



# ANNUAL REPORT

## 2021-2022

SANTA  
MONICA  
COLLEGE



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**SANTA MONICA COMMUNITY COLLEGE BOARD OF TRUSTEES**

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

## Board of Trustees Annual Goals 2021-2022

### Pandemic Management and Recovery

1. Safely increase the number of on-ground and hybrid courses and operations.

### The Future of the College

2. Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.

### Educational Advancement, Quality and Equity

3. Implement DPAC approved college initiatives funded in the 2021-2022 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals.

### Student Life

4. Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.

### Fiscal Stewardship

5. Work with state and federal allies and legislators to increase and stabilize funding.
6. Reduce the deficit.
7. Maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.

### Facilities

8. Update the Facilities Master Plan to support the vision for SMC's future.

### Community Relations

9. Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.

## Ongoing Board of Trustees Priorities

### The Future of the College

1. Develop new programs and partnerships that support the strategic vision and plan for the future of the college.

### Educational Advancement, Quality, and Equity

2. Increase student success and decrease equity gaps.
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.
4. Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure

### **Student Life**

5. Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations.
  - Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.
6. Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs.
7. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

### **Fiscal and Facilities**

8. Provide reports for the Board that address Board Goals.
9. Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.
10. Continue as a model of sustainability.

### **Community and Government Relationships**

11. Continue support for special programs that serve local students and increase college readiness and success.
12. Continue strong support for Emeritus College.
13. As safety permits, resume serving the community with stellar facilities and programs.

*Approved by Board of Trustees: October 5, 2021*



## INTRODUCTION

As the world and nation entered the late-pandemic days, the 2021-22 academic year came with external challenges that the Santa Monica College community turned into opportunities to serve SMC's diverse students in creative new ways that showcased the resourcefulness, dedication, and equity focus that has been a hallmark of this college community. It is with great pride that I present this list of accomplishments contained in this introduction, by no means inclusive of everything. This list is only a sampling of the excellence exemplified in every arena of this college—from instruction to student services, basic needs, and beyond.

- Data released by the UC Information Center showed that SMC maintained a 31-year streak as the No. 1 transfer college to the University of California! SMC sent 1,186 students to UC campuses in the prior academic year—240 more than the No. 2 feeder college. SMC was also #1 in African American and Latinx/Chicanx UC transfers, and moreover continued to be #1 in transfers to USC and Loyola Marymount University. Santa Monica College continues to transfer more students to Columbia University than any other college west of the Mississippi.
- SMC held its first Grad Fest on Thursday, June 2, to kick off commencement festivities. Approximately 650 graduates—many with their families—attended the celebration. Thanks to generous support from the Associated Students, graduates received free academic regalia—gowns, caps, and tassels. Cap decorating stations attracted wide participation. And after Grad Fest, nearly 185 college employees came out on a Saturday to work and volunteer in SMC's second Grad Walk (formerly known as Diploma Drive-Thru), an opportunity for graduates to celebrate with members of their family their outstanding achievements in person. Nearly 700 students and 2,100 guests participated. Graduates unable to attend Grad Fest received free academic regalia, courtesy of SMC's Associated Students. Grad Walk was followed by a virtual commencement featuring California Assemblymember Richard Bloom as commencement speaker. Highlights of this year's graduating class:
  - 7,952 degrees and certificates were awarded to 5,215 students
  - 25 Bachelor of Science in Interaction Design degrees awarded (fifth graduating class)
  - The youngest graduate was 16 years old and graduated with an Associate of Arts in Transfer (Political Science). The oldest graduate is 83 and graduated with a Certificate of Achievement in CSU GE.
  - The graduating class includes 601 international students (F1 and online foreign), 435 students with disabilities, 180 EOPS students, 45 undocumented students, and two foster youths.
- SMC was named an Age Friendly University by the Age Friendly University Global Network run by Dublin City University. This international distinction recognizes the commitment SMC has shown for many years to Emeritus students specifically, and to post-traditional students. It also requires the college's commitment to the ongoing improvement of the aging population's educational experiences. SMC's Age Friendly University initiative will work to implement great ideas generated within the college to better support all post-traditional students, that is, those aged 26 and up. This effort will dovetail into larger equity and inclusion efforts at SMC.
- SMC's STEM Program closed out the final year of the STEM Learning and Leadership Innovation Center (SLLIC), a Department of Education, Title III Hispanic Serving Institutions grant-funded program. Then Santa Monica College received a new five-year grant, totaling nearly \$5 million called ESA/Maximizing Achievement in STEM (MAS). The overarching goals of both grant-funded

programs are to improve the academic attainment of Hispanic students and low-income students at SMC. In partnership with university and industry partners, ESA/STEM will work cooperatively to increase the number of Hispanic and low-income students who successfully pursue and obtain STEM degrees and careers. SMC selected 190 students in June 2022 to become cohort 10, who will be able to make use of the college's excellent STEM program, faculty, counselors, and staff to achieve their goals.

- In SMC's ongoing equity and redesign efforts, several milestones served as highlights in this continual process: Equitizing Gateway Courses Program (EGC)—a five-semester college-wide professional development opportunity for all faculty specifically to cultivate and deepen equity-centered pedagogical practices and to better serve today's students, particularly African American and Latinx student—successfully launched in Fall 2021 and currently has close to 300 faculty (part-time and full-time combined) participating in the program. In partnership with Student Equity and STEM Program, work continued 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. And a Student Care Team (SCT) model was implemented (with a full team of Peer Navigators) for students in the STEM, Business, and Health and Wellness Areas of Interest.
- SMC added to its roster of impressive academic offerings, as the Curriculum Committee sent forward 35 new courses, nine courses for the Global Citizenship requirement, 16 new programs, and many important revisions and updates to existing courses and programs.
- In the critical arena of basic needs, SMC made some great strides this year, most significantly with the opening of the college's first-ever on-ground one-stop shop Basic Needs Center, "The Bodega" where students can access food, clothing, hygiene products, baby items, and can be connected to other food and housing programs and services/community resources.
- As the pandemic continued to impact the mental health of college students across the nation, SMC students received exclusive, intensive support through the Center for Wellness and Wellbeing. The Center continues to offer anonymous mental health screening online and conducted approximately 1,200 screenings annually. Additionally, SMC's free 24/7 hotline continued to be highly utilized, receiving over 700 calls in the last 12 months.
- As SMC continued to increase on-ground classes and services and reopen campuses, a successful Open House was just the thing to mark this joyous transition. Approximately 2,500 current and future students participated with their families at SMC's Open House/Re-Orientation to Campus event. Over 300 faculty, staff, and administrators joined in the fun to assist new and continuing students as they completed the application and enrollment process. Students learned more about campus support programs and the resources available to them. Workshops on Financial Aid, SMC Promise, How to Transfer, Special Support Programs and Career Exploration were offered in addition to an Area of Interest (AOI) themed resource fair. Several departments and areas including Art, Athletics, Center for Students with Disabilities, Library, Life Sciences, Organic Learning Garden, Physical Sciences (Chemistry & Engineering), Sustainability Center, and more featured tours and hands-on activities.
- In 2021-22, SMC's Financial Aid office processed scholarships and paid financial aid (as of June 21, 2022) amounting to a total of \$34,001,420. The recipients included 6,794 Pell Grant recipients; 21,964 California Promise Fee Waiver recipients; and 2,398 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.

- The college continued to be a regional and local leader in the arena of Workforce and Economic Development. For the fifth and final year, SMC led several large-scale regional Strong Workforce Program projects. These included the Community Colleges of Los Angeles (CCLA) campaign, California Cloud (7,000+ enrollments across LA19 to date), SMC Faculty Innovation Hub, and Center for Competitive Workforce @LAEDC. SMC Workforce staff, in addition to many other accomplishments, helped forge symbiotic relationships critical to supporting a vibrant local economy by successfully executing a contract with the City of Santa Monica to train local hotel housekeepers in areas of human traffic mitigation, safety, and workers-rights, training 450 housekeepers.
- The Counseling Department continued to meet a higher volume of services, speaking to the greater flexibility offered to students by the online environment. Compared to Spring 2019, when the department was primarily offering on-ground services only, to Spring 2022, the first time we've offered a hybrid model of services, an 11.8 percent increase in student-counselor contacts was observed, representing 4,633 more student-counselor contacts in the term.
- The statewide Umoja Community recognized the following members of the SMC Black Collegians family at its statewide conference: counselor Dr. Tyffany Dowd was recognized for her work in co-leading the largest racial equity program for faculty that the college has undertaken; Counselor Chris Baccus was recognized for his work in the creation of multiple career experiences for our students in Black Collegians and Adelante; Student Services Specialist Jocelyn Winn was recognized for always going above and beyond; Black Collegians Club President Jasmine Christmas was recognized for being an inspirational leader to our students in the program, and more.
- In response to the anxiety, depression, sense of isolation, and housing and food insecurities reported by many students using the services of the Latino Center, counselors, therapists, and staff created a weekly safe space for Latinx students, calling it Platicas y Cafecito where students could drop in and talk about anything that they wish to share. Also, both Adelante and Black Collegians embarked on a partnership with Alta Med doctors to provide mentoring and networking for students who are contemplating a career in the medical field, made possible by SMC Foundation's Lizzy Moore and SMC trustee Sion Roy.
- Only a few highlights from some of the special programs serving SMC students who persevere despite great external obstacles: The Center for Students with Disabilities (CSD) served nearly 1,800 students in 2021-22. The DREAM Program/Dream Resource Center provided counseling and referrals to 197 program participants. EOPS served 782 students during the academic year, including 12 CARE students, and served approximately 70 AB540 students. Guardian Scholars served 79 students during the 2021-22 academic year. The Law Pathway Program served 40 students, 15 of whom graduated in Spring 2022, all transferring to a four-year university. Pico Partnership served 56 students. And of great significance, the new, inaugural RISING program—Reentering Incarcerated and System Impacted Navigating Greatness—served 23 participants.
- SMC's Associated Students continued to be advocates for their most adversely impacted peers. AS, in partnership with the college's superintendent/president, helped fund \$200,000 toward SMC's Meal Project ensuring the priority of basic needs for SMC Students (\$75K president's match and \$50k additional A.S. support). And SMC also had a civic engagement accomplishment to report: the college placed 1st Place in the statewide Ballot Bowl challenge in the California Community College category this year! In spite—or perhaps because—of the pandemic, student life flourished, installed student clubs and organizations increased for the second year. The academic year wrapped up with 64 student clubs. There is something for just about everyone!

- The Santa Monica College Veterans Resource Center (VSC) changed its name to Veterans Success Center (VSC) and successfully moved to its new location in the Cayton Center basement, which the students have nicknamed the “Invictus Level” or “The Bunker.” With a one-time three-year \$200,000 grant from the Chancellor’s Office, SMC hired a project manager who has assisted with several new and continuing efforts—a female veteran support group, a Transfer Boot Camp, virtual town halls, and more. Through philanthropic outreach efforts, VSC faculty leader Kevin Benitez received a total of \$30,000 in donations from the Steve and Kristin Chapin Family Foundation for camaraderie-building recreational activities for SMC’s student veterans who often find themselves isolated once outside the military.
- The College’s external independent auditors Eide Bailly issued an unmodified opinion on the District’s 2020-21 financial statements, and for the fifteenth consecutive year, the audit did not contain any financial findings. Also, Santa Monica College closed 2020-21 with an unrestricted general fund balance of \$35,483,750 or 19.47 percent of total expenditures and transfers. The 2022-23 Tentative Budget reflects the first time in over a decade the District is projecting both a structural and operating budget surplus.
- Opening for children and families in September 2021, under strict COVID-19 safety protocols, the Santa Monica Early Childhood Lab School (ECLS) served more than 50 families in the first year of operation. Access to the center for SMC Education/Early Childhood students enrolled in practicum courses began in March 2022. Due to strict COVID-19 safety protocols, student participation was limited to mentored observation from the lab, the observation deck overlooking the infant and toddler play yards, and from vantage points in unused classrooms.
- The Education Collaborative continues to support the Young Collegians Program, which is designed to help first-generation underrepresented students earn college credits while in high school. This will be the 15th summer the program is being offered to Santa Monica-Malibu Unified School District students. SMC currently has 21 Young Collegians taking classes both online and on-ground. The program is also providing on-ground workshops to help support students.
- Among the IT Department’s achievements were establishing a HyFlex technology standard to support the newly established hybrid teaching modality for new and existing classrooms. First developed in the mid-2000s, the HyFlex learning model combines flexible courses with hybrid learning, allowing students to shift between in-person and online, with the flexibility to attend either at the scheduled class time or to participate later. Also, a cloud-based Virtual Desktop pilot for the Business program was successfully launched to provide computing resources to students remotely. Once extended, this service will transform campus computer labs and student access in the future.
- Among construction projects completed this year were the HVAC upgrade project which includes new air conditioning systems at the Performing Arts Center campus, gymnasium, PE offices, Cayton Center, Cafeteria, bookstore, and Science West. Also completed was the Drescher Hall HVAC Central Plant tie-in project connecting the building to the main campus chilled water loop to maximize the energy efficiency of the building’s HVAC energy consumption. And last but not least, the construction of the Santa Monica-Malibu Unified School District John Adams Middle School Auditorium—a joint use project with SMC—was completed in Spring 2022.
- SMC was recognized with a Gold Achievement Award from the City of Santa Monica for successful efforts to encourage employees and students to use alternative modes to get to campus. A group of dedicated sustainability champions also repaired 25 bicycles which were then donated to students from EOPS programs (over 100 have been donated to date). And the college launched

the new Metro GoPass, which provides all students who pay their Student Benefits fee with free transit across Los Angeles County on eleven transit providers. SMC has twice the number of students enrolled in the program than does any other community college.

- A few highlights from Community Relations and Institutional Communications over the last year: Approximately 84 lectures and campus activities took place and a total of 2,048 students were served by attending events hosted through Community & Academic Relations and the SMC Associates. SMC's Marketing Department continued to garner awards, receiving first place for the 2021 commencement program, 2021-22 SMC Catalog, and holiday video performed with music/dance students from the Community College Public Relations Organization (CCPRO). The award-winning newsletter SMC in Focus produced by the Public Information Office won a gold CCPRO award. And SMC's newly redesigned website attracted nearly 14 million page views.
- Government Relations assisted with securing several notable legislative victories, including adding a permanent hold harmless provision to the Student-Centered Funding Formula, and in developing and securing the necessary components leading to the placement of a \$375 million bond measure on the November 8, 2022, ballot by the SMC Board of Trustees.
- The SMC Foundation made almost \$1.2M in scholarship awards available in 2021-22, with over 300 unique awards distributed to 566 students, ranging in size from \$250 to \$30,000. For the second straight year, the Santa Monica College Foundation also spearheaded the special holiday food giveaway, GIVING THANKS(giving). Over 150 SMC staff and community volunteers helped pack and distribute over 1,450 free holiday feasts for SMC students at the multi-day event. SMCF leveraged the event to raise funds for food security and cover 100 percent of the costs associated with the giveaway. The event saw several elected officials join in the festivities this year to work the food-distribution line—among them U.S. Sen. Alex Padilla, State Sen. Ben Allen, and State Assemblyman Richard Bloom, to name a few.
- Following 18 months of virtual programming, BroadStage—rebranded—continued to follow the approach of “bigger, bolder, fewer” as the performing arts venue that represents SMC's commitment to the arts returned to live performance, with the West Coast premiere of *Birds in the Moon*. Among season highlights were Danish String Quartet; Dianne Reeves, Chucho Valdéz, and Joe Lovano; and Jonas Kaufmann, as well as the Los Angeles Premiere of *Iphigenia* by jazz legend Wayne Shorter and Esperanza Spalding, and an online episode of REVEAL, featuring soprano Renée Fleming in conversation with Wayne Shorter, Esperanza Spalding and scenic designer Frank Gehry to deepen audience engagement. A transformative \$10 million pledge to restricted endowment funds from The Eli and Edythe Broad Foundation helped bolster the endowment balance and helping secure a stable foundation of operations for BroadStage as it approaches the 15-year anniversary in 2023.
- SMC's NPR radio station KCRW hosted a Mayor's Debate on homelessness, the biggest issue for Los Angeles voters. Three of the contenders for the office talked with KCRW's resident homeless expert, Anna Scott and Gustavo Arellano of the Los Angeles Times. KCRW's Annual Radio Race is an effort to engage the student population at SMC and new audiences in the craft of audio storytelling requiring audio-making teams to create a four-minute story in 24 hours around a theme. This year's theme was “Won't You Be My Neighbor”. Over 100 teams completed stories that were judged by a panel of audio experts, featured on KCRW's airwaves and on KCRW's website and social media, with a number of entries from SMC students.

In 2021-22, SMC's academic programs, faculty and staff, and students continued to accomplish in their respective arenas, giving us many occasions to celebrate. Here is a small selection:

- The English department reported that Professor Carol Davis was selected by the U.S. Department of State's Bureau of Educational and Cultural Affairs as a Fulbright Specialist! Once COVID-related travel restrictions are lifted and program assignments resume, Carol will spend two to six weeks in Russia, most likely as a visiting lecturer and consultant at a university in Siberia. And Professor Davis's book of poetry *Below Zero* has been accepted by the Stephen F. Austin State University Press and will be published in 2023. Also, English Instructor Ryka Oba's science fiction work *Light from Uncommon Stars* has been named a finalist for both the Ray Bradbury Prize by the Los Angeles Times as well as the Hugo Prize.
- Modern Languages reported that linguistics professor Jamie Thomas received the Distance Education Excellence Award and Spanish Professor Alejandro Lee was one of the recipients of the Spring 2022 Faculty Excellence Award.
- Athletics reported that Liran Zamir (SMC's Head Coach of Men's Volleyball) was selected as one of the American Volleyball Coaches Association (AVCA) "Thirty Under 30" national coaches.
- And among student athletics achievements, were the following: The Corsairs (football) earned nine offensive All-League players and two defensive All-League players during the 2021 season, and in addition to the All-League awards QB, Sam Vaulton was selected Region IV All-California First Team Offense, the first SMC Football Player to earn that distinction since the 2015 season. The Men's Swim Team finished in 4th Place in the WSC Championship and in 19th Place in the CCCAA State Championship. The Women's Swim Team finished in 6th Place WSC Championships and in 9th Place in the CCCAA State Championships. Coach Brian Eskridge was named WSC Coach of the Year. Risa Akatsu was named WSC Swimmer of the Year and CCCAA Swimmer of the Year. Also, the Men's Volleyball team finished 3rd in the conference standings and qualified for the state playoffs against the number one ranked team in the south. Head Men's Volleyball coach Liran Zamir was recognized by the American Volleyball Coaches Association as a member of the 2022 Thirty under 30 coaches.

