement** materials; and the LA County using SMC's Corsair Gym (Pavilion) as a **vote center** for the November 2020 election.

Since Google no longer offers their VR feature, we recreated the **360 virtual tours** of the main campus, highlighting buildings, programs, and services at SMC using the new interactive campus maps and virtual tours platform **NuCloud**, which is partners with our website platform **Modern Campus** (OmniUpdate).

Marketing continued to prepare materials and signage to support the communication efforts during the Covid-19 pandemic, which included the webpage and safety signs for **SMC's recovery plan** to reopen and return to campus.

We expanded our digital/media marketing efforts (with **Google Ad Words/Analytic**, tracking RIO with UTM links with media partners, and influencers to target specific audiences), to help bring traffic to our website, increase enrollment, and bridge the equity gap with our **Latinx students**. We also used Google Ad Words for the first time to promote specific programs such as **IxD** and the new **Architecture** program, which yielded positive results.

Board Goals and Priorities: Educational Advancement, Quality, and Equity #1, #2, #5; Student Life #7-#9; Community and Government Relationships #18-#21 (Supporting educational advancement, equity, and student success by creating visual content and promotional materials).

Increasingly, marketing, public information, and the web and social media departments work as a team in preparing internal and external communications. In 2020-21, the department produced 10 schedules of classes, the college catalog, and **over 500** other publications, brochures, booklets, flyers, signage, and digital materials. We continue to design award-winning materials, receiving first place for the 2020 commencement program, outdoor Expo train wrap, logo design for SMC Cares, and the SMC Foundation holiday card "Feed Their Dreams" from the **Community College Public Relations Organization (CCPRO)** and first place for the redesign of the SMC website from **National Council for Marketing & Public Relations (NCMPR)**.

Public Information Office

The **Santa Monica College Public Information Office** oversees the college's media relations efforts, coordinates external and internal communications in collaboration with the Office of Institutional Communications, and provides the "institutional voice" for the Superintendent/President and for the college through several communication channels including press releases, feature articles, an e-newsletter site, videos, and more. Beginning Spring 2020, due to the unforeseen global pandemic COVID-19—which drastically impacted SMC instruction, support services, and college operations—the PIO's duties have become increasingly more focused on internal communications, and on keeping the college community informed on a regular basis.

A few highlights of PIO activities from 2020-21 follow:

Media and Press Engagement. In 2020-21, more than 60 press releases were distributed by the Public Information Officer (PIO) to local, regional, national, and international media outlets as well as specialty publications. News and feature stories relating to SMC students/alumni and faculty, instructional programs, events, and major institutional accomplishments were reproduced or featured in one or more of the following: LAist, New York Times, Santa Monica Daily Press, Santa Monica Mirror, The Malibu Times, The Argonaut, Washington Post, ESSENCE, Santa Monica Lookout, EdSource, Business Wire, Los Angeles Daily News, PBS Newshour, Zocalo, Wall Street Journal, Jewish Journal, Animation Magazine, KCET, KCRW, USA Today, Yahoo! News, CBS Los Angeles, Spectrum News, Patch, LA Sentinel, Sports Illustrated, Cal Matters, and many more.

For a near-comprehensive list of SMC press coverage, see smc.edu/in-the-news.

Strategic Communications Leadership. The PIO successfully represented SMC’s position on complex issues, preparing and shaping responses for SMC’s Superintendent/President, administrators, and other spokespersons to appear in media outlets (the following is not a comprehensive list):

- “Reskill the Economy,” an op-ed co-written with Alta Sea CEO, May 2021 “COVID-19 and food insecurity,” Jewish Journal, Nov. 2020
- Inside Higher Ed panel (“New and lasting innovations in transfer”), Oct. 2020
- “COVID-19 and its impact on community colleges”, KPCC 89.3 FM, AirTalk with Larry Mantle, Oct. 2020 “Community Colleges (Transfer Week)”, Columbia University web & social media feature, Oct. 2020 “SMC & Equity”, The Corsair, October 2020
- “Education/SMC Update”, Santa Monica Chamber of Commerce annual publication, July 2020
- The Corsair (COVID-19 and SMC’s transition, vaccinations, graduation plans, equity, and many more)
- New York Times (provided clarity on the number of on-campus COVID cases, successfully interfaced to have NYT dashboard accurately reflect SMC numbers)
- U.S. News & World Report (feature on international students) Santa Monica Daily Press (SMC’s decision to move online)
- KPCC and LAist (Fall 2021 plans, COVID-19, food security programs and more)

COVID-19 Response & Communications Role. Since March 2020, the PIO has shifted a greater emphasis to COVID-19 communications to the internal community (students and employees) and assisting the Superintendent/President and the Emergency Operations Team in preparing timely and clear messaging. The PIO serves on the EOT and the EOT’s Marketing and Public Information Subcommittee.