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I extend my deepest gratitude and congratulations to all the SMC colleagues, departments, and students who continue to persevere and shine in this greatest of all endeavors: providing and taking advantage of an accessible, equitable higher education, in a world that needs the life-changing power of education more than ever.



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

## ACADEMIC AFFAIRS

### Accreditation

SMC began training for the 2023 Accreditation Institutional Self Evaluation Report (ISER) in Spring 2021. In Fall 2021, the official kickoff meeting, led by Accreditation Co-Chairs Dr. Dione Carter and Jamar London, Co-Editors George Davison and Mitch Hesel, with support from the Accreditation Liaison Officer Dr. Bradley Lane, was held to review accreditation standards, templates, the timeline, and Standard Co-Chairs and Substandard Co-Chairs. Standard Co-Chairs are representative of Senior Staff members and faculty leaders with Substandard Co-Chairs including administrators and faculty.

In Fall 2021, an Accreditation Steering Committee was formed by the Accreditation Liaison Officer to guide and provide feedback to the standard groups and identify the focus and projects for the ISER's Quality Focused Essay. The Steering Committee is representative of faculty, administrators, classified staff, and student leadership. In Spring 2022, Standard Co-Chairs and Co-Editors revised and refined standard drafts to prepare for feedback from the Steering Committee followed by additional edits in Summer 2022 prior to presenting drafts to the Accreditation Liaison Officer, Superintendent/President, and Board of Trustees. On October 4, 2022, the Accreditation Liaison Officer, Accreditation Co-Chairs and Co-Editors, along with Steering Committee and Standard Co-Chair members, will present the draft ISER to the Board of Trustees with the goal of submitting the final ISER to the ACCJC by December 15, 2022. The ACCJC site visits will occur in Fall 2023, tentatively in September and October.

*The 2023 Accreditation ISER aligns with the following Annual Goals 2021-22: (2) Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; and (4) Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.*

*The 2023 Accreditation ISER aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college, (2) Increase student success and decrease equity gaps, and (11) Continue support for special programs that serve local students and increase college readiness and success.*

### Program Review

Santa Monica College's Program Review Committee dedicated 2021-22 to the ongoing development of new program review templates for Administrative Units, Career Education, Instruction, and Student Support Services. The Program Review Committee Chair, Dr. Stephanie Amerian, and Vice Chair, Dr. Dione Carter, partnered with Dr. Hannah Lawler along with fellow Program Review Committee and Program Review/Student Learning Outcomes Task Force members to brainstorm and begin designing more intentional and equitable program review processes, timelines, and planning documents.

The Chair and Vice Chair met with Senior Staff in Spring 2022 to provide a Program Review overview and seek guidance. As a result, the Program Review restructure process has been extended through June 2023. In addition, after discussions with the Academic Senate and a formal vote by the District Planning and Advisory Council (DPAC), the Program Review Committee Chair will join DPAC in fiscal year 2022-23.

*Program Review aligns with the following Annual Goals 2021-22: (2) Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; and (4) Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.*

*Program Review aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; (8) Provide reports for the Board that address Board Goals; and (11) Continue support for special programs that serve local students and increase college readiness and success.*

### **Online Education and Student Support during the COVID-19 Pandemic**

The number of SMC distance education offerings decreased from 7,279 sections to 4,571 sections this year. While the Distance Education Program continued to play a critical role in supporting the college with the transition to an online delivery format due to COVID-19, many course sections successfully returned to on-ground delivery as reflected in the reduction of online offerings this year.

The Distance Education Program offered numerous professional development opportunities 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 and a variety of workshops. To this date, nearly 300 faculty have voluntarily completed an online teaching certification. Full-time and part-time faculty gathered virtually at the third annual Online Teaching Winter 2022 Institute to learn and share effective online teaching strategies facilitated by our own expert SMC faculty. Additionally, the Peer Online Course Review (POCR) program allows faculty to self-select course(s) to be reviewed using the CVC-OEI (California Virtual Campus Online Education Initiative) Course Design Rubric and pair with an experienced Peer Online Course Review (POCR) faculty member. To date, over 90 CVC-OEI Course Rubric reviews were completed with an accessibility review.

Per the Chancellor's Office vision, the college has become a Home College in the Student-Centered CVC Exchange. The CVC Exchange is a statewide platform designed to remove barriers for students by streamlining the online experience when finding and enrolling in courses needed to complete their educational goals. The Distance Education Program continues to expand each year with new online faculty, course offerings, professional development opportunities, educational technology, and online support services for students and faculty.

Santa Monica College's Dean of Academic Affairs, Dr. Dione Carter, in collaboration with Vice President of Academic Affairs, Dr. Bradley Lane, and Administrative Assistant II, Tanysha Delton, worked closely with academic faculty and classified employees to identify and purchase instructional supplies, materials, and equipment to support students enrolled in online classes as a result of COVID-19. As of June 15, 2022, the Academic Affairs HEERF expenditures for fiscal year 2021-22 totaled approximately \$285K providing online models, software, biology kits, anatomy kits, and chemistry kits for the following academic departments: Art, Communication and Media Studies (Film), Design Technology, Life Sciences, Modern Languages, Physical Sciences, and all classes using the Proctorio online platform. As of June 15, 2022, the Academic Affairs Lottery expenditures to support online classes as a result of the pandemic for fiscal year 2021-22 totaled approximately \$858,000 to purchase kits for students enrolled in the following academic departments: Life Sciences, Physical Sciences, and Photography and Fashion.

*Online Education and Student Support during the COVID-19 Pandemic aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations; and (2) Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.*



*Online Education and Student Support during the COVID-19 Pandemic aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; and (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*

## **Curriculum**

In 2021-22, across 15 meetings, the Curriculum Committee approved more than 450 items, including:

- 35 new courses approved
- Nine courses approved for Global Citizenship (four new courses and five existing courses)
- 234 courses approved for Distance Education (31 new courses and 203 existing courses –192 of which converted Emergency DE to Fully Online and/or Hybrid)
- 153 course changes approved (119 non-substantial, 34 substantial)
- 16 new programs (2 Noncredit Certificates of Completion, one AS/Certificate of Achievement, two Associate Degrees for Transfer, 11 Certificates of Achievement)
- Eight revisions to existing programs
- 13 program maps

The Curriculum Committee collaborated and established the following goals and objectives for 2021-22:

1. Support Santa Monica College's strategic goals to "close the gaps in educational outcomes among student groups" by, among other actions, "[maintaining] an innovative, responsive, and inclusive academic environment, curricular programs, learning strategies, and services" and to "increase the number of students who complete and succeed in all courses."
  - Assess Curriculum Committee processes to better integrate and promote equity and completions in curriculum. Key components in identifying barriers include Program Maps (units and pre-requisites) and Outcomes (SLOs, PLOs, ILOs) development and assessment
  - Create an inclusive academic environment by encouraging greater and more diverse participation in curriculum meetings for a more thoughtful feedback process including groups such as: Students, Department Chairs, Ethnic Studies, Program Review, Distance Education, Marketing, etc.
  - Review regulations pertaining to curriculum to remove barriers, particularly those that impact equity and develop a rubric for routinely reviewing regulations, including decolonizing the curriculum and defining the committee's role in infusing equity throughout the curriculum
2. The Curriculum Committee, in collaboration with the Senate and SMC Redesign, will promote training for equitable practices in Course Outlines of Record.
  - Encourage faculty participation in Equitizing Gateway Courses (EGC) training. The training shall enable faculty members to identify possible barriers in curriculum proposals and to help in advising for possible solutions.
  - Identify professional development training needed for the Curriculum Committee Members to address these practices.

3. Assist in the implementation of the new Area F requirement for transfer.
  - Collaborate with the Senate, Ethnic Studies Taskforce, and Academic Affairs to meet this new requirement.
4. Review and modify the curriculum process (i.e., timeline, submission, feedback, and approval) to allow time for more meaningful discussions.
  - Review and modify as needed a checklist for Curriculum Committee members to review courses and programs.
  - Review processes to ensure equity is infused throughout the Curriculum Committee's work.
  - Review and redefine roles of Curriculum Committee members to reflect their focus on equity.
5. Review the committee membership representation to verify fair and adequate coverage of departments and adjust if needed.

### ***Highlights on objectives and goals***

- Updated AR 4020 (formerly AR 5110), adding two additional faculty representatives (splitting the two Business/Computer Science and Information Systems and Communication and Media Studies/Design Technology representatives into four separate roles, one representative each for Business, CSIS, Communication and Media Studies, and Design Technology, and adding the Curriculum Specialist as a non-voting member to the committee.
- Passed support for the Distance Education Resolution and Ethnic Studies Taskforce Resolution.
- Passed the first Ethnic Studies courses: ETH ST 1 Introduction to Ethnic Studies, ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies, and ETH ST 7 Introduction to African American and Black Studies.
- Launched new workflows in META, allowing faculty to view the "post-Curriculum Committee" approval steps. Previously, after Curriculum Committee, courses and programs would remain at "Pending Implementation" until activated. Under the new workflows, faculty can now view the status of their proposal: pending Academic Senate, pending Board of Trustees, pending UC/GE transfer approval, and pending the California Community Colleges Chancellor's Office approval.
- The Curriculum Committee webpage and handbooks were updated for easier navigation, current definitions, and recommended equitable practices in the Course Outline of Record. Additional information was provided across multiple pages, including, but not limited to: timelines, degrees and certificates, and the landing page.
- Timelines for agenda items and proposal review were adjusted to allow more time to review and address minor changes prior to meetings and to discuss larger ideas regarding proposals. This contributed to more efficient Curriculum Committee meetings.

### ***Proposals approved in 2021-22***

#### ***35 New Courses***

ART 53A Introduction to Wheel Throwing  
ART 53B Wheel Throwing Processes and Techniques  
BUS 7C Corporate Sustainability Strategies in Business  
BUS 15B Introduction to Life and Health Insurance  
BUS 56B Entertainment Law

BUS 76B Compensation and Benefits  
CS 76A Cryptocurrency and Cryptoassets  
CS 76B Fundamentals of Blockchain  
CS 84A Google IT Support Fundamentals I  
CS 84B Google IT Support Fundamentals II  
CS 84C Google IT Support Fundamentals III  
DANCE 13 Advanced Hip Hop Dance  
DESIGN 21 Design Methods  
DESIGN 31 Interactive Advertising  
DESIGN 32 Communication Design  
DESIGN 41 Industry Project  
DESIGN 42 Information Design  
ECE 922 Reflective Parenting with Exceptional Children  
EMERITUS HUMDEV E55 BrainFlex  
EMERITUS POL SC E10 Music, Politics, and Social Change  
EMERITUS TH ART E20 Improvisation  
EMERITUS TH ART E22 Principles of Illusion: Close-up and Stage  
ENGL 63 Science Fiction: Worlds Within Worlds  
ETH ST 1 Introduction to Ethnic Studies  
ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies  
ETH ST 7 Introduction to African American and Black Studies  
GEOL 6 Environmental Geology with Lab  
GEOL 12 Earth Science with Lab  
HIST 51 LGBTQ U.S. History  
KIN PE 29B Intermediate Pilates  
KIN PE 29C Advanced Pilates  
MUSIC 44 Mariachi Ensemble  
PSYCH 33 Introduction to Stress, Trauma, and Mental Health  
SPAN 1A Elementary Spanish 1A  
SPAN 1B Elementary Spanish 1B

***Nine Courses for Global Citizenship***

ASL 1 American Sign Language 1  
ASL 2 American Sign Language 2  
CHNESE 9 Chinese Culture and Tradition  
ETH ST 6 Introduction to Chicana/o/x and Latina/o/x Studies  
GEOL 6 Environmental Geology with Lab  
SPAN 1A Elementary Spanish 1A  
SPAN 1B Elementary Spanish 1B  
SPAN 9 The Civilization of Spain  
SPAN 20 Latin American Civilization

**234 Courses for  
Distance Education**

ANIM 10	DANCE 10	ENGL E34	KIN PE 14C
ANIM 11	DANCE 11	ENGL E37	KIN PE 29B
ART E00	DANCE 12	ENGL 1D	KIN PE 29C
ART E06	DANCE 13	ENGL 45	KIN PE 58A
ART E15	DANCE 14	ENGL 63	KOREAN 1
ART E16	DANCE 15	ESL 10G	KOREAN 2
ART E19	DANCE 16	ESL 10W	KOREAN 3
ART E20	DANCE 17	ESL 11A	KOREAN 4
ART E21	DANCE 18	ESL 19A	MATH 1
ART E22	DANCE 20	ESL 19B	MATH 1B
ART E24	DANCE 21A	ETH ST 1	MATH 1C
ART E30	DANCE 21B	ETH ST 6	MATH 2
ART E55	DANCE 22	ETH ST 7	MATH 2C
ART E80	DANCE 23	FRENCH 1	MATH 3
ART 53A	DANCE 24	FRENCH 2	MATH 3C
BILING E01	DANCE 24B	FRENCH 3	MATH 4
BILING E02	DANCE 25	FRENCH 4	MATH 4C
BILING E03	DANCE 25B	GEOL 6	MATH 7
BIOL 10	DANCE 31	GEOL 12	MATH 8
BIOL 22	DANCE 32	HEALTH E21	MATH 10
BIOL 23	DANCE 41	HEALTH E22	MATH 11
BUS 7C	DANCE 42	HEALTH E23	MATH 13
BUS 15B	DANCE 60	HEALTH E24	MATH 15
BUS 56B	DANCE 61	HEALTH E25	MATH 18
BUS 76B	DANCE 62	HEALTH E30	MATH 20
CHEM 9	DANCE 63	HEALTH E34	MATH 21
CHEM 10	DANCE 77	HEALTH E38	MATH 21C
CHNESE 3	DESIGN 11	HEALTH E63	MATH 26
COUNS 12H	DESIGN 12	HEALTH E80	MATH 26C
COUNS 15H	DESIGN 13	HEBREW 1	MATH 28
COUNS 21H	DESIGN 21	HEBREW 2	MATH 29
COUNS 22H	DESIGN 22	HIST 51	MATH 31
COUNS 26	DESIGN 23	HME EC E01	MATH 32
COUNS 41H	DESIGN 31	HME EC E52	MATH 41
COUNS 51	DESIGN 32	HME EC E71	MATH 50
COUNS 52	DESIGN 33	HUMDEV E06	MATH 54C
COUNS 54	DESIGN 41	HUMDEV E15	MUSIC E00
COUNS 56	DESIGN 42	HUMDEV E17	MUSIC E02
COUNS 59	DESIGN 43	HUMDEV E22	MUSIC E03
COUNS 910	ECE 922	HUMDEV E24	MUSIC E04
COUNS 921	ENGL E20	HUMDEV E25	MUSIC E06
CS 76A	ENGL E22	HUMDEV E27	MUSIC E10
CS 76B	ENGL E23	HUMDEV E28	MUSIC E30
CS 84A	ENGL E24	HUMDEV E50	MUSIC E32
CS 84B	ENGL E25	HUMDEV E55	MUSIC E34
CS 84C	ENGL E27	ITAL 1	MUSIC E51
CT E00	ENGL E29	ITAL 2	NUTR 8
	ENGL E30	KIN PE 14A	OCC E00
	ENGL E33	KIN PE 14B	OCC E01

OCC E10	BIOL 22	CS 79D	PHYSICS 12
OCC E20	BIOL 23	CS 80	SPAN 1
PHOTO E00	CHEM 9	CS 81	SPAN 3
PHOTO E10	CHNESE 3	CS 83R	SPAN 4
PHYSICS 6	CIS 4	CS 85	SST 902
PHYSICS 7	CIS 30	CS 87A	TH ART 10A
PHYSICS 8	CIS 32	DANCE 10	TH ART 10B
PHYSICS 9	CIS 34	DANCE 12	TH ART 13
PHYSICS 12	CIS 35A	DANCE 18	TH ART 20
PHYSICS 14	CIS 37	DANCE 20	TH ART 23
PHYSICS 20	CIS 50	DANCE 22	
PHYSICS 21	CIS 51	DANCE 23	<b>34 Substantial</b>
PHYSICS 22	CIS 59A	DANCE 24	<b>Changes</b>
PHYSICS 23	COUNS 12H	DANCE 25	ANTHRO 1
PHYSICS 24	COUNS 15H	DANCE 25B	ANTHRO 5
POL SC E00	COUNS 22H	DANCE 31	ART 10B
POL SC E10	COUNS 41H	DANCE 32	ART 13
PRO CR 80	COUNS 51	DANCE 42	ART 40A
PSYCH 320	COUNS 52	DANCE 77	ART 40B
PSYCH E33	COUNS 56	ECE 2	ART 40C
PSYCH 33	COUNS 59	ECE 11	ART 52A
SCI 10	COUNS 910	ECE 17	ART 74
SOCIOLOGICAL 32	COUNS 921	ECE 19	BUS 20
SPAN 3	CS 3	ECE 21	BUS 64
SPAN 4	CS 5	ECE 22	CIS 35B
SPAN 11	CS 7	ECE 64	COSM 42
SST 902	CS 8	ENGL 34	COSM 50A
TH ART 10A	CS 9A	ESL 10W	COUNS 21H
TH ART 10B	CS 9B	ESL 19B	COUNS 25H
TH ART 13	CS 15	FRENCH 1	COUNS 26
TH ART 20	CS 17	FRENCH 2	DANCE 19A
TH ART 23	CS 19	FRENCH 3	DESIGN 11
TH ART 28A	CS 20A	FRENCH 4	DESIGN 12
TH ART E01	CS 20B	HIST 62	DESIGN 13
TH ART E02	CS 30	KIN PE 45A	DESIGN 22
TH ART E05	CS 33	KIN PE 45B	DESIGN 23
TH ART E20	CS 34A	KIN PE 45D	DESIGN 24
TH ART E22	CS 36	KIN PE 58A	DESIGN 33
TH ART E30	CS 42	MATH 7	DESIGN 34
WGS 20	CS 51	MATH 8	DESIGN 43
	CS 52	MATH 15	DESIGN 44
<b>119 Non-Substantial</b>	CS 53A	MATH 41	ENGL 30A
<b>Changes</b>	CS 53B	OFTECH 5	GR DES 75
ADJUS 2	CS 54	OFTECH 9	MUSIC 2
ADJUS 5	CS 55	OFTECH 10	MUSIC 87A
ART 30A	CS 56	OFTECH 20	MUSIC 87B
ART 30B	CS 79A	OFTECH 28	TH ART 28A
ART 52B	CS 79B	OFTECH 30	
BIOL 10	CS 79C	OFTECH 33	

### **16 New Programs**

Blockchain Developer Certificate of Achievement  
Business Information Specialist Certificate of Achievement  
Business Information Worker - Data Analytics Applications Certificate of Achievement  
Commercial Dance Certificate of Achievement  
Data Analyst Certificate of Achievement  
Elementary Teacher Education AA-T  
Elementary Teacher Education Certificate of Achievement  
Esports Management, Production and Performance AS/Certificate of Achievement  
European Studies Certificate of Achievement  
Geology AS-T  
Geospatial Technologies Certificate of Achievement  
Home Health Aide Pre-Certification Program Noncredit Certificate of Completion  
Nurse Assistant Pre-Certification Training Program Noncredit Certificate of Completion  
QuickBooks Virtual Enterprise Certificate of Achievement  
User Experience Design Essentials Certificate of Achievement  
Web Design Essentials Certificate of Achievement

### **Eight Revised Programs**

Art AA  
Cosmetology AS/ Certificate of Achievement  
CPA Track Certificate of Achievement  
Esthetician Certificate of Achievement  
Graphic Design AS/ Certificate of Achievement  
Liberal Arts – Arts & Humanities AA  
System Administrator Certificate of Achievement  
Website Software Specialist AS/Certificate of Achievement

### **13 Program Maps**

Blockchain Developer Certificate of Achievement  
Cloud Computing AS/Certificate of Achievement  
Cosmetology AS/Certificate of Achievement (Revised)  
Elementary Teacher Education Associate in Arts for Transfer (AA-T)  
Elementary Teacher Education Certificate of Achievement  
Entrepreneurship Certificate of Achievement  
Geospatial Technologies Certificate of Achievement  
Graphic Design AS/Certificate of Achievement (Revised)  
QuickBooks Virtual Enterprise Certificate of Achievement  
System Administrator Certificate of Achievement  
User Experience Design Essentials Certificate of Achievement  
Web Design Essentials Certificate of Achievement  
Website Software Specialist AS/Certificate of Achievement (Revised)

*Curriculum aligns with the following Annual Goal 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations.*

*Curriculum aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; and (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue to support the college's participatory governance structure.*

### **Career Education, Workforce and Economic Development**

**Year In Review.** Workforce and Economic Development administers grants and develops employment partnerships to support the 50+ Career Education (CE) programs at SMC. The grant activities aim to positively impact the student journey from enrollment to goal completion and beyond. From an institutional perspective, impacting and improving post-college outcomes has never been more important. Post-college outcomes include transfer, job placement, employment in field of study, and increased earnings. SMC boasts an active and robust joint Academic Senate Career Education Committee whose activities are supported by the Workforce Team in Academic Affairs. Through year-long meetings, Summer and Winter retreats and other trainings, faculty, staff, and administrators collectively learn hot-topic issues in Career Education and how these issues impact instructional programs. The Committee discusses best practices and how to use limited resources to improve Career Education at an institutional level and instructional program level. Grant funding remained stable in FY 2021-22 and State and Federal funding priorities in 2021-22 focused on thriving in a safety-first, post-COVID-19 world, while centering student equity and student belonging at the heart of activities.

**Educational Advancement, Quality, and Equity.** In the FY 2021-22, Workforce staff welcomed an experienced and supportive new area Vice President of Academic Affairs. The needed thought-partnership the VPAA brings to the team's day-to-day and most vexing educational challenges cannot be overstated. New leadership positions and responsibilities for Career Education deans and staff brought opportunities to solve new challenges such as helping students and staff feel safe and supported returning to campus. The pandemic expedited the arrival of virtual work, living, and learning with new and enabling technologies. Yet, learning how to balance a new world of work and school with limited resources and limited interactions also brought challenges. A diminished sense of well-being and belonging was felt amongst staff that understandably affected morale. Fortunately, the CE Committee and Workforce staff had the opportunity to learn and reconnect to our purpose as educators by hosting UCLA's engaging Dr. Cecilia Rios-Aguilar several times throughout the year for climate and equity discussions. Dr. Rios-Aguilar shared research findings that students were experiencing high levels of anxiety, high levels of depression, and high levels of insecurity. Mindful of recent difficult experiences made faculty and staff particularly open and empathetic to learning more about the college journey students face. Particularly the role the college plays in creating a sense of belonging for students by becoming an EDI affirming institution that provides inclusive learning environments, shifting access and navigation burdens from student to institution, and creating network and learning opportunities. Equity discussions and goals were integrated throughout the year to encourage faculty to devise toolkits and approaches to integrating students' lived experiences and incorporating students' work histories into course content so that students feel a greater sense of belonging without having to go outside of the classroom to another service area.

**Pandemic Management and Recovery.** The gradual return to on-ground instruction required devising and communicating numerous safety protocols, requesting and replacing vacated staff positions, and completing costly and complicated public-works projects left unattended for years at the Center for Media and Design. However, the willingness of faculty to come together to solve for the educational challenges of today and tomorrow by rethinking facilities for new-learning and careers, and strategizing ways to reverse declining enrollments has been very rewarding for staff and faculty.

Developing a process for supporting and selecting how new baccalaureate degrees will be recommended for consideration in the future began in earnest in FY 2021-22. Career Education and Curriculum Committee leaders play a prominent role in the new Ad-Hoc Committee along with the VPAA, Academic Senate, and Academic Affairs leaders.

***The Future of the College.*** To strengthen career pathways and programs of study leading for in-demand occupations, SWP supports the development of new instructional programming in emerging areas. Exciting new fields of study include, Aquaculture, Biotechnology, e-Sports, Salesforce, Cybersecurity, Data Science, Blockchain, Commercial Dance, Social-Media Engagement, Podcasting, and Digital Marketing to name a few.

- Other funded activities included faculty up-skilling and professional development focused on leadership, equity, and aligning student learning outcomes at the course level to actual skills listed in relevant job postings and other employer recognized skills.
- CE faculty leaders have worked across SMC divisions to leverage assets, resources, and strategies made available through the regional CCLA social media campaign. With key messaging to support career awareness, SMC staff and students produced original video and other content for use on social media platforms. A landing page was developed to follow up with prospective students. SMC admissions and student services supported potential students with ed planning, the SMC application, registration, and tracked enrollment conversion rates.
- Equity-focused trainings were held for Faculty Industry Ambassadors who then integrated career exploration and LinkedIn activities related to networking and job preparation into their curriculum. A student portfolio initiative was also launched in specific disciplines to promote marketability of student work to industry partners. Some faculty have now integrated portfolio design and development as an SLO.
- Accessing regional SWP funds requires SMC to partner with one or more of the 19 area colleges in Los Angeles (LA19). For the fifth and final year, SMC led several large-scale regional SWP projects. These include the Community Colleges of Los Angeles (CCLA) campaign, California Cloud (7,000+ enrollments across LA19 to date), SMC Faculty Innovation Hub, and Center for Competitive Workforce @LAEDC.
- SMC partners with other LA19 colleges on projects such as: Career Pathway Specialist, Transportation and Workforce Readiness, BioScience, eCTE Distance & Digital Learning, Business Engagement/Job Placement, Noncredit Career Pathways.
- In FY 2022-23 SMC will lead a regional project called Data Science involving LA-19 colleges. SMC will also receive funding to participate in at least 10 regional projects lead by other colleges in the region in the areas of Aquaculture, e-Sports, and Retail, Hospitality and Tourism Programs.

***Workforce Development, Community, and Government Relations.*** Developing a competent, in-demand workforce is critical to supporting a vibrant local economy and community. As such, nurtured relationships with L.A. County agencies as well as Santa Monica Chamber of Commerce and City of Santa Monica Economic Development Office are critical. For example, Workforce staff successfully executed a contract with the City of Santa Monica to train local hotel housekeepers in areas of human traffic mitigation, safety, and workers-rights. A total of 450 housekeepers were trained. Highlighted below are a few more noteworthy programs with strong community ties that are in the final stages of development.



- **Aquaculture.** SMC faculty across Life Science, Earth Science, and the Business Dept. are creating a comprehensive Aquaculture program and curriculum, supporting the Ocean/Blue Economy ecosystem. AltaSea at the Port of Los Angeles has invited SMC to partner with them, along with researchers from USC and UCLA. The AltaSea campus will mitigate and reverse climate change by housing proof-of-concept demonstrations of relevant technologies including carbon capture, hydrogen production, wave energy, and biofuels cultivation. The possibilities for SMC faculty to participate are numerous. At scale, SMC would be helping to preserve the ocean for future generations by developing education programs that lead to Ocean/Blue sustainable workforce jobs, and improving food security by scaling Restorative Aquaculture, Urban Aquaponics and Offshore Mariculture across the L.A. region. Senator Alex Padilla facilitated a congressional \$600,000 appropriation to AltaSea and SMC's partnership. Announcements of up to \$2.5 million in additional funding from other sources are expected later this Summer.
- **Homeless Sector Frontline Workers.** Non-profit community-based organizations have enormous challenges retaining frontline workers who provide direct services to people experiencing homelessness in Los Angeles. Key partners have provided critical input to assist faculty in identifying the knowledge and skills related to servicing and supporting the homeless population. "Frontline Workers" is not a traditional occupation. Rather, the skills needed are multi-faceted and cross multiple disciplines. Conversations have centered on the stressful culture of the workforce causing rapid burnout and high turnover. The non-profit organizations that require a skilled workforce could find it in a multi-disciplinary program at SMC. Faculty from (non-profit) management, allied health, and psychology are collaborating on a low-unit certificate. Supporting the faculty are deans overseeing Career Education, Noncredit, Student Wellness and Basic Needs.
- **Biotechnology.** Faculty have been hard at work to develop comprehensive programming that prepares incoming students for the dynamic and fast-paced biotechnology/life science workforce. Students will be taught technical/hands-on and soft skills that are required for cell and gene therapy technicians to master. Supporting and training underrepresented minorities and system impacted students in biotechnology methods by providing work-based learning/internship opportunities; increasing access to cutting edge methods and instrumentation; and engaging with local community and industry partners (e.g. Kite Pharma) align strongly with the vision and mission of SMC. Faculty are proud to be at the forefront of innovation and are committed to being a part of the paradigm shift that will lead to increased representation for life science/biotechnology companies in Santa Monica and good paying jobs for our students and local residents.

*Career Education, Workforce and Economic Development aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations; (2) Develop a strategic vision and plan for the future of the college that includes lessons-learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; (3) Implement DPAC approved college initiatives funded in the 2021-22 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals; (5) Work with state and federal allies and legislators to increase and stabilize funding; and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

*Career Education, Workforce and Economic Development aligns with the following Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (6) Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; (9) Continue efforts in revenue generation, cost control, re-organization, and enrollment*

*management to achieve a sustainable budget; (11) Continue support for special programs that serve local students and increase college readiness and success; (12) Continue strong support for Emeritus; and (13) As safety permits, resume serving the community with stellar facilities.*

### **Noncredit and External Programs**

#### **Noncredit Initiatives Team**

As the primary member of the Santa Monica Regional Consortium for Adult Education, the SMC Noncredit Initiatives Team, led by the Project Manager of Noncredit Initiatives, continues to fulfill the objectives of the California Adult Education Program (CAEP). Significant accomplishments include:

- For 2021-22, awarded a total allocation of \$436,750.
- To best serve students during the pandemic, beginning in July 2021, the Noncredit Initiatives Team began to offer hybrid student support services. Students were encouraged to make appointments for in-person registration, and the team expanded virtual services by developing daily live zoom help hours.
- In 2021-22, 148 petitions have been filed for Certificates of Completion or Certificates of Competency in the noncredit categories of Short-term Vocational and Workforce Preparation.
- Within the 2021-22 year, SMC Noncredit led the regional effort to draft the regional California Adult Education Program 3-Year Plan (2022-2025) This process consisted of surveying students, faculty and staff on current adult education programs and services and forums to illicit input from industry and community partners. SMC Noncredit worked in collaboration with the SMMUSD's Adult Education Center to draft and submit a comprehensive three-year plan that will address educational needs of digital literacy, mathematics and English support and workforce preparation.
- Noncredit ESL contextualized ESL for College and Career Pathways for Health Care in anticipation of the newly approved noncredit Pre-Certified Nursing Assistant and In Home Aide Programs. The contextualized ESL for Health Careers will be offered for the first time in Fall 2022.
- Noncredit Initiatives also supported the creation of Zero Textbook cost ESL courses to meet the needs of students. These zero textbook cost classes will be offered for the first time in Summer 2022.
- SMC noncredit counselors facilitated professional development trainings for the areas of interest counselors regarding noncredit to credit pathways. Noncredit counselors joined a campus outreach effort to local high schools to promote noncredit career education pathways.
- The Noncredit Initiatives Team collaborated with the SMC DREAM Program to clarify and create a process for students enrolled in noncredit programs to verify their hours of completion to petition for AB540 status.
- SMC noncredit career development and college preparation classes and programs are promoted in Jewish Vocational Services (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 a student resource guide that outlines noncredit pathways to credit programs and the workforce along with a holistic resource guide of campus and community partners.

- Participated in professional development that focused on noncredit policy, career development and college preparation courses and programs, student services, student equity, and distance education.
- Participated in Welcome Week, Open House, Noche de Familias and several community-based resource fairs.
- Held the second Noncredit Student Success Celebratory Culmination event in June 2022.

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

- For 2021-22, SMC was awarded SWP-NC Round 4, \$75,000 and a supplemental \$15,000 in one time allotment.
- Supported the creation, approval, and purchase of supplies for the noncredit Pre-Certified Nursing Assistant and In Home Aide certificate programs that will be offered for the first time in Fall 2022.
- Supported the updates of noncredit to credit and career pathway maps to assist students transition to both credit and the workforce.
- Supported the professional development of noncredit faculty and administrators in noncredit career development curriculum and programs, career counseling services, noncredit ESL vocational pathways.

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.

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 hybrid 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.
- 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.

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 developing a comprehensive student resource guide that connects students to free resources such as Chromebooks and the food pantry.
- In June 2022, hosted a virtual Noncredit Student Success Ceremony to commemorate the achievements of noncredit program completers.
- Continued to participate in outreach opportunities with the the SMMUSD Adult Education Center, 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 promote virtual Career Fairs for Noncredit program completers.
- Counseling contacts in Noncredit total **2,002** in 2018-19, **1,561** in 2019-20, **1,149** in 2021-22 and this year 2021-22 (though not complete) we are at **1,858** (drop-in, regular appointments and online counseling included)

### ***Emeritus, a Noncredit Older Adult Program***

Emeritus had the largest hurdle of any program in the transition to Distance Education due to COVID-19. The student demographic, and many 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. While courses have been converted to distance education, the first in-person classes since the pandemic began are taking place in Summer 2022.

- Emeritus has had 83 percent or more of normal student enrollment, while simultaneously supporting increased enrollment for those students who were active.
- Emeritus students and faculty responded positively to the required move to distance education. While a number of students are ready to return to in-person instruction, the distance education offerings at Emeritus remain popular.
- 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 were rolled out to streamline processes and communication, when possible.
- To support older adults without the physical or financial means to have enough food in their home to get by, Emeritus actively participates in the SMC Foundation Meal Project. Over the last two years, Emeritus delivered a package of seven meals per week to Emeritus students who expressed a need during the pandemic, which was approximately 50 to 60 students each week. This is due to the generosity of former Emeritus students, and ongoing fundraising from the SMC Foundation.

To date, the total amount of funds raised for Emeritus through partnership with the SMC Foundation during the fiscal year exceeds \$115,000. This is somewhat lower for Emeritus, but it should be noted that Emeritus has not been able to hold in-person fundraising tables for Fall and Spring campaigns, and there was a turnover in Foundation staffing that slightly delayed Emeritus mailing. These funds allow Emeritus a robust ability to add to the learning experience of students. Funds pay for expenses related to the Emeritus Art Gallery and publications, bring in guest speakers, and upgrade audio visual equipment without relying on a renewal/replacement cycle. In addition, SMC received several estate gifts to support the Emeritus Program. During the next academic year, Emeritus will relaunch the financial planning class that indirectly has led to support for Emeritus and the District.

In Spring 2022, SMC was named an Age Friendly University by the Age Friendly University Global Network run by Dublin City University. This international distinction recognizes the commitment it has shown to Emeritus students specifically, and to post-traditional students at SMC, for many years. It also requires the college's commitment to ongoing improvement of the aging population's educational experiences. SMC's credit student enrollment shows over 35 percent are aged 26 and older with sizable numbers above 40. This does not count Noncredit and Emeritus. To that end, SMC's Age Friendly University initiative, co- led by the Interim Dean of Noncredit and External Programs and the Project Manager of Noncredit Initiatives, will work to implement great ideas generated within the District to better support all post-traditional students, that is, those aged 26 and up. This effort, though aimed at improving educational outcomes for students above traditional ages based on the program they pursue, will dovetail into larger equity and inclusion efforts at SMC.

The Emeritus Art Gallery held seven art shows and opening receptions this past year, all of which were virtual. Virtual art gallery exhibition launch events had increased attendance and viewings of both the recording and the online photo albums—all of which will stay up in perpetuity, giving Emeritus student art more permanence than previously. Student artwork at [www.smc.edu/EmeritusGallery](http://www.smc.edu/EmeritusGallery) is available for viewing. Other traditional student performances, such as the Emeritus Concert Band, the Emeritus Acting Troupe, and musical ensembles have performed a well-choreographed and edited video or will do so in the future.

Two Emeritus literary journals were published: The Emeritus Chronicles and The Ongoing Moment (the latter being a journal of student literature and art), and both obtained ISSN numbers from the Library of Congress for proper serialization. Receptions are usually held where students may read their work, both of which were virtual, and students have the option of ordering copies of the publications. The Emeritus Voice student newsletter was published in Fall and Spring.