The PIO is pleased to report on the following COVID-communications related achievements:

- Leading a comprehensive and collaborative communications planning process to smooth the transition to an on-ground environment with the assistance of 25th Hour Communications, Inc. By end of project (July 2021), the PIO will be able to provide to all college offices that execute communications (Enrollment, Student Communications, Marketing, Web & Social Media, etc.) a consistent brand style guide for all graphics and collateral related to return-to-campus, a communications plan, and more. The PIO will lead communications plan implementation and brand rollout in collaboration with the EOT Marketing & Public Information Subcommittee.
- Helped lead college communications response during rapid transition to online environment.
- Led the preparation of over 45 institutional messages to keep campus constituents informed of pandemic trends, vaccination opportunities, and college news.
- Helped prep tips, talking points and other collateral for the college President and other Emergency Operation Team leads.
- Helped script and produce videos featuring SMC Superintendent/President, SMC Board Chair, Director of Student Health, and other key SMC spokespersons.
- Authored preface and introduction to college’s reopening plan

- Participating in COVID-19 Presidential Task Force.
- Assisted in editing FAQs for college community.

Through her communications advisory and facilitator role, the PIO will seek to support the college throughout the remainder of the COVID-19 pandemic, and the transition beyond.

COVID-19 Response & Communications Feedback. From a Spring 2021 survey conducted by Institutional Research, 47 percent of employees strongly agreed that SMC has communicated information effectively during the COVID-19 pandemic and SMC’s transition plans to on-ground operations; and 46.4 percent of students strongly agreed that SMC communicated information effectively during the pandemic regarding transitions and available resources.

Internal Communications

- Wrote and distributed board meeting summaries
- Prepared 16 obituaries
- Create and distribute bulletins on media coverage of the college (“SMC in the News”). Sent as a memo to board of trustees, and electronically to the District. Maintained online on SMC’s digital newsroom.
- Maintain internal bulletins and email-forwarding service
- Provide editorial and strategic communications support to SMC colleagues and departments upon request

SMC in Focus. Produced six issues of *SMC in Focus*, SMC’s digital newsletter and primary email-marketing tool and blog. E-mailed to an audience of well over 78,000 inclusive of employees, community members, donors (increase of over 8,000 from last year due to expansion of donor database). The stories are shared with social media audience on SMC’s channels.

Board Priorities: #18, #19. The Public Information Office’s media relations and internal/external community-building efforts through informational and narrative development builds upon the Board’s strategic vision for the future; builds a supportive, inclusive, and collegial environment; and maintains strong collaborations with other civic and community agencies through the mention of partnerships wherever applicable.

Web and Social Media

The Web and Social Media Office is part of the collaborative communication hub for Santa Monica College, a series of efforts to present a consistent and cohesive institutional voice for the campus. This includes promoting engaging, fresh, and relevant materials on the college website, social media, and digital marketing channels. The Office works with Marketing, Public Information Office, and Community and Academic Relations to strategize and generate content. This two-person department relies on collaborations as well as the support of student workers to assist in social media content, videos, profiles, and website content efforts.

The Web and Social Media Office is an advocate for accessibility to ensure compliance with federal Section 508 standards. The Web and Social Media Office priorities continue to be driven by user experience, with emphasis on enrollment and student stories. More content has been added daily through the SMC social

media accounts and marketing efforts with the help of about 15 student workers who assist in social media, web content, video editing, photography, and digital marketing.

The Web and Social Media Office aligns with most board goals under Educational Advancement, Student Life, and Quality and Community and Government Relationships, specifically in disseminating essential key information on its digital channels for events, programs, initiatives, and more. In addition, aligns with Student Life Goal #8's on-campus student job placement.

Highlights

Website Redesign Project. Santa Monica College (SMC) launched a new website on August 6, 2020. The student-focused website is on a new content management system with fresh designs and curated content to provide a user-friendly flexible platform that allows for enhanced engagement, streamlined information, and easier accessibility compliance. The five-phase project took less than two years (1.75 years) to complete with a web team of two staff members and three students.