Emeritus is represented at the Santa Monica Regional Consortium for Adult Education and collaborates with the Noncredit Initiatives Team and Community Education staff to ensure cross-promotion of programs where relevant. For example, the Emeritus Schedule of Classes will promote the Working with

Older Adults Noncredit Certificate along with selected Community Education classes that may be of interest to Emeritus students.

Emeritus continues to partner with noncredit older adult faculty to minimize class cancellations, optimize substitute instructors, and increase the positive attendance yield for the program. At the same time, faculty have indicated interest in exploring curricular revisions, which will be pursued 2022-23. Students have expressed their preference for curriculum which will continue to be shared with Emeritus faculty. This past year, the following new courses were approved by the college's Curriculum Committee, with revisions and new courses anticipated in 2022-23—HUMDEV E55: Brainflex, POL SC E10: Music, Politics and Social Change, TH ART E20: Improvisation, and TH ART E22: Principles of Illusion: Close-Up and Stage.

Emeritus continues to serve about 2,500 students per academic year, with 150 sections of approximately 60 unique courses in Fall and Spring, somewhat fewer in Summer and Winter. New students continue to enroll even during the pandemic. However, there are a number of students who have stopped out during the pandemic. Of those, a number of students could be reenrolled in Emeritus as a result of strategic outreach. Next year, as courses return to on-ground modalities, student retention will need to be made a priority.

As on-ground instruction resumed for Summer 2022, Emeritus began partnering with off-site locations to explore new opportunities when they arrive. The Interim Dean of Noncredit is reviewing curricular opportunities and needs with Emeritus faculty, ranging from existing and new course descriptions to revising Student Learning Outcomes, that will continue in 2022-23. There are several facility improvements that were completed in 2021-22 in preparation for on-ground classes. Emeritus entry doors near the Lecture Hall were changed to automatic sliding doors for pedestrian safety and improved traffic flow. Several classrooms had additional mirrors or windows installed, one set of restrooms received automatic openers, and the elevator refurbishment is slated for completion in late Summer 2022. In 2022-23, Emeritus is slated for its second major audio-visual upgrade to support classrooms that did not get the full audio-visual upgrade in 2019.

Emeritus administration participated in the following community-based meetings of efforts tied directly to services for Emeritus students and is pursuing other avenues for future engagement:

- LA Age Friendly University Consortium is inclusive local colleges and universities participating in the Age-Friendly Initiative and supports other colleagues inside and outside the region to apply for this designation.
- The Westside Older Adult Services Network (WOASN) unites community groups and for-hire services to collaborate and share resources of mutual benefit in aiding the older adult population.
- Future opportunities include making stronger connections to: WISE and Healthy Aging, AARP, RAND, Milken Institute, California Institute on Aging, and MAPS, a group that is similar in function to WOASN.
- Partner with noncredit older adult colleagues from around the state in the California Community Colleges Educators of Older Adults (CCC EOA) to build an effective network of resources and ideally an active older adult programs segment of the Association of Community and Continuing Education (ACCE).
- Continue to support the objectives of the SMC Noncredit Initiatives Team, which includes but is not limited to the new Allied Health Programs.

- In response to COVID-19, Emeritus has successfully modified the program and services to operate in an ongoing distance education environment:
  - Emeritus students and faculty responded positively to the required move to emergency distance education (DE). 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 were implemented to streamline processes and communication, when possible.
  - While Emeritus student attendance has not been thoroughly analyzed, student attendance is nearly 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 and/or financial means to have enough food in their home, Emeritus actively participates 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 due to the generosity of Emeritus students and ongoing fundraising from the SMC Foundation. This program will continue in 2022-23.
  - Assisted Emeritus students remotely by telephone, email and Zoom sessions to fill the gap in registration support normally fulfilled by having the computer mini-lab staffed during peak enrollment periods.
  - Developed a communications plan to address unexpected messaging students reported viewing in Corsair Connect while requesting help from campus colleagues.
  - Remotely supported students with navigating Corsair Connect and other technology for the first time.
  - Supported students, faculty and staff in obtaining access to loaner Chromebooks.
  - Identified the need for more than one-third of Emeritus students to login Corsair Connect, activate their SMC credentials, expedite access to their online environment, and reduced the number of students registering only paper.
  - Successfully submitted Emeritus courses to the SMC Curriculum Committee for emergency distance education approval.

*Noncredit and External Programs aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations; (2) Develop a strategic vision and plan for the future of the college that includes lessons-learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; (3) Implement DPAC approved college initiatives funded in the 2021-22 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals; (4) Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process; and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

*Noncredit and External Programs aligns with the following Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (5) Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations— Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps; (6) Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; (9) Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget; (11) Continue support for special programs that serve local students and increase college readiness and success; (12) Continue strong support for Emeritus; and (13) As safety permits, resume serving the community with stellar facilities.*

### **Community Education, a fee-based program**

Community Education serves a consistent population within the Santa Monica community and fills an important niche. As the City of Santa Monica 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 2021-22.

The Interim Dean of Noncredit and External Programs and Program Coordinator of Community Education identified opportunities to strategically improve operations and employ best practices in the field, in alignment with SMC policies and practices. Community Education administration began a process that will result in strategic priorities, programs to revive or develop, and a functional plan of operations to help the program live out its vision. Some of these steps entailed prioritizing the revival of the Real Estate pre-licensure classes, the return of select classes to on-ground instruction, not yet replacing a 0.5 FTE position after it was vacated and exploring additional program partnerships.

There are amazing classes in Community Education. Two of the top classes in terms of revenue and total registrations are Glass Fusing and Real Estate pre-licensure classes (recently reapproved by the Department of Real Estate. Two more popular classes are Phlebotomy, which could possibly spawn an entire program in noncredit and generate apportionment and FTES; and Drone Pilot Training, which was a growing field pre-COVID-19 and can be expected to boom again in the near future.

COVID-19 continues to have a deleterious effect on Community Education. Some instructors could not convert their class to a remote learning environment, such as Glass Fusing, which resumed in person this year. In some instances, the class and registration fee could be deferred to a later date and 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 2021-22 was lower than usual, but better than in AY 2020-2021. Messaging is included in the schedule to show that classes are scheduled to be in remote learning mode but may pivot back when permitted. As the proportion of in-person instruction increases, messaging will continue to indicate what could happen if remote learning becomes necessary, which will minimize refunds in comparable situations.

In response to COVID-19, Community Education staff 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 and managed a more flexible refund policy when tied to changes to class modality.
- Successfully managed a 25 percent increase in student inquiries.
- Supported both students and instructors when there were miscommunications during 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.
- Resolved the 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, implemented several strategies in 2021-22 to work towards revenue neutrality of the program. This includes:
  - Implemented a registration processing fee.
  - Adjusted fees for selected partner programs where Community Education was not reflecting market pricing.
  - Launched Black Rocket and other youth-oriented classes, many of which without instructional cost as pilot programs.
  - Explored opportunities for potential Summer Camp partners in future years.
  - Resumed some in-person classes Fall 2021.
  - Ran several classes taught by volunteers.
  - Explored pay-per-click digital marketing.
  - Did not replace a staff vacancy.
  - Conducted strategic cross-promotion of programs across Noncredit and the noncredit Older Adult Program, Emeritus, to garner interest and enrollment.

*Community Education, a fee-based program, aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations; (2) Develop a strategic vision and plan for the future of the college that includes lessons-learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

*Community Education, a fee-based program, aligns with the following Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (9) Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget; (11) Continue support for special programs that serve local students and increase college readiness and success; and (13) As safety permits, resume serving the community with stellar facilities.*

## ***Athletics***

The 2021-22 school year was very challenging for the Athletics Department due to COVID-19. As a result, Athletics had to develop safety plans for indoor and outdoor off-season conditioning classes and return to play protocols for intercollegiate competition. Given strong efforts by college coaches, support staff and the athletic trainers, student-athletes were allowed to return to campus for intercollegiate competition in the Spring and off-season conditioning for the Fall sports. Despite challenges, the department and student-athletes had a very successful year.

*Athletic training.* Athletic trainers processed 1,100 COVID-19 tests between March and July with no positive results. However, in the five weeks since July 12, Athletics had seven positive cases on four teams. Due to the number of positive cases, the Los Angeles County Department of Health conducted a site visit to review the department COVID protocol. Athletics was praised for its response to the COVID-19 outbreak and implementation of mitigation protocols. Of the seven cases, five were asymptomatic, one had mild symptoms, and one was sick for about a week; also, five were unvaccinated and two were vaccinated. Two teams cancelled practices for five to seven days.

*Men's Basketball.* SMC's Men's Basketball Team had numerous academic successes in Fall 2021. Eleven members of the team made the "Dean's Honors List," which requires full-time students to have a 3.0 GPA or higher. Of the eleven, three student-athletes had a GPA higher than 3.5 and ten student-athletes had a 3.20 or higher. The average GPA for Fall 2021 for the men's basketball program was 3.01 GPA. One athlete in the program earned a 4.0 GPA.

SMC was preseason ranked #12 in the state for the 2021-22 season and had solid representation in the Western State South All-Conference voting by the head coaches. Freshman Alex Villi was voted to the Western State-South Conference First Team. Freshman Chianti Clay Jr. and Sophomore Eli Degrate were voted Western State-South Conference Honorable Mention.

Freshman Alex Villi signed his letter of intent to continue his basketball career and academics at Ottawa University, an NAIA athletic participant located in Surprise, Arizona. Daiquan Copeland signed a letter of intent to continue his academic and athletic career on the first day of the early signing period at Morgan State University, a NCAA Division I athletic participant. Maxwell Moses signed a letter of intent to continue his academic and athletic career at Warner Pacific University, a NAIA athletic participant.

*Football.* The 2021 football season saw the return of the Corsairs to the field after a season long hiatus. The season brought some exciting times with high scoring games and the best offensive season at SMC in over five years. This culminated in the Corsairs earning nine offensive All-League players and two defensive All-League players. 1st Team Offense: Tariq Brown, WR; Hassan Biggus, RB; Sam Vaulton\*, QB; Josiah Neos\*, All-Purpose. 2nd Team Offense: Nathan Hall, OC; Jacob Wooden, OL; Rashad Lawrence, OL; Gunnison Bloodgood, WR; Tommy Meek, PK. 2nd Team Defense: Tannen Vagle, DE; Maximillian Palees, OLB. \*Denotes a unanimous selection.

In addition to the All-League awards QB, Sam Vaulton was selected Region IV All-California First Team Offense, the first SMC Football Player to earn that distinction since the 2015 season. Academically, the Football Team had five players earn a spot on the California Community College Football Coaches Association 2021 Academic All-State Football Team. The requirements to make the team are a minimum of a 3.5 GPA during their entire college career, with 36 transferable credits completed and 27 academic credits. Earning the spot were LB, Maximillian Palees 3.92 GPA; QB, Mathias Neos 3.78 GPA; LS, Nathan Hall 3.78 GPA; DE, Spencer Neos 3.73 GPA; and DE, Tannen Vagle 3.58 GPA.

In addition, SMC Football added four players to the Southern California Football Association 2021 Scholar-Athlete Team. The requirements are that a team member has completed their two-year eligibility with a minimum GPA of 3.0 and 36 credits since they began competing in football. Earning these spots were Marcelo Navarro 3.32 GPA; Mathias Neos 3.75GPA; Spencer Neos 4.00 GPA; and Nicolas Omole 3.10 GPA.

The 2021 SMC Football Team has also seen student-athletes earn admission to four-year colleges where many will continue their football careers. As of June 20, 2022, the following players have been accepted or signed scholarships to four-year colleges: Sam Vaulton, University of Louisville; Jacob Wooden, Central State University; Tannen Vagle, UCLA; Nicolas Omole, UC (University of California) Davis; Gunnison Bloodgood, Morehead State University; Brandon Freeman, Kansas Wesleyan University; Josiah Neos, Southeastern University; Mathias Neos, Southeastern University; Spencer Neos, Southeastern University.

*Men's Water Polo.* Men's Water Polo posted an 11-13 record for the season, with Coach Brian Eskridge notching his 100th career win in 2021-22. Recognized on the All-Conference 1st Team was Carlos Ramirez; on the 2nd Team were Dylan Hughes and Kristian Miranda; and recognized with Honorable Mention were Elijah Bell and Mikhai Davis.

*Women's Water Polo.* The Women's Water Polo Team had several student athletes recognized by the Western State Conference (WSC) to All Conference Team: Ginger Garrett, 1st Team; Victoria Gijon and Precelia Acosta, 2nd Team; and Alejandra Hill and Jacqueline Vasquez Hernandez, Honorable Mention.

*Men's Swimming.* The Men's Swim Team finished in 4th Place in the WSC Championship and in 19th Place in the CCCAA State Championship. Hiro Inoki won the WSC Championship in the 200 Meter Butterfly. Recognized as All Americans were Hiro Inoki for the 200 Individual Medley, 100 Butterfly, and 200 Butterfly; Mark Ishizawa for the 100 Breaststroke and 200 Breaststroke; Kristian Miranda, Mark Ishizawa, Hiro Inoki, and Reaph Whitebloom for the 400 Medley Relay; and Hiro Inoki, Carlos Ramirez, Mark Ishizawa, and Michael Bartlett for the 800 Freestyle Relay.

*Women's Swimming.* The Women's Swim Team finished in 6th Place WSC Championships and in 9th Place in the CCCAA State Championships. Coach Brian Eskridge WSC Coach of the Year.

Risa Akatsu was named WSC Swimmer of the Year and CCCAA Swimmer of the Year. Risa was the WSC Champion in the 200 Individual Medley, 200 Freestyle and 200 Butterfly. Risa was also the CCCAA State Champion in the 200 Individual Medley, 200 Freestyle and the 200 Butterfly. Risa set SMC records in the 200 Freestyle, 100 Butterfly, 200 Butterfly and the 200 Individual Medley.

In the CCCAA State Championships, Giuliana Castro took 17th Place 200 Individual Medley, 10th Place 100 Butterfly, and 6th Place 200 Butterfly. Recognized as All Americans were Risa Akatsu for the 50 Freestyle, 100 Freestyle, 200 Freestyle, 100 Butterfly, 200 Butterfly, and 200 Individual Medley; Giuliana Castro for the 100 Butterfly, 200 Butterfly, and 200 Individual Medley; Risa Akatsu, Samantha Lambour, Giuliana Castro, and Ava Poitras for the 200 Freestyle Relay; Samantha Lambour, Risa Akatsu, Giuliana Castro, and Ava Poitras for the 400 Medley Relay; Samantha Lambour, Risa Akatsu, Giuliana Castro, and Ava Poitras for the 200 Medley Relay; and Risa Akatsu, Samantha Lambour, Giuliana Castro, and Ava Poitras for the 400 Freestyle Relay.

*Women's Cross Country.* Andrea Coleote earned Honorable Mention in WSC Women's Cross Country.

*Men's Cross Country.* SMC qualified for the Southern California Regional Championships. Tegen Arega was selected to WSC Men's Cross Country, First Team and qualified for the CCCAA State Championships. Tegen

was recognized by the National Association of Two-Year Athletic Administrator as Honorable Mention Scholar Athlete.

*Women's Tennis.* Nicole West, the number one seed from Southern California in the CCCAA State Championships, battled her way to the finals to face off against the number one seed from Northern California, Zoe Olmos of Chabot College. Prior to the finals of the state championship, West, who had not lost a match in two years, raised her SMC career record to 27 wins and 0 losses. In the singles final, West lost a hard-fought match to Zoe Olmos of Chabot College, finishing the past two seasons with a cumulative single record of 27-1.

After singles play at the 2022 State Championships, West and Kai Nikchevich, the number one seeded doubles team from the South, played for the State Doubles title of the of the California State Championships where they lost to Zoe Olmos and Julie Santiago, the No. 1 seeded team from the North. Nikchevich and West finished the season with a 19-1 record. West's cumulative doubles record for the past two years is 25-1.

*Men's Volleyball.* The team finished 3rd in the conference standings and qualified for the state playoffs against the number one ranked team in south. Head Men's Volleyball coach Liran Zamir was recognized by the American Volleyball Coaches Association as a member of the 2022 Thirty under 30 coaches. According to the AVCA, "These rising stars are hard-working and passionate about teaching, and they are dedicated to helping grow the sport."

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*Athletics aligns with the following Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (6) Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; (9) Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget; and (13) As safety permits, resume serving the community with stellar facilities.*

### **Santa Monica Early Childhood Lab School**

The Santa Monica Early Childhood Lab School (ECLS), operated by the Growing Place, 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 preschool 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
- Student and family resource center

Opening for children and families in September 2021, under strict COVID-19 safety protocols, the ECLS served more than 50 families in the first year of operation. Enrollment for 2022-23 is expected to bring the center to 75 percent of its capacity, with plans to reach full capacity by Fall 2023. Along with challenges related to the ongoing pandemic, staffing the center with qualified, experienced teachers (with a BA degree or higher) continues to remain a key challenge.

Access to the center for SMC Education/Early Childhood students enrolled in practicum courses began in March 2022. Due to strict COVID-19 safety protocols, student participation was limited to mentored observation from the lab, observation deck overlooking the infant and toddler play yards, and from vantage points in unused classrooms. On-ground fieldwork in classrooms and play yards with children, under the supervision of mentor teachers, is expected to resume in Fall 2022. This will mark the first opportunity for in-person fieldwork since March 2020 for the early childhood education discipline.

In addition, the observation spaces will now be open for use by students from a variety of disciplines with related coursework (i.e., Psychology, Sociology, Health Sciences, etc.). For Fall 2022, these spaces will be open Monday through Friday, for most of the ECLS's operating hours. Instructors of online courses and on ground courses in the Early Childhood Education classroom on the Bundy Campus will now have access to live and recorded video footage from the ECLS for pedagogical use, further enhancing learning experiences for students.

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### **Malibu Campus**

*History of the project.* SMC has served the community of Malibu throughout the District's and the City's history. While classes were offered at different locations since the 1970s, including at Santa Monica-Malibu Unified School District school sites, both SMC and Malibu envisioned finding or creating a location to truly serve the educational needs and preferences that reflect Malibu's unique geographic, environmental, demographic, and cultural character. SMC and the City of Malibu formed the Malibu Public Facilities Authority in 2004 to formally plan for the SMC satellite campus in Malibu. Voters approved the project in 2004 with the passage of a bond measure that provides primary financing for the project, augmented in 2016 with a subsequent successful bond measure. After the County of Los Angeles vacated its Sheriff's Department facility in the Malibu Civic Center area, the City of Malibu, SMC, and Los Angeles County identified this three-acre site as a suitable location for SMC to demolish the obsolete structure and build a new satellite campus. Following a lengthy process to complete an Environmental Impact Report, Los Angeles County and SMC finalized a 95-year lease agreement in 2017.