- **Purpose:** SMC conducted a data-driven overhaul of its website content, design, structure, and system in response to enrollment needs and evolving technology trends in higher education.
- **Scope and Process:** In partnership with agency iFactory, SMC began the website project in November 2018 and underwent five phases: Research/Discovery, Information Architecture/User Experience, Content Strategy, Design, and Development. Total project time frame: 1.72 years.
- **New Content Management System:** The website migrated from SharePoint (used for 11 years since 2009) to a new website content management system called OmniUpdate, which has new tools and features to enhance design and provides easy implementation for editors.
- **Outreach:** The web team has provided 70+ group trainings since the project began, in addition to one-on-one or department trainings to serve 460+ web editors. Periodic emails were sent to request participation in feedback and content updates. Inform the campus on phase updates, and request participation in feedback and content updates.
- **Web Team:** One project manager, one front-end developer, and three students who are computer science majors or interaction design interns.
- **Awards:** SMC received two awards this year for its new website:
 - Gold Paragon from the National Council for Marketing & Public Relations
 - 3rd place from the California Community College Public Relations Organization.

The web redesign project aligns with the Santa Monica College Vision for Success Goal #1 to use data, inquiry, and evidence through the first phase of discovery to provide improved services at all levels.

Increased Digital Marketing. In addition to the above marketing efforts, there was increased content on Spotify, TikTok, and Instagram. For Spotify, student-generated content was created with film production and broadcast media students. The office started a new TikTok account and planning strategy.

Increased Social Media Presence. SMC has the most Instagram followers out of all California community colleges at 12.2K. The college's social media presence continues to grow and expand, as efforts are focused on improved graphics for Instagram stories, as well as posts to engage students and promote classes, programs, and campus events.

Statistics

- 72,924 LinkedIn followers (8.1 percent increase)
- 34,031 Facebook followers (2.5 percent increase)
- 12,246 Instagram followers (15.7 percent increase)
- 12,061 Twitter followers (0.2 percent decrease)
- Website: 1,893,720 users and 20,757,574 page views. Note: Some data was lost over a 1-month period after the website launch due technical issues and re-indexing.
- About 49 percent of users access the website on a mobile device while 51 percent access the website from the desktop. At any given time, there are about 150 to 600 real-time users on the website.
- Besides the homepage, the top five most visited pages are Canvas, Class Schedule, How to Apply, First-Time Student, and Coronavirus.

All digital marketing communications, marketing, and outreach efforts supports most board goals and priorities since all public information is on the website and key information is shared through social media. Here are key areas: Goal #1's equity work through a user-friendly Student Equity Center website, which was developed by Interaction Design students with the web team's support through consultation, review, and implementation. Goal #7 to improve student services, enrollment development, and all campus resources. Goal #8 to promote financial literacy events, student efforts, financial aid. Goal #11's enrollment promotion. Goal #18-20 to promote special programs, Emeritus, and facilities. In addition, aligns with Goal #6's on-campus student job placement.

GOVERNMENT RELATIONS

Government Relations has been active in furthering strategies for additional resources, advancing community partnerships, and securing transportation improvements, among other activities.

State Budget Priorities and Advocacy

State Budget. Activities included reviewing relevant Chancellor, Legislative Analyst, and League documents; reviewing League Conference transcripts; researching and reviewing multiple Federal advocacy and Federal Agency documents; consulting with SMC Administration, SMC lobbyist, and SMC constituents. Government Relations prepared SMCCD 2021-22 State Budget Priorities and oversaw follow-up legislative visits. Successful outcomes included increase of COLA to 5.07%, elimination of deferrals, expansion of Cal Grants, and an additional year of hold harmless.

Other Advocacy. Other activities included preparing advocacy material for AB 927; preparing advocacy materials against AB 1491; and preparing advocacy material for state funding on behalf of Los Angeles Metro in support of Metro's student fareless initiative.

Board Priority 12: Work with allies and legislators to align funding with mission and fiscal health.

Community Partnerships

KCRW Partnership. A set of joint institutional planning objectives and strategies is now in practice, covering six areas of focus: service, community engagement, diversity, impact, visibility/brand, and

operations and sustainability. The work has been shared with the SMC Board of Trustees and the KCRW Foundation Board of Directors.

Preparation for Master Plan and General Obligation Bond Election. Preparation for a November 2020 election were suspended due to COVID-19. Some preliminary work in preparation for a November 2022 election has been completed. The major work has been focused on a thorough, detailed, room by room review of the draft Facilities Master Plan. The first outcome of this review has revealed the ability for SMC to retire the Math Complex and the ESL Building without replacement upon the opening of the new Math and Science complex. The work of the review is expected to continue through the calendar year.

Request for Title to Parking Lot 5 from SMMUSD. Lot 5, the parking lot south of Pearl Street, was purchased in 1961, at a time when the college was a program of the Santa Monica-Malibu Unified School District. In 1970, in accordance with state law, the SMMUSD Board of Education formed the Santa Monica Community College District. Title to Lot 5 was not transferred from SMMUSD to SMCCD as required. This was an obvious oversight. SMC has researched, documented, and prepared the necessary materials to support a request for a quit claim deed for Lot 5. These materials have been presented to the administration and Board of Education of SMMUSD. SMMUSD has agreed that the property should be transferred to SMCCD and intends to do so by early Fall of this year.