SMC designed and is building a 25,000 assigned-square-foot architectural gem, complementing Malibu's Civic Center and the adjoining Legacy Park. The environmentally conscious building comprises six classrooms, including a science lab, an art classroom, a lecture hall with raked seating, and a community room that transforms into an Emergency Operations Center when needed, a computer lab, offices with a conference room, and an interpretive center space that may be used as exhibit space or a gallery. Also incorporated into the project is a Sheriff's substation to meet Malibu's law enforcement needs.

This important project provides educational access, public safety, and community meeting and event space, and does so with a beautiful, low-scale design that reflects the environmental and aesthetic values of Malibu.

Additionally, SMC allocated \$5 million in funding to Malibu to create Legacy Park, which also serves to provide stormwater retention, and to construct Malibu's stormwater treatment facility.

*Construction status.* After years of securing the necessary local and state approvals, SMC broke ground in 2018 to commence the \$56 million construction project. It is expected to reach completion in December 2022.

*Programs and operations.* SMC is currently assessing community preferences and making plans to begin offering a variety of classes in Spring 2023. Survey results indicate that classes in the arts, media, entertainment, and sustainability are in demand, as are classes offering high school students dual enrollment, noncredit, and community education classes in such subjects as serving on a nonprofit board. SMC expects to have classes in all categories, including for-credit, noncredit, concurrent enrollment, dual enrollment, Emeritus classes for noncredit older adults, and community education.

The campus will be open during business hours Monday through Friday, with the ability to have special classes and events on weekends. Community organizations will be able to reserve and rent the multi-purpose room for events and activities, and outdoor spaces will be conducive to gatherings of students and community members.

The Sheriff's substation will be completely operated by the Los Angeles County Sheriff's Department. In case of emergencies, wildfires, earthquakes, etc., the City and Sheriff's Department will transform the Emergency Operations Center into a headquarters for responding, coordinating, and communicating as needed. Specialized equipment is built into the room.

*The Malibu Campus aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations; (2) Develop a strategic vision and plan for the future of the college that includes lessons-learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

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## **Education Collaborative**

### *Young Collegians*

The Education Collaborative continues to support the Young Collegians Program. This will be the 15th Summer the program is being offered to Santa Monica-Malibu Unified School District (SMMUSD) students. Young Collegians 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. SMC currently has 21 Young Collegians taking classes both online and on-ground. The program is also providing on-ground workshops to help support students. The pandemic has impacted Young Collegians enrollment numbers and the ability to recruit students since some high school students are not vaccinated and are unable to be on-ground Summer 2022. The program is hopeful that a larger cohort will be enrolled in 2022-23.

### *Dual Enrollment*

In 2021-22, the Dual Enrollment Program partnered with five local high schools. The program offered 13 dual enrollment classes in the Fall and Spring with eight of the classes being offered at SMMUSD. Dual enrollment classes were offered in person or online depending on the course and faculty availability. The program supported faculty and students remotely with online orientations and enrollment workshops to serve new students. The program also offered online counseling support throughout the year.

### *Concurrent Enrollment*

In Summer 2022, SMC accommodated SMMUSD students through the Concurrent Enrollment Program by offering Chemistry, Economics, History, Physics, and Political Science to students who desired to take classes in the Summer. Two hundred seventy students enrolled for these opportunities and were supported with a virtual orientation and a designated concurrent enrollment counselor.

*The Education Collaborative aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operation; and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

*The Education Collaborative aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (6) Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; and (11) Continue support for special programs that serve local students and increase college readiness and success.*

## **Learning Resources**

The Learning Resource Center (LRC) is a comprehensive approach by SMC to provide students with the academic support addressing their developmental and educational needs to be successful in their college experience and goals. Learning Resource areas include tutoring with Instructional Assistants and Peer-to-Peer Tutors, Learning Resource Labs, and Supplemental Instruction (SI). These services provide the college's diverse student population with the tools and strategies that allow students to persist and successfully complete their coursework.

**Guided Pathways and AB 705:** Learning Resources partnered with the GPS team to pilot the use of GPS (Starfish) in mathematics and English as a tutor tracking and standardized data collection system for

tutoring. Learning Resources plans to analyze the data from the previous academic year to determine tutoring's effectiveness and impact on student course success.

**Increased professional development:** The Interim Associate Dean of Student Instructional Support collaborated with the Professional Development Coordinator to develop and facilitate two mini-retreats in which all LRC staff attended. During the retreat, the team reviewed their mission and vision as outlined in the Tutoring Plan. A guest presenter introduced the team to the concept of “covering” and “uncovering” in relation to the roles of Instructional Assistants and Coordinators. Staff received equity-based professional development focused on in-group and out-group bias and the power of allyship. Additionally, the team received updates about Direct Connect provided by Silvana Carrion, Project Manager. Tutoring Coordinators, along with the Interim Associate Dean and Dean of Academic Affairs, attended the annual conference for the Association of Colleges for Tutoring and Learning Assistance (ACTLA) and brought back strategies and resources that can be implemented within the LRC.

**Increase in consistency of practices in the various tutoring centers:** Zoom has been the dominant platform used for Tutoring and Supplemental Instruction. The LRCs have continued virtual labs where students are greeted and then placed in breakout rooms for individualized help. The Coordinators collaborated to design a tutor training program that will add consistency to the area in best practices for tutoring. The Interim Associate Dean of Student Instructional Support currently serves as a facilitator on the Student Equity Design Team for Transfer English. The Coordinator for English serves as a member of this team as well. The Coordinators for Mathematics and Supplemental Instruction will join the team for Transfer Math. These teams will be charged with making recommendations for goals and strategies to close the racial equity gaps for disproportionately impacted groups.

**The impact of COVID-19 on tutoring and supplemental instruction:** The LRC began offering Hybrid Services in Spring 2022. Embedded tutors were placed in English and supported a few English classes on ground. The plan is to continue to have some key courses offering embedded tutoring and SI on ground in the Summer and Fall 2022. In addition, the Science LRC was opened to support students in need of checking out equipment to help complete course requirements. Each Tutoring Center is developing a hybrid model of on ground and online tutoring for Fall 2022. Instructional Assistants in mathematics and English will be on ground to serve students face to face. As more courses are offered on ground, the LRC will be able to support students who want both face-to-face and online tutoring.

*Learning Resources aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operation; and (3) Implement DPAC approved college initiatives funded in the 2021-22 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals.*

*Learning Resources aligns with the following Ongoing Board of Trustees Priorities: (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (5) Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations— Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; and (11) Continue support for special programs that serve local students and increase college readiness and success.*

### **Scholars Program**

In Fall 2022, the preliminary total, prior to final decisions about students on the waitlist, TAP certified student admissions to UCLA is 81 percent (153 admitted/188 applied). In September 2022 this percentage might increase once UCLA accepts students off the waitlist. In addition, 1,752 SMC students applied to



UCLA and 496 were admitted (preliminary) – 28 percent admit rate for SMC. TAP students totaled 153 which is 31 percent of SMC’s total admitted students to UCLA.

As of the end of the last academic year for which final data is currently available, 2,059 students applied to UCLA from SMC for Fall 2021. 534 were admitted (26 percent admit rate) and TAP certified students made up 37 percent of that total number (200).

TAP certified UCLA admissions data disaggregated by race (categories and data are provided by UCLA):

- Native American – 100 percent of applicants admitted (one of one student)
- African American – 75 percent of applicants admitted (six of eight students)
- Chicano/Latino – 83 percent of applicants admitted (30 of 36 students)
- Asian – 89 percent of applicants admitted (26 of 29 students)
- White – 80 percent of applicants admitted (77 of 96 students)

TAP certified UCLA admissions as percentage of SMC’s UCLA general admissions by race:

- Native American – 100 percent (one of one admit)
- African American – 14 percent (six of 43 admits)
- Chicano/Latino – 34 percent (30 of 89 admits)
- Asian – 40 percent (26 of 65 admits)
- White – 38 percent (77 of 200 admits)

For context, as of the end of 2020-2021, the Scholars Program student headcount was 977. SMC total credit student headcount for Spring 2021 was 27,436. Scholars makes up roughly 3.5 percent of the SMC credit student population.

Additionally, 19 TAP students were admitted to their alternate major for Fall 2022 (just below 4 percent of the total SMC admitted students) and this is an option only available to TAP students. These are students who would otherwise be denied admission to UCLA.

Completion data shows the increase in degree and certificate completers at SMC as a whole and in the Scholars Program. Completer data has doubled for Scholars students in the last five years. For SMC as a whole, the increase is quite substantial and is, in large part, a result of the auto-awarding efforts. In 2015-2016, Scholars students represented 13 percent of total degree petitioners/completers at SMC. In 2019-2020, Scholar’s students represented 14.7 percent of total degree petitioners/completers. This is notable considering the size of Scholars (approximately 1,000 students) and is due to the implementation of a programmatic Associate/Certificate evaluation project developed in 2015. Again, the Scholars Program makes up only 3.5 percent of the SMC credit student population, so this is significant.

Scholars Program counseling contacts have been consistently high and in proportion with the number of students in the program each year. In 2018-2019, the Scholars Program had a total of 7,625 counseling contacts; in 2019-2020, a total of 6,990 counseling contacts; and in 2020-21, a total of 6,603 counseling contacts. The Scholars Program is in the top three, just under GTCS and IECC, for contacts. This is due to the program’s high-touch approach and annual file review efforts.

Scholars Program Course Success Rate

- 2018-19: 88 percent (Black: 79 percent / Latin/x: 83 percent)
- 2019-20: 84 percent (Black: 70 percent / Latin/x: 78 percent)
- 2020-21: 90 percent (Black: 77 percent / Latin/x: 83 percent)
- **2021-22: 96 percent (Black: 92 percent / Latin/x: 93 percent)**

Scholars Program Term-to-Term Persistence:

- Fall 2018: 90 percent (Black: 86 percent / Latin/x: 91 percent)
- Fall 2019: 90 percent (Black: 84 percent / Latin/x: 92 percent)
- **Fall 2020: 93 percent (Black: 81 percent / Latin/x: 93 percent)**

Scholars Program persistence rates from Fall 2016 to Fall 2020 have hovered at or above 90 percent overall. Persistence rates for Latin/x and Black students has hovered over 90 percent and 80 percent respectively. Fall 2021 data is not currently available.

*The Scholars Program aligns with the following Annual Goal 2021-22: (3) Implement DPAC approved college initiatives funded in the 2021–2022 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals.*

*The Scholars Program aligns with the following Ongoing Board of Trustees Priority: (2) Increase student success and decrease equity gaps.*

### **STEM Program**

SMC's STEM Program is currently closing out the final year of the STEM Learning and Leadership Innovation Center (SLLIC), a Department of Education (DOE), Title III HSI grant-funded program. In addition, Project Managers are implementing Year 1 of the new five-year Title III HSI DOE grant awarded in 2021, called ESA/Maximizing Achievement in STEM (MAS). The overarching goals of both grant-funded programs are to improve the academic attainment of Hispanic students and low-income students at SMC. In partnership with university and industry partners, ESA/STEM will work cooperatively to increase the number of Hispanic and 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. This year's updates as they relate to the goals include:

- **Onboarding key personnel.** In Spring 2022, a new STEM Therapist and a STEM Program Specialist were hired. A part-time Project Manager was also hired to assist with the onboarding of the new grant.
- **Improve enrollment.** SLLIC has continued to develop the Engineering Program at SMC. In Year 5 of the grant, 391 students declared an engineering major, an increase of 215 percent over the previous year. Of those students, 47 percent were Hispanic. The SLLIC program also completed construction on a new Makerspace and Engineering Computer Lab in Drescher Hall, Room 109, in early Summer 2020. While new programming has been delayed due to COVID-19, the first classes were offered in the computer lab space in Winter/Spring 2022. Safety protocols and procedures are being established for the Makerspace. Next steps will include the development and delivery of programming once the equipment is installed and safety procedures are in place.
- **Improve student success.** In Summer 2021, a final group of 11 SMC STEM Interns participated in the UCLA/SMC SSRP (Summer Scholar Research Program). In June 2021, the program welcomed 190 students to the tenth cohort of STEM participants. In addition, 32+ new peer mentors/tutors were hired and trained for the STEM Peer-Coaching Program, supporting 120+ STEM students through one-on-one and group workshops and 650+ students through the STEM Lab virtual tutoring space. The new STEM Therapist began meeting with students in Spring 2022 and

development of additional group and workshop wellness/mental health support efforts are underway with a planned Summer/Fall 2022 launch. In addition, a team of STEM mathematics faculty have been working to revise and transition existing math workshop modules to a sustainable, scalable, self-paced, online modality, covering all math levels ranging from Math 1 through Math 11. Pilots for the modules began in Spring 2021 and will continue through Summer 2022, incorporated into the yearly Summer STEM Skills Workshops in August 2022. Through the new ESA/MAS Program, STEM funded 18 Supplemental Instructions (SI) sections of STEM courses in Spring 2022. The STEM Program also continued to support 82+ STEM faculty and staff members with training/professional development opportunities on effective teaching and learning strategies, and best practices, as well as promoting and providing funds for faculty to attend off-campus/virtual workshops.

- **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 2021 and Spring 2022. The program held multiple transfer workshops, financial aid workshops and drop-in sessions, and additional assistance/counseling sessions to assist students with internship, TAG, and transfer applications. In addition to these workshops, the STEM-specific Counseling 12 and 15 classes focus directly on goal/career identification and preparing students for research and transfer opportunities. The STEM Program has established partnerships with 8+ external partners including UCLA, Station1, NASA/JPL, USC, and Base 11.

In response to ongoing COVID-19 concerns, the STEM Program and counseling staff worked 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 workshops, and drop-in hours for student questions. The STEM Program also executed and supported the tenth STEM program application cycle, having pivoted to a completely remote orientation model in 2020 and welcomed the 2021-22

STEM selected 190 students in June 2022 to become Cohort 10!

Significant efforts continue to be made to expand the STEM program’s online presence and communication network for students, incorporating website updates, social media (LinkedIn, Instagram, Facebook), 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. Key personnel began working on ground a minimum of three days a week as of Fall 2021.

*The STEM Program aligns with the following Annual Goals 2021-22: (1) Safely increase the number of on-ground and hybrid courses and operations; (2) Develop a strategic vision and plan for the future of the college that includes lessons-learned from COVID, the economic landscape, and current and projected revenue and enrollment demand; (3) Implement DPAC approved college initiatives funded in the 2021-22 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals; and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC’s vision and mission.*

*The STEM Program aligns with the following Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (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; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college’s participatory governance structure; and (5) Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student*

*services and college operations— Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.*

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

In 2021-22, SMC continued its ongoing efforts to advance equity goals identified in the SMC Student Equity Plan (SEP) and Redesign/Guided Pathways effort. Although efforts to advance equity goals were more challenging than normal due to the continued remote environment, the following significant changes and continued efforts were accomplished:

- With the support of an Aspen Institute California Trustee Fellowship Intersession Project Grant for the 2021-22 academic year, SMC provided intensive professional development for all faculty teaching Math 54+54C with the goal 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) successfully launched in Fall 2021 and currently has close to 300 faculty (part-time and full-time combined) participating in the program. EGC is a 5-semester, college-wide professional development opportunity for all faculty specifically to cultivate and deepen equity-centered pedagogical practices and to better serve today's students, particularly African American and Latinx students.
- For the first time since the start of the pandemic, the National Conference on Race and Ethnicity in American Higher Education (NCORE) was held in-person Spring 2022 and SMC sent a delegation of 15 representatives consisting of faculty, classified staff, and managers.
- Throughout 2021-22, the Interim Dean of Equity, Pathways, and Inclusion collaborated with the Academic Senate Professional Development Committee, Classified Professional Committee, Management Association, Human Resources and other key stakeholders to design a comprehensive Professional Development Plan and transform "The Center" into an equity-related Professional Development Center for all employee groups on campus in an effort to meet equity goals. To offer on-going support of the Institutional Effectiveness Partnership Initiative (IEPI) in its design and implementation of a comprehensive professional development plan for all employee groups with the outcome to improve student racial equity and sense of belonging on campus, a DPAC action was submitted and approved for the 2022-23.
- Successfully funded the following projects/programs specifically designed to support the success of our Black and Latinx students:
  - The RISING Program is specifically designed to support formerly incarcerated and system impacted students.
  - Counseling support for the Adelante and Black Collegians Umoja programs.
  - Outreach and Onboarding Program Specialist support to support the onboarding of Black and Latinx students with targeted engagement and increased touch points.
  - Counseling support for the Pico Partnership Program, which predominately serves Black, Latinx and low-income students.
  - Student Equity Center faculty and programming support to empower students to explore, affirm, and celebrate their individual and intersectional identities and define success for themselves in pursuit of their academic and personal goals.

The following are ongoing efforts and plans moving forward:

- Equity, Pathways, and Inclusion has been working with a team of faculty, classified staff, and managers to begin work on the new Student Equity Plan for 2022-2025. The 2022-2025 Student Equity Plan paves the way for SMC to continue its focus on dismantling institutional barriers while intensifying our resolve to achieve racial equity in outcomes for students of color.
- As a result of a successful RFP selection process, SMC and Hotep Consultants will work together to conduct a college-wide equity audit of SMC practices, policies and procedures to uncover potential barriers to student success—specifically as it relates to the impact on historically minoritized student success. This equity audit will result in recommendations, action planning and implementation for continued, long-term improvement to ensure that equity is embedded in all areas of campus and reflected in policy, practice and praxis.
- Provide monthly updates to the SMC Board of Trustees as part of the Student Success— Equity, Guided Pathways, Inclusion and Diversity standing agenda item.
- Student Equity Center (SEC) Leadership Team continues to work in a remote environment to provide students with intersectional services and resources to foster retention, success, community, and advocacy. Due to COVID-19, the opening of the physical space has been delayed to Spring 2023. The SEC provides intersectional services and resources to foster retention, success, build community, and foster advocacy and it is made of four centers: Racial Justice Center, Pride and LGBTQ+ Center, Gender Equity Center, and Undocumented and Dream Center.
- The Data Coaching Program was launched in 2017 by Institutional Research to expand the capacity of the college to compile, analyze, and apply data to inform inquiry activities and planning processes, such as curriculum review, program review, equity strategies, grant proposal application and evaluation, and course and program development. The theme of 2021-22 Data Coaching Program was "Creating Our Equity Superpower" or "Equity Avengers". This year's program was intentionally designed to train instructional department chairs on how to analyze racial equity data in 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.
- Gateway to Persistence and Success (GPS) is a communication tool that continues to support student success by facilitating connections between students, instructional faculty, counseling faculty, Instructional Supports, and other campus services.
- Participate in year two of the California Community College Equity Leadership Alliance founded by Dr. Shaun Harper of the USC Race and Equity Center.
- College-wide employee access to Supporting Men of Color online training.
- National Science Foundation grant, which is focused on providing in-depth, equity-focused training to probationary full-time faculty in STEM departments; all activities experienced a successful fully remote rollout for Cohort 1 in Fall 2020 and Spring 2021 and Cohort 2 in Fall 2021 and Spring 2022.