Main Campus Outdoor Amphitheater. The project has taken a surprising turn, with the withdrawal of Shakespeare Center Los Angeles and direct engagement now taking place between SMC and former members of the SCLA Board, including actor Rita Wilson and actor Tom Hanks. In addition, direct conversations are underway with Washington, DC's Shakespeare Center Theatre, SMC's The Broad Stage, the SMC Foundation, and SMC. An interim plan has been established.

Board Priority 19: Maintain good partnerships across systems. Board Priority 20: Continue to serve the community with stellar facilities and programs. Board Priority 16: Update the Facilities Master Plan. Maintain progress on all SMC security, technology infrastructure, and facilities construction projects.

Transportation Initiatives

Los Angeles Metro Fareless System Initiative. Over the past year, Metro has studied a two-year pilot fareless system that would include providing all enrolled community college students in Los Angeles County with the ability to ride any Metro Bus Line and any Metro Light Rail Line without fare. (The program will also include K-12 students and the intent to expand the program to other ridership categories.) The program is expected to start in time for the Fall 2021 semester and will be available to those community college districts who have a contract with other Municipal Bus companies (such as Santa Monica College and its contract with Big Blue Bus for the Any Line Any Time program) without any additional charge to the district. Other community college districts will be required to pay \$7 per student per year to participate in the program.

SMC students will be able to use their existing Big Blue Bus tap card on the Metro Bus and Metro Light Rail system. The implementation details are in development.

Board Priority 13: Continue efforts in revenue generation, cost control, re-organization, and enrollment management. Board Priority 17: Continue as a model of sustainability.

SANTA MONICA COLLEGE FOUNDATION

Organizational Structure. The Foundation has a thoughtful team of professionals to better serve and fulfill the goals, objectives, and mission of the institution. SMC Foundation manages 294 scholarship accounts and 185 program funds, including 36 endowed program funds and 149 annual program funds. SMCF implemented a new financial database system in Q1. The conversion was one of the Foundation's major priorities for the year. The shift to QuickBooks Online reduced the Foundation's annual operating costs; the money saved was re-invested to support other programs. During Q1, the Foundation staffing was reduced by two persons: the anticipated departure of the administrative assistant (headed to graduate school) and the CFO. With fiscal uncertainty due to the pandemic, the active decision to maintain a reduced team without compromising the integrity of the foundation's operations, remained intact. Thus, SMCF reduced overhead costs through the balance of the fiscal year. Additionally, SMCF secured grant funds that covered a portion of its operational costs, again. The intentional reduced forecasting proved fruitful, ending the year fiscal year in the black. SMCF continues to provide annual statements to program fund account holders to demonstrate strong stewardship and professionalism, while maintaining transparency and service with the Superintendent/President's office and all senior staff with a direct correlation to said programs. These reports are prepared and submitted at the start of the Fall semester.

Board Priority: Fiscal and Facilities #15; Community and Government Relationships #16.

Board of Directors Engagement (*This is a partial list of engagement*). SMC Foundation Board Chair Margaret Sohagi, and her husband Dr. Lauren Reager (SMC Alum) championed SMC and stewarded significant resources in support of the annual holiday fundraising campaign. Spring Aspers, SMC Alum and President, Sony Pictures Music Group, stewarded a partnership with SMC, creating a direct path to paid student internships starting Spring 2022. Dr. Tiffany Grunwald, SMC Alum and Division Chief of Plastic & Reconstructive Surgery at Providence Saint John's Health Center used her professional platform to secure entry level staff in partnership with SMC's workforce and economic development department, connecting to the nursing program for candidates. In addition to supporting Giving Thanks(giving) with goods and services from his Santa Monica restaurant Ashland & Hill, Mark Verge (SMC Alum) raised funds and support for the SMC basketball program.

Board Goals & Priority: Community and Government Relationships #16.

Revenue. Despite the financial narrative so many nonprofits experienced and continue to face during the pandemic, SMC Foundation identified meaningful ways to seek and secure support from individuals, corporations, and private foundations. As a result, the Foundation only saw a one percent decrease in total dollars raised, year over year (\$4.731M vs \$4.738M). However, there was a 52 percent increase in the amount of unrestricted funds raised (\$235K vs \$154K). Support from grants also increased significantly from \$105K to \$985K. The team also continued the Foundation's largest fundraising campaign (the Meal Project) which raised \$1.28M for food security in 2020-21.

Board Priority: Fiscal and Facilities #8, #11, #15.