*Equity, Pathways and Inclusion and the Student Equity Achievement Program aligns with the following Annual Goal 2021-22: (4) Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.*

*Equity, Pathway and Inclusion and the Student Equity Achievement Program aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the*

*future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (5) Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations— Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps; (6) Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet needs; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; and (11) Continue support for special programs that serve local students and increase college readiness and success.*

### **Redesigning the Student Experience Using a Guided Pathways Framework**

SMC Redesign is an integrated, inclusive approach to reimagine and comprehensively redesign the student experience. This effort involves reshaping the college as an equitable institution that is more effective and more efficient at serving our diverse student body with its diverse aspirations and its diverse social and academic preparations. Using a student-centered approach and seeing the institution through a student lens, the redesign engages the college as an inquiry-based, networked community to create an equity-driven institution as competent in student completion as it is in student access.

The following activities are prioritized for 2021-22.

- **Academic and Career Paths (Program Maps):** In conjunction with CurriQunet/META and SMC's Web/Social Media Department, developed a mechanism to store, maintain, and publish "live" certificate of achievement, degree, and/or transfer program maps for 113 programs.
- **Equitizing Gateway Courses Professional Development Program:** Launched at-scale, five-semester, multi-dimensional, multi-phase professional development opportunity (Equitizing Gateway Courses – EGC) open to all faculty. This is being done in two cohorts. The program currently has close to 300 faculty (part-time and full-time combined) participating.
- **Student Care Teams:** Implementation of a Student Care Team (SCT) model (with full team of Peer Navigators) for students in the STEM, Business, and Health and Wellness Areas of Interest. Onboarded two "Case Managers" (Student Support Specialists) to serve on the Student Care Teams.
- **Gateway to Persistence and Success (GPS)—Starfish:** Continued implementation and promotion of GPS.
- **Area of Interest Communities:** Design and development of Area of Interest (AoI) Communities. In the interest of student persistence, retention, and success, AoI Communities create the space and climate to develop and strengthen relationships within our college community. By design, these communities are intended to actualize SMC's commitment to equity, through proactively engaging in an anti-racist and culturally responsive approach. The AoI Communities will be led by a team comprised of Instructional Faculty and Counseling Faculty, as well as a representative of Career Counseling, Outreach/Peer Ambassador Program, Student Care Team, Financial Aid, and Health and Wellbeing.
- **Participation in the California Guided Pathways Phase Two Project led by the National Center for Inquiry and Improvement:** A community of practice comprised of 43 colleges which collaborate and share ideas and experiences in relation to the implementation of the guided pathways framework.
- **Areas of Interest:** Greater integration of Aols into the onboarding process via VIP/Welcome and Open Houses throughout the year.

- **DPAC Action Plan #1 (2021-22): Reduce racial equity gaps and increase completion of Academic and Career Paths through a critical review of practices for developing, approving, and assessing Program Learning Outcomes and Student Learning Outcomes—** 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).
- **DPAC Action Plan #3 (2021-22): 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.
- **DPAC Action Plan #4 (2021-22): 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.

*Redesigning the Student Experience Using a Guided Pathways Framework aligns with the following Annual Goals 2021-22: (3) Implement DPAC approved college initiatives founded in the 2021-22 budget to increase student success, reduce equity gaps, and advance Vision for Success (VFS) goals; and (4) Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.*

*Redesigning Student Experience Using a Guided Pathways Framework aligns with the following Ongoing Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; (5) Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations— Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps; (6) Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet needs; (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success; and (11) Continue support for special programs that serve local students and increase college readiness and success.*

### **The Center for Teaching Excellence**

The Center for Teaching Excellence (“The Center”) has institutionalized faculty professional development practices at SMC exceeding 10 years. Over this past academic year, through the support of an Institutional Effectiveness Partnership Initiative (IEPI) grant, the interim Dean of Equity, Pathways, and Inclusion collaborated with the Academic Senate Professional Development Committee, Classified Professional Committee, Management Association, Human Resources and other key stakeholders to design a comprehensive Professional Development Plan and transform “The Center” into an equity-related Professional Development Center for all employee groups on campus in an effort to meet college equity goals. A DPAC Action Plan for 2022-23 was submitted and approved to offer on-going support of the IEPI grant in its design and implementation of a comprehensive professional development plan for all employee groups with the outcome to improve student racial equity and sense of belonging on campus.

In 2021-22, due to the continued remote environment and ongoing efforts to develop a comprehensive professional development plan, The Center offered curated online trainings, live Zoom sessions and recordings focused on the following topics: Black Student Success, Mental Health Care, Equity in Action, Teaching and Learning, online training courses, as well as recordings of past webinars.

2021-22 highlights include:

- The Center assisted 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 SMC classified staff and faculty focused specifically on the needs of Teaching and Supporting Men of Color.
- In partnership with Student Equity and STEM Program, work continued 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. The entire program continues to successfully rollout all its professional development activities for both Cohorts 1 and 2 remotely.
- The Equitizing Gateway Courses (EGC) successfully launched its professional development program fully online for both Cohorts 1 and 2. The program is a five-semester, college-wide professional development opportunity for faculty to cultivate and deepen equity-centered pedagogical practices and to better serve today's students, particularly African American and Latinx students.

*The Center for Teaching Excellence aligns with the following Annual Goals 2021-22: (5) Work with state and federal allies and legislators to increase and stabilize funding and (9) Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

*The Center for Teaching Excellence aligns with the following Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (2) Increase student success and decrease equity gaps; (4) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure; and (5) Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations—Based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.*

### **Faculty Accolades (as submitted by Department Chairs)**

#### **English**

English Instructor **Ken Winkler**'s latest novel, "An Unfinished Business," was published in September 2021. Both the print and Kindle versions are now available on Amazon. [Link to Book on Amazon](#)

English Professor **Wil Doucet** published his first book of poetry, *Black Dot Clubhouse*, this past November. <https://worldstagepress.org/product/black-dot-clubhouse-by-w-yusef-doucet-pre-order/>.

English Instructor **Carol Davis** has two notables this year. She has been selected by the U.S. Department of State's Bureau of Educational and Cultural Affairs as a Fulbright Specialist! Once COVID-related travel restrictions are lifted and program assignments resume, Carol will spend two to six weeks in Russia, most likely as a visiting lecturer and consultant at a university in Siberia. Information on the program can be found at <https://fulbrightspecialist.worldlearning.org>. And her book of poetry *Below Zero* has been accepted by the Stephen F. Austin State University Press and will be published in 2023.

English Instructor **Ryka Oba**'s science fiction work *Light from Uncommon Stars* has been named a finalist for both the Ray Bradbury Prize by the LA Times as well as the Hugo Prize. <https://twitter.com/latimesfob/status/1496552984418951168/photo/1>  
<https://www.thehugoawards.org/hugo-history/2022-hugo-awards/>



In early April, **Jason Bostick** successfully defended his dissertation “Rising Scholars: Narratives of Formerly Incarcerated/System-Impacted Community College Students Using On-Campus Support”.

### Athletics

**Liran Zamir** (SMC’s Head Coach of Men's Volleyball) was selected as one of the American Volleyball Coaches Association (AVCA) “Thirty Under 30” national coaches. It is a national award for coaches that are under 30 years old. Here is the link: <https://www.avca.org/awards/thirty-under-30-awards/2022-thirty-under-30-awards.html>.

### Modern Languages

Linguistics Professor **Jamie Thomas** received the Distance Education Excellence Award.

Spanish Professor **Alejandro Lee** is one of the recipients of the Spring 2022 Faculty Excellence Award.

## STUDENT SERVICES

### General Counseling

The SMC Counseling Department is now offering virtual, online, and in-person counseling services simultaneously, which has never been done before in the history of SMC! Students continue to receive excellent counseling services via video, telephone, and email counseling, but we have also "relaunched" in-person counseling services as of this Spring 2022. Students have been enthusiastically utilizing in-person counseling, with over 80 students served in person on our busiest days in the General Counseling and Transfer Services area.

Our efforts to provide ease of access to counselors since the advent of the pandemic have increased student usage of counseling services, despite declining enrollment. When comparing Spring 2019, a time when we were primarily offering on-ground services only, to Spring 2022, the first time we've offered a hybrid model of services, we have observed an 11.8 percent increase in student-counselor contacts (this represents 4,633 more student-counselor contacts in the term).

*This notable accomplishment relates to annual Board of Trustee Priorities #1 and #2: "Pandemic Management and Recovery" and "The Future of the College", since we are now offering in person counseling services safely once again and are also moving forward a new hybrid model of virtual and in-person counseling which more closely aligns with the future vision of the college.*

The Counseling Department has also been the main driver of the early alert Gateway to Persistence and Success "GPS" program, which provides wrap-around support from instructional faculty, counseling faculty and staff, for students who are facing obstacles to success. The SMC Institution research office has determined that First-Time SMC students who enrolled in GPS and utilized the program persisted from Fall 2020 to Spring 2021 at a rate that was 26 percent higher than those first-time students who did not utilize GPS. Moreover, the number of instructional faculty that are utilizing the GPS program is increasing; when comparing the first year-long period of GPS usage, Spring 2020-Winter 2021 to the second year-long period of usage, Spring 2021-Winter 2022, Instructional Faculty usage increased by over seven percent.

*The GPS program fully supports Board of Trustee priority #3, Educational Advancement, Quality and Equity since the GPS program is a DPAC approved initiative and increases student success.*

In 2021-22, we also launched two new Areas of Interest in addition to the existing STEM Area of Interest – Business Area of Interest and Health and Wellness Area of Interest. These three Area of Interest counselor communities now include 67 counselors (43 percent of our overall full and part time counselor team). Each AOI has a lead counselor who provides regular training and information to the counselors in the AOI community, keeps all counselors in the community apprised of applicable information and resources for students and assists with AOI related events. The counselors in these AOI's also participated in a three-session, intensive equity training this past year, led by an outside approved company, the radical root collective. This equity training was provided to ensure that AOI counselors consistently use equity-informed counseling practices with the students in each AOI.

*Board Priority #3 "Educational Advancement, Quality and Equity:" These newly launched Counseling AOI's support this priority since these communities are part of the larger Guided Pathways Redesign at the college and the whole purpose of the redesign is to increase student success, reduce equity gaps and advance the Vision for Success Goals.*

### **Transfer**

For 2020-21, the UC Information Center once again listed Santa Monica College as the leader among all California community colleges in the following categories:

- #1 distinction in transfers to the UC system for 31 years in a row!
- #1 in African American (58) transfers to the UC System.
- #1 in Chicano/Latino (228) transfers to the UC System.

Santa Monica College transferred 1,186 students to the UC System in 2020-21. UCLA was the most popular campus (449), followed by UC San Diego (158). UC Santa Barbara, UC Berkeley, and UC Irvine were extremely close for third place.

SMC was once again the 10th largest feeder to the CSU system, sending 1,193 students which increased by 40 from last year. Moreover, SMC continues to be:

- #1 in transfers to USC (129), and
- #1 in transfers to LMU.

Santa Monica College continues to transfer more students 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.

The last week of November, General Counseling and Transfer Services increased their efforts to help students finish their admission applications. Team Transfer increased their availability on Wednesday, November 24, right before the holiday break and then came back early from the holiday break and met with students on Sunday, November 28. Transferpalooza Online (Application/Essay Review) was held on Monday, November 29 and Tuesday, November 30 from 9am to 7pm. This year, faculty from English, Kinesiology, Physical Sciences, Philosophy/Social Science, and Special Counseling Programs joined general counseling/transfer counselors to help students with last minute questions on their transfer applications and essays. Since both the UC and CSU application systems extended their deadline, Wednesday was added to support last minute students. We made contact with 1,639 students for that week.

Team Transfer continues to be proactive in conducting services online such as workshops, college fairs, classroom, club, and/or special program presentations to bring awareness to the Transfer Process.

*Board Goal #2 and Board Priorities #2, #3, and #4. All of our efforts align with the board's goals and priorities of the Educational Advancement, Quality, and Equity.*

### **Black Collegians/Umoja Community**

**Check-In Survey – Fall 2021.** While we are still collecting the data from our Spring 2022 survey, we checked in with our students after the Fall semester to assess if our unit outcomes were being met. 78 students responded to the survey.

- “I found the counseling provided by Black Collegians to be helpful in meeting my academic and/or personal goals” – 97.2 percent strongly agreed or agreed
- “I found the career counseling provided by Black Collegians to be helpful in meeting my needs as it relates to my career, major, job search, etc.” – 93.1 percent strongly agreed or agreed
- “The Black Collegians Program Umoja Community provided opportunities (through counseling and/or workshops/meetings) that made me feel welcomed” – 98.6 percent strongly agreed or agreed
- “Black Collegians made me feel like I belonged” – 97.4 percent strongly agreed or agreed
- “Black Collegians made me feel comfortable” – 98.7 percent strongly agreed or agreed
- “Black Collegians is student-friendly” – 100 percent strongly agreed or agreed

**On Ground Activities – Collaboration with Art Department.** Art Department Faculty Walter Meyer, Emily Silver, and Chris Badger offered three on-ground activities specifically focusing and inviting Black Collegians to continue the work that they have been doing to intentionally build a connection between BC students and Art Department faculty. The first session allowed Black Collegians students (and staff!) to create artwork through painting while also allowed students who were remote to participate through zoom as well! Secondly, during Black History Month, students were given the opportunity to create swatches that would then be made a part of a quilt, highlighting the importance and history of quilting in the African American community as a way of telling our story. Lastly, Black Collegians students were invited to a hands-on workshop led by SMC alum and artist David Roy.

**Workshops Provided by Accounting Professor Ming Lu.** Accounting Professor Ming Lu has developed and provided workshops on a variety of subjects for Black Collegians over the years. This year, he offered an unprecedented number of evening workshops for our students. Our students were extremely appreciative and engaged, helping them learn about a variety of topics that they traditionally do not have access to. Topics included Building Personal Wealth; The Ins and Outs of Taxation (this was a two-part workshop because of the enormous amount of questions from students), Budgeting and Investing Workshop; Home Buying Workshop.

**New Student-Led Workshops This Year.** This year, student leaders in Black Collegians developed some additional Zoom spaces to connect with their fellow students. **Black Collegians Book Club** – developed by student Kai Rivers, where he provided excerpts of readings from Black authors and led the discussions of the readings; **Black Collegians Safe Space** – developed by student Schinal Harrington and included staff and counselors in the space – where students could come to share about any challenges that they were experiencing with the knowledge that they were in a safe space to share their feelings.

**Second Year of Santa Monica Next Gen Mentorship Program.** Black Collegians and Adelante students were able once again to participate in the Next Gen Mentorship Program, led by Black Collegians/Latino Center Counselor Chris Baccus and the Santa Monica Chamber of Commerce. Students rotated through weekly remote sessions with business leaders from the Santa Monica community to discuss topics related to navigating racial climate in the workplace, networking, internships, leadership (in corporate settings and as an individual). Students (and faculty!) received so much out of these sessions and students talked about the many takeaways that will continue to propel them as they prepare for careers.

**Umoja Community Awardees.** Members of our Black Collegians Family were nominated and awarded at the statewide Umoja Conference this year. Here are the following awardees:

- **Black Collegians Counselor Dr. Tyffany Dowd** was recognized for her work in co-leading the largest racial equity program for faculty that the college has undertaken. This work will revolutionize the experience of our Black and Brown students at SMC.
- **Black Collegians Counselor Chris Baccus** was recognized for his work in the creation of multiple career experiences for our students in Black Collegians and Adelante. These experiences connect students with mentors in a variety of fields to allow our students to get unprecedented access to experts in their fields of interest.
- **Black Collegians Student Services Specialist Jocelyn Winn** was recognized for always going above and beyond for our students and staff in the Black Collegians. She is the glue that holds us all together and her work and her ethic of love for the students in the program is so genuine. She has been a major factor of importance especially during this pandemic.
- **Black Collegians Club President Jasmine Christmas** was recognized for being an inspirational leader to our students in the program and for always going above and beyond; for her support of other students; and for always looking to create opportunities for our students to be engaged, especially in this remote environment.

### ***Latino Center/Adelante Program***

The Adelante Program served 675 students in Fall and 572 students in Spring during the 2021-22 academic year remotely 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 during the 2020-2021 academic year for Latinx students, calling it **Platicas y Cafecito**. The Latino Center continued this service for the 2021-22 academic year. 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 the bi-weekly newsletter.

Black Collegians and Adelante Therapist, Thea Monyee Winkler created another safe space, **Black Collegians/ Adelante Healing Circle** during the 2020-2021 academic year 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. It has been positively received in

these communities and both Centers are committed to continue with this work in the 2021-22 academic year. During the 2021-22 academic year she also created another safe space for both Adelante and Black Collegians students called Sound Mediation. The purpose is to teach students through music and sound to aid in meditating in order to provide themselves self-care.

During Spring and Fall of 2021 the Adelante Program began offering weekly meditation sessions for both Adelante and Black Collegians students to assist them with self-care. The Latino Center is continuing to offer these free sessions to our students offered by Pilar, a Santa Monica community member.

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. Again, these mentoring sessions have continued and have been positively received by both the medical staff of Alta Med and our Adelante and Black Collegians students.

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. These began during the 2020-2021 academic year and continued for this current academic year.

- **America Needs You (ANY)**—Provides first gen students mentoring & career development.
- **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.