Student Scholarships. A record \$1.1M was awarded in 2020-21 to 555 students. Scholarships ranged in size from \$250 to \$30,000. One of the highlights this year was the ability to award 12 students with the Foundation's highest award: The Carol H. and Kevin W. Sharer Scholarship for Education. The eligibility for the award includes transferring to a UC or CSU, STEM, teaching, or business majors, and clear direction into the workforce. Each scholarship covers last-dollar expenses for two years of transfer education and range from \$15,000–\$30,000. This is the second cohort to receive the Sharer Scholars award.

Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.

New Annual Scholarships and Endowed Scholarship Growth. A number of existing donors raised their scholarship award amounts and we added 14 new scholarships, including four endowed gifts. These include: The Lisa Davis and Jeanette Blaydes Scholarship; The Beverly Mutchnik Endowed Scholarship; The Clyde Smith Memorial Endowed Scholarship; The CalCPA Scholarship; The Eleanor Espensen Endowed Scholarship; The Hope Scholarship; The Dan Dickey Memorial Endowed Scholarship; You Can Do It' Scholarship for Students Transitioned from Noncredit to Credit Classes; the Daughters of the American Revolution (DAR) Santa Monica Chapter Scholarship for Veteran Students; the Borodin Scholarship; the "8427" Scholarship; the Hollywood Foreign Press Association Journalism Scholarship; the Technology Management Consultants, Inc. Scholarship; and the Mark Ivener Law Pathway Scholarship.

Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.

Housing Insecurity. SMCF contracted with Los Angeles Room & Board (LARB), who opened their student housing facility, called The Opportunity House, in Westwood, CA. The 11,000 sq. ft. home is located across the street from UCLA. The proprietors of the former sorority house have entered into a five-year licensing agreement. LARB converted the space into a 50-bed home for very-low-income college students, with priority enrollment designated to serve current and former foster youth students, and homeless students attending college at a highly reduced rate of \$300 per month all inclusive. The Opportunity House opened its doors September 2020 amid the pandemic to 18 students, half of whom were Santa Monica College students. Today, 12 SMC students call Opportunity House home, thanks to the partnership and one-time sponsorship of \$50,000 from the SMC Foundation.

Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.

Supporting City of Santa Monica, Community Corp. of Santa Monica, Virginia Avenue Park, PAL, and the Boys and Girls Club of Santa Monica. Throughout much of Q1 and Q2, SMCF provided food support to the various named partners, specifically fresh produce boxes. For 12-14 weeks, SMCF's weekly distribution included 1,200 Sunrise Produce Boxes to our neighbors to address the need for support. Building on the relationship, SMCF led the team of City, BGCSM, and VAP staff with a special event, known as Giving Thanks(giving). Over 1,400 students and community members received holiday groceries, recipes, and how-to videos to celebrate the day. A drive-thru distribution line accommodated the guests, greeted by over 150 event staff. SMCF leveraged the event to raise funds for food security and cover 100 percent of the costs associated with the giveaway. Additionally, SMCF confirmed 12 corporate partners who stepped up to support the effort including Ashland Hill, GoGo Squeez, Jacmar Foodservice Distribution, Costco, Danone Foods, Everytable, Hunger Not Impossible, Suja Juice, the Butterend Cakery, Vicente Foods, Vintage Grocers, and Whole Foods Market.

Board Priority: Community and Government Relationships #20.

Emeritus Program. The advancement team works closely with the Emeritus program on their annual appeals, fundraising initiatives, donor relations, and estate planning, to ensure an ongoing stream of philanthropy and stewardship. Despite the pandemic year, the SMCF team worked closely with the Emeritus program associate dean to ensure students who required extra assistance with food security were supported through a customized, fully funded Meal Project program.

Board Priority: Community and Government Relationships #16, #19.

Commerce & Creativity. Since March 21, 2020, SMCF has led the efforts to serve students with a critical replacement option, in the absence of SMC's traditional campus food programs. Meal Project is a multi-pronged food service program for students who are food insecure. Currently, there are three facets to the Meal Project: 1) Meal Project–Everytable, a delivery service that directly provides seven healthy, fresh

meals along with snacks and smoothies to students each week. 2) Meal Project–Bento, a text-based platform that allows students to secure fresh meals free of charge, like placing a to-go order. Students receive up to seven complimentary meals per week on demand; 3) Meal-Project-Food Pantry is a weekly drive-thru service for students inclusive of fresh produce, grains, proteins, and shelf-stable food, thanks to multiple partners including FoodCycle, Westside Food Bank, Jian Isaac Bread, **Suja Juice, Sunrise Produce**, and Vicente Foods. A team of SMC employees volunteer their time to help fulfill and produce the weekly event that attracts students who travel by car, bicycle, public transportation, and walking. To date, more than 600,000 lbs. of free food have been distributed to our students for the past 16 months and over 230,000 meals have been provided through Meal Project. All Meal Project programs requiring financing are sponsored in full by SMCF.

Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.

Summer/Autumn Sharing. Sunrise Produce™ is one of SMCF’s food pantry partners. Thanks to a USDA grant, the produce distributor provides 1,200 free individually packaged, fresh produce boxes (15 lbs. each). Every SMC student who visits the drive-through pantry was guaranteed to receive a box, as do SMC, KCRW, and Broad Stage employees who reserved online in advance. Further, several Santa Monica-based nonprofits including the Boys and Girls Club, the Salvation Army, The People Concern, YMCA, St. Joseph’s Center, CLARE Matrix, and several other neighborhood supporters receive an allotment of boxes for their families. The weekly distribution first started in May 2020 and continued through October 2020.

Board Priority: Community and Government Relationships #16, # 17, #20.

Equity. SMCF sponsored 12 SMC employees’ attendance to the A2MEND conference (African American Male Education Network & Development. Department chairs, counseling faculty, classified employees, and administrators took part in the three-day conference in February 2021. Following the conference, a debrief meeting was held to discuss and identify strategies and tools from the conference to consider implementing at SMC. Interim Dean of Equity, Pathways, and Inclusion helped to identify interested participants.

Board Priority: Educational Advancement, Quality and Equity: #1.

THE BROAD STAGE

Over the past season, in response to the closure of our theaters as a result of the pandemic, The Broad Stage (TBS) refashioned itself into a provider of original online content, offering both ticketed and admission-free programs, as well as special experiences for members. We were also able to offer a first-time drive-in film festival to audiences in partnership with Dance Camera West and continued our longstanding partnership with SMC to offer an array of classes and workshops for students and faculty. Our report details a few highlights of this unforgettable year:

- From October 20–November 15, 2021, TBS presented illusionist, mentalist, and performance artist Scott Silven in *The Journey*, an interactive experience exploring the transformative power of place and what it means to be home.
- In partnership with Center Theatre Group, TBS presented Kristina Wong for Public Office from October 30–November 29, a 75-minute comedic performance that crossed the aesthetics of campaign rallies, church revivals and solo theatre shows to tell the story of what it means to run for local office, the history of voting, and the impact artists can have on democracy.

- From January 29-30, 2021, TBS presented a drive-in dance film festival in partnership with Dance Camera West on the SMC Bundy Campus, featuring a series of international dance film shorts. This was a culminating event as part of a larger festival by Dance Camera West. Two distinct programs were each screened twice over the two-day festival.
- Following on February 10 and 13, TBS presented the virtual song cycle and visual album *Breathing Free* by Heartbeat Opera. *Breathing Free* incorporates movement with excerpts from Beethoven's *Fidelio*, Negro Spirituals and songs by Black composers and lyricists, and features the voices of more than 100 incarcerated singers from six prison choirs.
- To deepen participants' experiences, and to situate *Breathing Free* within the Los Angeles community, TBS hosted two online panel discussions on restorative justice to accompany the work. Selected panelists were Los Angeles based artists and civic and community leaders. In the first panel discussion, artists shared their experiences working with prison populations. In the second panel discussion, local policy makers and educators discussed their work toward restorative justice.
- Since March 2020, TBS has regularly presented Red Hen Press Poetry Hour at no charge with local publisher Red Hen Press, moderated by award-winning actor/writer Sandra Tsing Loh, featuring performing artists and poets coming together to explore social justice themes fundamental to works featured in TBS's upcoming seasons.
- Over the next three seasons, The Broad Stage will seek to commission and present a series of new works, many of which directly address systemic issues of inequality and injustice particularly when it comes to African American, indigenous, and female voices. Commissioned artists will include: esperanza spalding & Wayne Shorter; Angelique Kidjo; Emily Johnson; Quote Unquote Collective; and Rachel Chavkin, Zhailon Levingston & The Team Ensemble.
- To introduce upcoming commissions and bring the voices of these artists directly to patrons, The Broad Stage is now presenting REVEAL, which premiered in April 2021, a new series of online interviews and intimate performances with commissioned artists. Through REVEAL, audiences discover artists' influences and intentions as they devise new work. REVEAL will offer The Broad Stage an important platform for engaging with and responding to its community, and to delving deeper into the social justice issues explored in the work of presented artists.
- Over the past year, the Education & Community Programs team worked to develop a robust series of master classes and workshops for Santa Monica College visual and performing arts students, led by mainstage artists who will be presented throughout the next year.
- In March 2021, *Birds in the Moon* creators worked with SMC students to design illustrations to accompany this contemporary, outdoor chamber opera. One of the works was selected as the artwork for marketing and promotional materials surrounding the downtown Santa Monica performances and West Coast Premiere in September 2021. The collection of illustrations is now on display online at the SMC Barrett Gallery.
- Additional classes were led by choreographers Mark Morris and Ephrat Asherie, performance artist Kristina Wong, and Dance Camera West festival producers.
- To continue its relationship with Santa Monica-Malibu Unified School District, The Broad Stage again partnered with Global Motion, the SMC student dance company, to create an online video and Learning Guide for students in grades 6-12.

- Launched in March 2020, the online Broad Stage Learning Hub features The Education & Community Programs YouTube Channel, which offers filmed workshops, performances, and lessons, as well as a robust library of learning guides. Learning Guides, initially developed for Student Matinees, are divided by grade level: Grades K-2, 3-5, 6-8, and 9-12, and incorporate California Common Core and Visual and Performing Arts (VAPA) content standards.
- Since its launch in March 2020, The Broad Stage Learning Hub has generated 13,574 page views and 3,913 unique page views.

Rentals. The rental program at the Performing Arts Center (PAC) faced its most difficult year since its inception due to the COVID-19 pandemic. Under Los Angeles County Department of Public Health mandates, indoor performance venues such as the Broad, Edye, and East Wing could not allow in-person audiences throughout the entirety of the 2020-21 fiscal year. Regular clients including Westside Ballet, Social Media Week, Los Angeles Ballet, and many charitable organizations could not viably use the venues without the ability to generate ticket revenue to offset their costs. Many of these organizations will return in the future as more restrictions are lifted, however several one-time programs including a multi-day rental for an Apple TV+ series and the Los Angeles Opera are unlikely to return as previously devised.

Taking advantage of the downtime, the team at the PAC worked safely and diligently throughout the year to complete long-planned capital improvements to the Broad Stage which have returned it to its proper place as a state-of-the-art performance venue capable of supporting the world's top artists. These improvements include the replacement of all permanently fixed seats in the orchestra and balcony levels as well as an overhaul of the outdated sound system. The Broad Stage now features industry standard audio mixing consoles, top-of-the-line speakers and amplifiers, and an integrated design and tuning plan developed by Kirkegaard Associates—a world-renowned acoustics design firm. These capital and labor-intensive projects could not have been completed during regular years without impacting other operations as the stage was rendered unusable for performances for several weeks at a time.

Other highlights from 2020-21 were:

- Commercial Shoot for Altice Mobile incorporating full LA County-approved COVID-19 safety protocols for professional productions
- Arturo Sandoval streaming concert for Madison Project
- “Downey Wrote That” documentary film shoot featuring comedy icons
- Fox/Homeboy Industries electronic waste recycling event
- Hyundai commercial shoot

KCRW

KCRW is driven by human inspiration and connection with the communities we serve. A service of Santa Monica College and a leading National Public Radio affiliate, KCRW's goals are twofold: to inform and inspire the millions of people who turn to KCRW for its eclectic mix of local and national news, music, public affairs, and cultural programming; and to make this programming available on whatever platform people seek to receive it.

KCRW supports the Institutional Learning Outcomes of Santa Monica College. The programming that is produced at KCRW creates lifelong learning and provides knowledge in a highly accessible format. This information allows listeners to evaluate and interpret ideas critically and gives the community the tools

to communicate this knowledge and information effectively to solve problems. KCRW's programming reflects the diverse voices of Los Angeles and the community and allows listeners to demonstrate a level of engagement in their world.

KCRW's commitment to these goals has made the station a cultural touchstone for generations of listeners across Southern California, the U.S., and around the world. KCRW's award-winning news, music, and cultural programming inspires a greater understanding of the people and traditions around us. KCRW's trusted reporting and cultural journalism are driven by curiosity, anchored in great storytelling, and aimed at fostering civic and cultural dialogue.

The 2020-21 year continued to challenge operations at KCRW. With a projected deficit of close to \$3M we acted quickly to address our largest budget category—salaries. In September 2020 we offered a voluntary separation package. This, along with cost-cutting allowed KCRW to address the financial uncertainty while still providing essential services. Our sales team pivoted to finding the businesses that were thriving in the new environment and our membership team was able to raise significant dollars. KCRW's budget performed better than planned and we were able to maintain a healthy reserve. KCRW is in the process of hiring new staff to replace some of the jobs lost due to the voluntary separation.

Board Priority: #13, Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget that would include restoring salary freezes and reductions as soon as possible. Board Priority #14, Build and maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.

We also held 25 virtual events that ranged from offering help for rent assistance and unemployment assistance to music events that brought together hundreds of people.

In addition to daily COVID updates, political updates, and election information, KCRW created a series of audio vignettes featuring small businesses and how they were faring, plus how the pandemic affected health care, the environment, landlords, tenants, and Southern California's Black and Latino communities.