Both Adelante and Black Collegians continued the collaboration with **Crossroads School** and the organization **Freedom School**. Adelante and Black Collegians students were selected and trained to teach Summer 2022 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.

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. These workshops continue to be utilized by all SMC students, faculty, and staff.

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.

Thanks to the generous donation by Ms. Ann Wang, the Latino Center received an endowed donation of \$350,000 and a one-time donation to be used immediately of \$25,000. The Latino Center used part of the \$25,000 to award book vouchers to Adelante students for Spring 2022. The remaining funds will be used

to buy t-shirts and breakfast/lunch for Adelante students attending the in-person Camino al Exito Summer bridge program in 2022. The funds for the endowed donation will be available next academic year.

**Noche de Familia** was held via Zoom during the Fall 2021 and Spring 2022 semesters. During the 2021-22 academic year, we continued to offer grocery cards and offered them through a drawing to parents who attended, and attendance has consistently been good. We will be using funds from the endowed donation next year so that SMC counselors won't have to use their own personal monies to purchase grocery cards. The SMC Foundation assisted us with grocery cards during Fall 2021 semester.

Camino al Exito will continue this Summer. 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 2021, 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 trying both an in person and remote session in August 2022 and evaluate how it goes.

The Hispanic Heritage Month activities that the Latino Center planned for Fall 2021 were the following:

- Tres Vidas – Virtual play about three Latinx women Frida Kahlo, Rufina Amaya, and Alfonsina Storni, with funding from A.S.
- Featuring of two SMC student films, Muñecas and Ink
- Virtual Poetry Reading Panel, Professors Mario Padilla and Cecilia Martinez-Gil and Adelante Alum Marlene Ruiz
- Latinx Faculty Panel – Zoom

This Spring 2022 semester, the Latino Center participated in the on-ground SMC Open House and in the in-person Grad Fest where we handed out Adelante graduation stoles to our graduating students along with a goodie bag that had been donated by Associated Students back in Fall 2021 to the Latino Center. Three counselors and one classified staff volunteered to participate in the 2022 Grad Walk.

Finally, the collaboration between the Latino Center and the Adelante Program has continued for many years but during this past two academic years, Ms. Esmeralda Martinez has co-facilitated our monthly Noche de Familia workshops, making sure to cover a resource available to students to the parents attending and Ms. Christina Sundermeier has co-hosted our monthly Mujer a Mujer workshops and that has directly increased the number of students who are now seeking them for Career Counseling. These two counselors are now very popular and sought after because they have established a relationship of trust with our Adelante students.

*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*

### **Basic Needs**

With the addition of food security and housing security, we have expanded services substantially in the following ways:

- Received a grant to fund the various services.

- Hired a new Basic Needs Project manager to oversee all aspects of Basic Needs.
- Opened our first ever on-ground one-stop-shop Basic Needs Center, Bodega. There, students can access food, clothing, hygiene products, baby items, and can be connected to other programs and services.
- Collaborated with community agencies such as Safe Place for Youth (SPY) for students experiencing homelessness, as well as Cal Fresh hosting virtual sessions and tabling events.
- Hired five basic needs counselors who help to connect students to Cal Fresh and other basic needs resources.
- Continued to partner with the Santa Monica College Foundation to support a variety of meal programs through Meal Project and who support the entire operation through purchased goods and through community partnerships.
- Continue to meet with our Basic Needs Committee, consisting of faculty, classified, administrator and student representatives on campus who have influence to move the basic needs needle.

### ***Care and Prevention Team***

The **Care and Prevention Team (CPT)** continues to receive a large number of referrals for student conduct, student behavioral health challenges, Title IX, and student basic needs.

The team has a new Case Management Coordinator, Matthew Williamson, who is also a social worker. The social work perspective is valuable because of the types of referrals we see, and the type of prevention needed. Often, the Case Management Coordinator will be the first person reaching out to the student and referring staff member. They provide wraparound support and warm hand offs to try to prevent a student crisis from occurring. If the student is already in crisis, we try to support them through the crisis until they are more stable.

We assess the threat (harm to self or others) and are working closely with our other team members to mitigate risk. This helps to keep the campus safe and helps to reduce the likely of students facing more extreme financial, mental health and basic needs barriers.

We also added some new members to the team: the Financial Aid Associate Dean and the Basic Needs Project Manager. The new members were a strategic decision to change with the changing needs of our student population and the kinds of issues they struggle with. The departments represented on the team, drawn from faculty and classified members, are Health and Wellbeing, Case Management, Basic Needs, Academic Counseling, Center for Student with Disabilities, Ombuds Office, International Education Center, Financial Aid, Legal Counsel, Student Judicial Affairs, Academic Affairs, Campus Police, and Title IX.

### ***Student Health Services***

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

- Continuing to provide remote telehealth for students and on-ground appointments for immunizations and TB testing.
- Supporting staff by providing TB testing.

- Providing assessment and contact tracing for students, faculty, and staff experiencing COVID-19 symptoms or who test positive for COVID-19.
- Collaborating throughout the week with Los Angeles County Department of Public Health regarding COVID-19.
- Conducting vaccination information sessions for students.
- Continuing 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.
- Supporting the testing of students who were exposed to COVID-19.

### ***Center for Wellness and Wellbeing***

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:

- Continue to provide essential mental health support including crisis intervention, individual sessions, and referrals to the community remotely in our Center for Wellness and Wellbeing.
- Continue our partnership with graduate schools (including UCLA, USC, Cal State LA, Cal State Dominguez Hills, and Columbia University online) throughout LA County to support our social work internship program, which allows us to be able to offer additional mental health support virtually for students. Students are placed throughout campus providing therapy, case management, and program development. They are housed in areas such as Student Equity Center, Center for Wellness and Wellbeing, Care and Prevention Team, and Basic Needs.
- Continuing to provide mental health services remotely to the three satellite campuses (CMD, Performing Arts Campus, and Bundy), Dream, STEM, and Black Collegians special programs. This continues to be in addition to the support 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 annually
- SMC's 24/7 hotline continues to be highly utilized, receiving over 700 calls in the last 12 months.
- Expanded workshops to students, faculty, and staff on topics such as mindfulness, grief, stress, burnout, anxiety, and depression, and much more.
- Enhanced YouTube channel with mental health content for students where we conduct interviews with community wellness experts.
- Represented mental health at the state level with the Interim Associate Dean of Health and Wellbeing sitting as past 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.
- Represents SMC at the community level by serving as one of the Steering Committee leads for UCLA's STAND Research Project, which is a partnership with the Department of Mental Health, The California Community College Chancellors Office, East Los Angeles Community College, and UCLA. STAND (Screening and Treatment for Anxiety & Depression) is a short-term evidence-based practice for people experiencing anxiety and/or depression.



The Interim Associate Dean of Health and Wellbeing continues to support the college's mental health, physical health, and basic needs for students as well as support our faculty and staff through many of these initiatives, directly and indirectly. These services and supports continue to be in high demand during the last year due to the pandemic and how it has affected student and staff wellbeing.

*Each of these areas aligns with Board Goals 5, 6, and 7*

### **CalWORKs**

The Santa Monica College CalWORKs program has continued its commitment to serve parenting students receiving TANF/GAIN benefits. This student population has unique challenges in pursuing their educational goals and is 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 and sister community college CalWORKs programs.
- The program allocated \$16,000 in direct aid to CalWORKs participants from federal TANF funds allocated to the program, in addition to \$12,000 in funding to support work-study salary and benefits for CalWORKs participants.
- 12 CalWORKs students graduated and/or transferred at the end of the Spring 2022 semester.
- Although the number of CalWORKs participants has decreased over the last few years due to the pandemic, this year did see the first increase in participants by serving 101 students.

*Board Goals: 1 and 4, and Board Priorities: 2, 5, 6, 7, and 11: As a state-funded categorical program, CalWORKs provides equal access and opportunity to higher education for disproportionately impacted student populations. It contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals.*

### **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 the following:

- Offering our appointments via In Person, Zoom or by phone. *Board Goal #1: Pandemic Management and Recovery*
- Counseling 12 – Exploring Careers and College Majors: We are now offering classes on-ground, via zoom (synchronistic), and 100 percent DE (asynchronistic). We began offering classes on-ground/in-person in Winter 2022, and each session/semester we continue adding more on-ground classes to the schedule. *Board Goal #1: Pandemic Management and Recovery*
- Career Counselors spoke to the Counseling 20 classes via zoom and in person. Follow-up appointments were made. Other Counseling 20 students made appointments with us as a part of their classes. *Board Goal #2: Educational Advancement, Quality, and Equity*
- The Senior Career Services Advisors are now working according to Area of Interests to provide all of their services—assisting students in writing résumés, look for internships, jobs, working with faculty in their AOI on bringing employers to campus and other employment opportunities. All appointments and employer relations are still begin done via Zoom. *Board Goal #2: Educational Advancement, Quality, and Equity*

- 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. *Board Goal #2: Educational Advancement, Quality, and Equity*

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 – Career Counselors now also working according to Area of Interest
  - Individual Career Counseling – A few career counselors have been working on-ground since the Fall 2021 semester. As of this Summer, there are 2 career counselors working on-ground and seeing students in-person Monday through Thursday. Most of the classified staff is working on ground 3 days per week but continue to see students remotely.
  - 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
  - AOI based industry recruitment for Interns and employment
- **Equity in Career Service**—The entire staff continued to participate in equity conversations as a department
  - 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**

*All the above relate to Board Goals: #1, #2, #4, and #5*

### **Center for Students with Disabilities**

The Center for Students with Disabilities (CSD) **served nearly 1,800 students in 2021-22**. Here are some notable achievements:

- In Fall 2021, the CSD reopened its on-ground proctoring services in addition to continuing to offer remote proctoring services to accommodate faculty and students' specific needs.
- The college approved the renewal of Otter.ai live notes for another year 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 workshops.
- CSD participated in the highly successful SMC Resource Fair and Open House event in Spring 2022.
- In Fall 2021, Deaf and Hard of Hearing Services filled one vacant full time Sign Language Interpreter III position. In Spring 2022, CSD filled one vacant full-time Disabled Student Services Assistant position.
- In Spring 2022, CSD was awarded funds from Associated Students to provide graduation stoles and gift packages for graduating students who are a part of the CSD program. Funds were also awarded to purchase updated technology items for student use as well promotional items for events to welcome students to the program.
- In Spring 2022, CSD manager, counselor, and Hi Tech faculty members embarked on a partnership with the Life Sciences department on the Biotech Pathways for DSPS Students committee; a project to provide accessibility and encourage DSPS enrollment in the Biotech field. The members of this committee are currently enrolled in a course on Universal Design Learning (UDL), which will culminate in a UDL certification.
- 50 percent of the CSD Faculty has returned on campus at least one day per week this Spring semester.
- 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 to support students' technological challenges and adjustment to remote learning continue to be well attended. The number of students with a learning disability has increased by 9 percent this year.
- The two new High Tech Training Faculty have joined committees such as Information technology, Distance Education, and Vocational Education to ensure accessibility on campus.

- CSD Coordinator and the ADA/504 Compliance Officer collaborated with Curriculum to update the rubric on accessibility on the course approval application.
- Per data provided by Institutional Research, there was no equity gap on course success in transferable Math and English following the implementation of AB 705.
- CSD Coordinator and the ADA/504 Compliance Officer collaborated in the revision of the disability statement for the model course syllabus.
- The conversion of all CSD special classes from Emergency DE to Full DE was approved by Curriculum this Spring semester.
- CSD continues to participate at the statewide DSPS chats to keep apprised of the latest update or best practices on providing services.

*Board Priorities 2 and 11: 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*

### ***DREAM Program/Dream Resource Center***

- Provided counseling and referrals to 197 program participants.
- Organized Undocumented Student Week of Action in Fall 2021, offering workshops and bringing in guest speakers covering a wide range of topics pertinent to the undocumented student experience to advocate for, empower, support our students, educate, and engage the campus community.
- Hosted a virtual UndocuOrientation each semester open to program participants, prospective students, and family/community members.
- Continued facilitating UndocuAlly trainings to increase SMC Ally network and overall support to undocumented students on campus.
- 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.
- A total of 70 program participants graduated and/or transferred in Spring 2022. Students were recognized in an on-campus DREAM Graduation/Transfer Celebration.
- Worked in collaboration with CARECEN to provide immigration legal services to SMC students and staff and implemented virtual and in-person DACA application clinics. Financial assistance was made available to students to cover DACA application fees.
- Continued weekly educational support group for undocumented students called UndocuChats.
- The Associated Students provided \$34,000 of funding to provide student aid, onboarding welcome kits, tutoring and peer mentoring.
- 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 Goals: 1 and 4, and Board Priorities: 2, 5, 6, 7, and 11: The DREAM Program and Dream Resource Center provide equal access and opportunity to higher education for undocumented students and students from mixed-status families. It also contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals.*

### **EOPS/CARE**

- EOPS served 782 students during the academic year, including 12 CARE students.
- The program served approximately 70 AB540 students.
- 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 program services remotely in addition to begin some in-person services with the gradual re-opening of the SMC campus.
- 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. Program faculty and staff facilitated the workshops, and we collaborated with other offices on campus to bring in guest speakers.
- 250 Associates degrees and 199 Certificates were awarded to EOPS/CARE participants.
- EOPS/CARE transitioned from peer tutoring to a completely online tutoring format through the purchase of Smarthinking. The 24/7 online platform allows students to access tutoring and academic assistance at the time that is most convenient to them.
- CARE suspended its annual in-person 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 December 2022.
- EOPS allocated over \$115,000 in textbook vouchers through the SMC Bookstore.
- CARE allocated \$23,500 in student grants and \$18,450 in food aid.
- EOPS continued to offer free school supplies and equipment lending to participants through drive-thru pickup events and individual appointments to meet on campus.
- Student Services Annual Awards Celebration—in June, the student services special programs, including EOPS/CARE, held a year-end celebration to honor student achievement, including graduates and transfers. It was done in-person after two years of a virtual program and held in the new John Adams Middle School Auditorium.

*Board Goals: 1 and 4, and Board Priorities: 2, 5, 6, 7 and 11: As a state-funded categorical program, EOPS/CARE provides equal access and opportunity to higher education for low-income, first generation and educationally disadvantaged student populations. It also contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals.*

### **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 Scholars students were successful in persistence and reaching academic goals for the 2021-22 academic year. This ongoing objective was achieved by consistent student engagement and counselors working to address students' academic and social needs. Guardian Scholars successfully graduated and transferred nine students in Spring 2022. Given the on-going COVID challenges, our students persevered and took advantage of the additional support provided by SMC, the SMC Foundation, secured grants, and community assistance. As a result of counseling and wellness support, community support, and direct aid to students, students either graduated or are persisting to Fall 2022.
- The program has continued to engage and collaborate with all programs in the EOPS Suite as well as the Career Services Center to provide career and transfer workshops; workshops on wellness and stress relief; financial Literacy workshops; and working closely with the Financial Aid office offering financial aid and FAFSA workshops. The program continues to keep students supported, engaged and informed, given the challenges students continue to encounter in remote mode.
- As with other student service programs, supporting students in remote mode has been challenging, but the Guardian Scholars staff consistently reached out to student via email, Instagram, and text, to inform and provide as much support as possible. Students continue to be connected to Cares/HEERF Funding; were issued Chromebooks; provided smartphones and hot spots through the iFoster Organization; and provided meal and transportation assistance through monthly meal cards and ARCO cards, for those who qualify.

*Guardian Scholar Achievements.* The program served 79 students during the 2021-22 academic year; a drop compared to the prior academic year due to campus-wide reduced enrollment. 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 \$7,426 in textbook vouchers for the 2021-22 academic year, and \$6,100 in Kroger meal cards.

*Budget.* To offset the budget cut to the Guardian Scholars program, we applied for and were successful in securing \$60,000 to support direct aid to students: a \$50,000 grant from the Whittier Trust Fund and \$10,000 from the William Haupricht & Kerry Ann Rockquemore Family Fund. Funds were and continue to be used for direct aid to students.

*Use of Textbook Vouchers.* Data continues to show that fewer students are using textbook vouchers, for various reasons. 11 percent of our students are also EOPS students with access to EOPS book vouchers and 16 percent receive the Promise Grant. Many students still have not been able to use the voucher online at the bookstore as the system is still not set up for voucher/credit card combination purchase, and many students have not been 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.

*Emergency Assistance.* Guardian Scholars was also able to establish a collaboration with the Change Reaction, an organization established to assist students with emergency needs. So far, four Guardian

Scholar students have been able to benefit from these services. Two students were able to receive assistance with rental arrears, one student was able to get furniture for a new apartment, and one student was able to receive funds for application and enrollment fees for Howard University.

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

### **Law Pathway**

- The Law Pathway Program served 40 students. 15 of the participants graduated in Spring 2022 with all transferring to a four-year university.
- The program hosted a series of student virtual meet ups to develop community and a sense of belonging.
- The program collaborated with the Pre-Law Society to offer numerous workshops, such as LSAT Preparation, FBI Careers, and meet and greets with practicing attorneys.
- The program was able to offer \$10,000 in scholarships thanks to the Daniel Stewart and Mark Ivener Scholarships through the SMC Foundation.