The 2020-21 year found us continuing with our pandemic operations. We onboarded new staff, all remotely, who still have never set foot on the CMD campus. We turned our efforts toward broadcast programming, email newsletters to maintain connection, and virtual events.

Our operations continue to be primarily remote. We have a staff of approximately 20 people who come on site in staggered shifts to maintain operations. In June 2021 we returned ten people to working full time in the building on the CMD campus and are following extensive safety protocols.

Here are some initiative highlights:

Morning Becomes Eclectic: New Hosts. KCRW welcomes our first-ever duo as full-time hosts of our signature program *Morning Becomes Eclectic*. Anthony and Novena bring youthful joy to the airwaves and to our digital offerings and truly reflect Los Angeles. They have increased radio listening and digital streaming since they started in December 2020.

Community Partner Membership Drive. We took the month of May to highlight three community organizations during our fundraiser. The concentrations were on housing, public health, and education. Community partners included *HOLA* which provides underserved youth with free, exceptional programs in academics, arts, and athletics within a nurturing environment in MacArthur Park. We also highlighted

Inner City Law Center who fights for housing and justice for low-income tenants, working-poor families, immigrants, people who are disabled or living with HIV/AIDS, and homeless veterans. HOLA is the only legal services provider located in Skid Row, advocating for equitable housing policies, and providing legal services to prevent and end homelessness. Our other highlighted partner is *Kedren Health* whose vision is to eliminate health disparities for children, youth, adults, and families in South Los Angeles by creating access to care irrespective of one's ability to pay.

Samaritans. KCRW housing reporter, Anna Scott, updated her four-part documentary series following one neighborhood's attempt to house Christine, a woman living unhoused on their street corner. The original series had over 170,000 downloads and it has been featured on NPR's national broadcast of *All Things Considered*. The updated pieces followed Christine to her first real home. Listeners sent sheets, food, and housewarming gifts to her after hearing it.

Response to AAPI violence. *Greater LA* and other programs did special focus on [rising anti-Asian violence](#) including a special call-out to the audience. We also featured stories from this call-out on the air and on Instagram. We also did a story on [how to report a hate crime](#).

Good Food Takeover. In response to the escalating violence against the Asian American and Pacific Islander (AAPI) community, [Karen Tongson](#) guest hosted our program *Good Food*, asking several women to share their stories. Tongson chairs the Department of Gender and Sexuality Studies at USC, where she teaches a Food Culture and Food Politics class.

Tongson led a roundtable discussion with Chef Minh Phan and food writer Esther Tseng on AAPI representation, authenticity, and stereotypes within the hospitality industry. Restaurateur Lien Ta reflected on her childhood in her mother's nail salons and the value of labor following the Atlanta shootings. Saehee Cho shared the story behind her grocery delivery initiative, *Soon Mini*, which blends her pursuits of food, the arts, and activism. Professor Dorinne Kay Kondo spotlighted the ignorance of representing the AAPI community in cooking competition shows, something she refers to as "discomfort TV."

KCRW Intern Program. We continue to expose students to KCRW and KCRW to excellent students. Each year KCRW has two classes of Santa Monica College students (20 students) who work in all areas of KCRW—from marketing to membership to sales to programming and studio engineering.

Fellowship. Last year, KCRW launched its newest educational opportunity, the Report LA Fellowship. The fellowship was created to address a lack of diverse voices and points of view in public media by employing and training new, diverse voices who can launch their media careers from KCRW. Diversifying public radio and KCRW's workforce is essential to building a system that embodies the diversity of the population that we serve through our reporting, ensuring that KCRW, and public radio, stays a relevant public service.

Weekly Coronavirus Features on-air during Morning Edition and online created a space to hear the latest news and trends in battling the pandemic and navigating the changes in county and state health requirements.

Board Priorities #22, Lead the work of partnering across systems (cities / school district / government / community / education). Strengthen community and government relationships and partnerships in fulfillment of SMC's vision and mission. #19, Maintain good partnerships across systems (Cities/SMMUSD) in fulfillment of SMC's vision and mission. #22, As safety permits, resume serving the community with stellar facilities and programs, Examples: Planetarium, Santa Monica Swim Center, Corsair Field, Broad Stage, Barrett Art Gallery, Early Childhood Lab School, KCRW.

CONCLUSION

While 2020-21 was fraught with historic challenges brought on by external factors, and the future of higher education stands on the cusp of great changes, the accomplishments contained in the pages of this annual report signify of the resilience and innovation of Santa Monica College—and the individuals who make this institution a leader among community colleges nationwide. We look forward with hope and a renewed faith in the power of the transformative work that takes place here at SMC.



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