*Board Goals: 1 and 4, and Board Priorities: 2, 5, 6, 7, and 11: The Law Pathway Program provides equal access and opportunity to higher education to low-income and first-generation student pursuing a career in the legal profession. The program also contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals.*

### **Men of Color Action Network**

The Men of Color Action Network (MOCAN) accomplished the following during the 2021-22 academic year:

- Submitted and received funding to hire two part-time faculty counselors and two interns to support the MOCAN initiatives.
- Recruited, hired, and trained two part-time faculty counselors and two interns to support the MOCAN initiatives.
- Recruited 40 SMC faculty, staff, and students to attend the Men of Color Conference in March. SMC had the largest number of attendees for the fourth year in a row.
- Recruited over 80 SMC faculty, staff, and students to serve as mentors and mentees in the Men of Color Mentoring Program.
- Tabled at SMC's Open House and hosted a VIP luncheon for incoming male of color students through a collaboration with Jose Hernandez, Interim Associate Dean Outreach, Onboarding & Engagement.
- Collaborated with the Outreach Department on recruiting future male SMC students from local high schools.
- Through phone calls, emails, and text messages ensured that over 100 male students of color in Black Collegians, Adelante, and other programs applied for CARES funding during the Spring semester.
- Created concrete steps for onboarding process of all future MOCAN students

- Through procured funding by Chris Baccus, purchased over 40 suits for MOCAN students. All students were accompanied by a MOCAN Mentor for the tailoring process of their suit.
- Purchased and delivered MOCAN t-shirts to over 100 MOCAN mentors, mentees, and “Friends” of MOCAN, which included several donors.
- Hosted three MOCAN Hikes at various locations, which averaged 20-25 attendees.
- Hosted two MOCAN BBQs at Virginia Park during the Spring semester with an average of 35-40 attendees. The students played basketball and flag football at the events.
- Hosted over 50 MOCAN Mentors and Mentees to an LA Dodgers game. MOCAN Mentor and AS Counselor Benny Blaydes provided all the tickets to the game.
- Hosted a MOCAN Graduation at Casablanca Restaurant. The owner, Carlos Haro, covered all expenses. MOCAN graduates are transferring to the following institutions: UCLA (2), UCD (1), UC Berkeley (4), and CSUN (1).
- Set up a MOCAN Email, Google Drive, Instagram Account, Remind Me, Linktree, and Canvas accounts.
- Registered over 30 SMC students to take a Counseling 20 Course that cover topics impacting men of color in higher education.
- Held MOCAN staff and faculty meetings on 9-17-21, 12-17-21, 3-29-22, and 5-24-22.
- Held “Time to Take Action” student sessions via Zoom on 10-14-21, 11-18-21, 12-2-21, 2-24-22, 3-24-22, 4-21-22, and 5-25-22.
- The Men of Color Action Network supported men of color at SMC this year more than ever because of the funding provided from Student Equity and support of the Black Collegians and the Latino Center.
- As a small team (2 part-time counselors and 2 student workers), we can quickly pivot if our actions are not leading to effective results. For example, many men of color in the Adelante and the Black Collegians Programs were not applying for CARES funding. We emailed them several times with little results. We moved to call all the male students from both programs who did not apply. The phone calls made a tremendous impact, as a result, over 100 students applied for CARES funding who needed the support. In addition, through the phone conversations, we invited students to our events and discussed education plans, which led to students enrolling for Summer/Fall courses or increasing their course loads.
- The Men of Color Action Network includes 40+ staff, faculty, and administrators that represent various programs and departments at SMC. Aside from being mentors, partnerships have been fostered amongst members. For example, MOCAN now collaborates with the Peer Navigator program to assist and welcome incoming Black and Latinx, first-year students. Several male students of color who are in the Peer Navigator program are also in MOCAN. This early partnership is valuable and important to the future of the college because it promotes peer-to-peer connection to SMC and promotes the Areas of Interest. The Peer Navigators have been able to utilize the MOCAN network and connect their student caseloads to the 40+ members. One example is a STEM Peer Navigator connected his peer to a MOCAN Mentor who is an SMC Math 8 Professor. This network of staff/faculty and students proves to benefit all parties connected to MOCAN.

*Board Priorities: 1, 2, 6, 7, and 11*



### **Pico Partnership**

- Served 56 students, surpassing the goal of 50 participants as stated in the grant.
- Celebrated six graduates/transfer students through a graduation gift and Student Services Celebration.
- 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 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.
- The program employed student workers in roles of office assistant/student engagement and virtual tutors for Virginia Avenue Park's teen center.

*Board Goals: 1 and 4, and Board Priorities: 2, 5, 6, 7, and 11: The Pico Partnership Program provides equal access and opportunity to higher education for low-income and first-generation students from or living in the Pico Neighborhood of Santa Monica. The program also contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals.*

### **RISING (Reentering Incarcerated and System Impacted Navigating Greatness) Program**

- In its inaugural year, the program served 23 participants.
- Three of the participants graduated in Spring 2022 with multiple associate degrees and one student transferring to CSU-Northridge.
- The program hosted a series of student virtual meet ups to develop community and a sense of belonging.
- The program offered numerous activities including a Fall and Spring semester kick-off, workshops with CSU Project Rebound, student panel for Barrett Gallery, and a LACMA apprenticeship with El Camino College.
- The program received funding from Student Equity and Achievement Program and EOPS to provide academic counseling to program participants.
- The Associated Students provided \$18,000 of funding to provide student aid, onboarding welcome kits, tutoring and peer mentoring.
- 83 percent of participants are enrolled full-time at SMC
- All participants are connected with at least one other support program (i.e. Black Collegians/Adelante, EOPS, Guardian Scholars, Scholars, DSPS, and MOCAN)
- 65 percent of participants are transfer bound within the next 2-3 semesters.

- 100 percent of participants are working either full-time or multiple part-time jobs.
- 100 percent of participants are receiving some sort of financial aid (i.e. CCCPG, Pell or Cal Grant, CARES Emergency funding, and/or scholarships).
- Participants attended an average of four appointments each semester with the RISING Program Counselor.

*Board Goals: 1 and 4, and Board Priorities: 2, 5, 6, 7, and 11: The RISING Program was established in Fall 2021 to provide equal access, opportunity to higher education for formerly incarcerated, and system impacted students. The program also contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals.*

## **Student Life**

### *Associated Students (A.S.)*

- In partnership with the College President, A.S. helped fund \$200,000 toward SMC's meal project ensuring the priority of basic needs for SMC Students (\$75K president's match and \$50k additional A.S. support). *Board Goal #1, #3, #4, #9; Board Priorities #2 and #6*
- We are excited to share that the Associated Students successfully elected a full board this Spring Semester for our next academic year. This speaks loudly to resilience and persistence our SMC students continue to display and is no small feat with many of our nearby districts facing challenges to fill their own student government boards. *Board Priority #4*
- The AS continued to support integral programs, events, and departments (\$1,000,000+) such as VIP Welcome, resources for RISE and Dream students, student engagement opportunities (virtual and on-ground), graduation regalia for all SMC students, and many more important projects. *Board Goals #1, #2, and #3; Board Priorities #1, #7, and #13*
- Many of the Directors will be graduating and transferring. Many have been accepted and will be transferring to phenomenal schools like UC Berkeley, UCLA, University of Southern California, and Columbia University.

### *Civic Engagement*

- SMC placed 1st Place in the statewide Ballot Bowl challenge in the California Community College category this year. *Board Goal #3*
- 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). We are in the process of curating civic engagement opportunities for the 2022-23 academic year and have plans in place for constitution day. *Board Goals #1 and #9; Board Priority #1*
- Maintained compliance with AB 963 by hosting several events on campus to increase civic engagement, celebrate constitution day, encourage eligible students to vote in the local elections, and educated students about the electoral process. *Board Goals #1 and #9; Board Priority #2*

### *First Generation Student Initiative*

- Our office continues to create programming to welcome our first-generation students at SMC. We successfully held our 3rd Annual First-Generation Extravaganza. This year we held 4 programs including a first-gen 101 workshop and an alumni-networking event to connect alumni and current SMC students. *Board Goal #4; Board Priorities #1 and #2*

### *Inter-Club Council (ICC)*

- For a second year, we saw an increase of installed student clubs and organizations, ending this academic year with 64 clubs. We anticipate continuing to see more student club involvement as offerings return to a hybrid modality both virtual and on-ground. *Board Goal #1; Board Priorities #2, #4, and #13*
- The ICC successfully planned a Virtual Club Row both semesters. Their goal is to bring a hybrid format of this event back to campus next year to meet the needs of both our students who cannot physically make it to SMC and for those who are looking for that in-person community. *Board Priorities #1 and #13*

### *Office of Student Life*

- We continue to improve our services and offerings by streamlining processes and policies for student engagement within Student Life. Last year we transitioned many forms, documents, and paperwork to an electronic format. We continue to make adjustment and create support materials to help students, staff, and faculty to help support our Associated Students sponsored proposals and student clubs and organizations. *Board Goal #4; Board Priority #4*
- We continue to see a positive trend and growth in student life at SMC through A.S., student representation on campus committees, events, and workshops. By Spring Semester 2022 our office, the Associated Students, and student clubs began offering in-person engagement opportunities on campus in addition to the virtual programming that was created during the pandemic. *Board Goal #1; Board Priorities #1 and #4*

### *Student Equity Center (Dream Resource Center, Gender Equity Center, Pride Center, Racial Justice Center)*

- Receiving two years of funding support from the district, we were able to hire and on-board a full-time Project Manager for the Student Equity Center, Thomas Bui. *Board Goals #2 and #3; Board Priority #3*
- This year we faced an unexpected delay in the renovation of the Garden Level for the newly established Student Equity Center. Originally anticipated to be completed in Spring 2022, due to unforeseen weather damage, we are now anticipating a Spring 2023 grand opening of the new center. The project manager continues to work closely with the Student Equity Center Advisory Board, SMC Facilities, and Associated Students to move the work forward toward completion. *Board Goals #1, #3, #8, and #13*
- With support from numerous faculty and staff, partners from across campus that contribute to the center and the four focus areas (Racial Justice, Pride, Dream Resource, and Gender Equity); the Student Equity Center successfully launched programs and events throughout the year for the SMC community. *Board Goals #1 and #9; Board Priorities #1, #2, #4, #5, and #13*
- **Notable Events and Offerings.** Our mentorship program has been developed for the last year and a half. Thaddeus Phillips who now works for the Bodega on campus helped build the framework for the program and our social work intern, Vivianne Noetzel helped launch the program this Spring 2022. We are excited to share we successfully piloted the program and were able to match three SMC students with faculty/staff mentors on campus.

Our four centers offered both on-ground and virtual events and programs this year with great success and attendance. Across all events, we were able to engage 500+ SMC students, staff, and faculty. Examples (this is not an inclusive list of all the offerings produced this year) included:

- Room in the Corner (Racial Justice Center)
- Pride Week (Pride Center)
- Mentorship Program (Student Equity Center)
- UndocuAlly Training (Dream Resource Center)
- Sexual Assault Awareness Month: Art Therapy (Gender Equity Center)
- Women's Health Workshop (Gender Equity Center)

#### *VIP Welcome Week*

- Secured over \$63,000 from AS to support onboarding initiatives to support perspective and new SMC students including giveaways, food, and regalia. *Board Goals #2 and #3; Board Priorities #1, #2, and #11*
- OSL and Associated Students continue to be involved in the planning and support of VIP Welcome Week committee involvement with new and continuing members. *Board Goal #1; Board Priorities #4, #6, and #7*

#### **Veterans Success Center (VSC)**

The Santa Monica College Veterans Resource Center (VSC) has successfully changed its name to **Veterans Success Center (VSC)** and has successfully moved to its new location in the Cayton Center basement, which the students have nicknamed the "Invictus Level" or "The Bunker." As stated in last year's board report, we felt that moving to our new location gave us the opportunity to open the new center with a new name. 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 was able to work alongside the SMC marketing team to create a new logo with the new name. We have already begun working on merchandise, branding and marketing with the new logo and hope to have the grand opening of the VSC in Fall 2022. *Board Priorities: 1, 2 and 4*

The Veterans Success Center utilized **ongoing funding from the Chancellor's Office in combination with the results from the annual student survey** to assist students with basic need requests, more counseling hours for counselors, and more on campus events for student veterans. *Board Priority: 2*

The VSC is receiving a one-time three-year grant for **\$200,000 from the Chancellor's Office**. SMC used these funds to hire a Project Manager. The Project Manager (Daniella Washington) has significantly improved the services in the VSC by working with Institutional Research (IR) to develop and disseminate a **veterans' student survey**. The Project Manager also assisted with the facilitation of **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**. Although this grant will end June 30, 2022. Our hope is that the college will continue to support the VSC with this project manager position so that we can continue to serve our student veterans with the same quality of service we have been providing throughout the pandemic. *Board Priorities: 1, 2, and 3*

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

In Fall 2020, the VSC expanded its services to include **social work interns** who were supervised by the VSC Faculty Leader, Kevin Benitez. In collaboration with the Center for Wellness and Wellbeing (CWW) the VSC has had **a total of four Master level Social Work interns providing referral to services** such as **basic**

**needs, referrals to external agencies, homelessness, emergency cares act funding, food pantry and referrals to mental health at the CWW.** These interns were instrumental as many students were going through a financial hardship during the pandemic. *Board Priorities: 2 and 4*

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

In Fall 2021, The VSC Faculty Leader Kevin Benitez through his philanthropic outreach efforts established relationships with external partners and received a total of \$30,000 in donations from the **Steve and Kristin Chapin Family Foundation** strictly for the use of recreational activities with our student veterans to include but not limited to field trips, hiking excursions, mindfulness fishing trips, and attending sporting events. Activities such as these have been found to build community and comradery among student veterans who otherwise find themselves isolating once they depart from the military. *Board Priorities: 7, 9, 10, and 11*

In Spring 2022, The VSC in collaboration with many other community colleges in California sent a letter of support to the Chancellor's office requesting more ongoing funding to provide additional support for our student veterans. Our hope is that soon, with the support of the college we may be able to hire a full time Director of the Veterans Success Center. *Board Goal: 5*

## **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. These sessions were offered every other week for the 2021-22 academic year.

*Board Priority: 1, 2, 5, 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.*

**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 55 scholarships, totaling \$69,400 were awarded to incoming students. Award amounts ranged from \$750 to \$2,880 with most of the students awarded \$1,000.

*Board Priority: 1, 2, 7, 11, 13. This program supports the goals of Guided Pathways Initiative by providing gateway services for first year students to encourage a smart start to college and success toward their educational pursuits.*

**PeopleGrove.** This online platform allows the Welcome Center team and student ambassadors to connect and engage prospective students and applicants. 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 platform allows for perspective and alumni to engage with faculty, staff and other alumni to explore disciplines, interests and connect with alumni in specific job fields.

**HubSpot** chat feature empowers Student Ambassadors to authentically engage in dialogue with students, applicants, and prospective students on the Financial Aid website and Welcome Center site. This feature has proven so popular that it is being used by General Counseling, International Education Center, 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. This program supports the goals of 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. Student Ambassadors have been on-campus in person since Summer 2021 to greet and meet with prospective students, applicants, currently enrolled students, and other visitors to the College to help connect them to the people and resources needed as well as answer questions and provide relevant referrals that can most effectively assist them. They have assisted the Counseling department in scheduling students' drop-in counseling appointments on-ground. Ambassadors serve in both on-campus and virtual spaces. They host a daily Welcome Center Café online to connect visitors, answer questions, provide referrals, and resource information. They conduct presentations and participate in workshops for prospective students and applicants. Host and assist with PROMISE student virtual events. Ambassadors also facilitate a Live Chat on the SMC Financial Aid and Welcome Center websites. Additionally, ambassadors provide peer-to-peer support to all other student workers our team has trained to facilitate live chats on other department websites, as well as conduct direct phone calls to support our **Black and Latinx Onboarding Initiative**. Ambassadors are currently in the second year of a Black and Latinx onboarding initiative to outreach to applicants from seven feeder high schools following an **84 percent** enrollment success in the outcome of students called last year through this campaign.

- **Welcome Center Café** is a zoom space hosted by Student Ambassadors and Student Services Clerks who are at the ready to meet, greet, share insights, answer questions, and connect visitors the people at the resources that can help new and prospective students successfully navigate SMC.
- **HubSpot Live Chat:** Ambassadors facilitate hosting live chats on the Financial Aid and Welcome Center websites to assist with onboarding applicants and assisting prospective and currently enrolled students. Ambassadors answer questions about the SMC Promise, provide information, and help students connect with specialists as needed in a collaborative effort with Financial Aid to diffuse the bottle neck so students who need to speak directly with financial aid can get access. Students, applicants, and prospects connect with ambassadors in this virtual space where ambassadors demonstrate leadership to create a sense of belonging, listen, validate others, and engage in authentic dialogues to foster a culture of peer-to-peer support.

*Board Priority: 1, 2, 4, 5. 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.*

**Community Colleges of Los Angeles (CCLA) Initiative:** This campaign was inherited from Assessment in March of 2021 and since then our department student services clerks have made direct calls to qualified leads that were forwarded to us from the CCLA campaign. They have also contacted all previous leads from the previous year to make sure everyone that was on the list received a direct phone call from SMC. This outreach has included scheduling counseling appointments, providing information, and sending follow-up emails.

**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. 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.*

**Call Center Campaign** outreach and in-reach calls made by ambassadors & Student Services Clerks have included:

- **Black, Latinx, Men of Color** Outreach calls to applicants
- **Career Education:** In collaboration with the career education's marketing campaign with Simon Collier, our student ambassadors and staff make direct calls to follow up with prospects that have responded to an online advertisement.
- **Students who Stopped Out:** Over 3,000 students who identify as Black, Latinx and Men of Color, stopped out during or due to the pandemic in Winter, Spring and Summer 2021. Our Student Services Clerks have been directly calling these students by phone, email, and SMS to authentically engage with each student through an outreach campaign to support them in continuing and completing their academic goals at SMC.
- **Request for Information:** All individuals that complete an inquiry form requesting information on the SMC Website are responded to with a direct phone call within 24-48 hours from time of submission.
- **College Fairs:** Direct calls to follow up on prospects that attended
- **Call Campaigns on deck include applicants from Out-of-State:** Direct calls to applicants to provide onboarding support.
- **Call Campaigns on deck include CCCApply:** Outreach to applicants that started but have not completed their CCCApply application to help them continue.

**Social Media (Instagram, TikTok).** Student Ambassadors and SMC College Hacks has utilized social media platforms to distribute information to SMC Promise students, prospective students and applicants. It has afforded the opportunity to connect and inform a wide array of the Santa Monica College community.

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

**SMC Open House.** Approximately 2,500 current and future students participated with their families at SMC's Open House/Re-Orientation to campus event. Enrollment and helping students explore SMC were the main goals for this event. Over 300 faculty, staff, and administrators joined in the fun to assist new and continuing students as they completed the application and enrollment process. Students learned more about campus support programs and the resources available to them. Workshops on Financial Aid, SMC Promise, How to Transfer, Special Support Programs and Career Exploration were offered in addition to an Area of Interest (AOI) themed resource fair. AOI rainbow-colored t-shirts were provided for staff and volunteers who supported this event. This, in addition to AOI explanation lanyards were given to help students begin to visualize their AOI communities. In and Out burgers and healthy wraps and salads from Everytable were well received by all event participants. For the first time ever, "Exploration Destinations" were available throughout the afternoon to give students an inside look at some of our academic programs. These locations featured hands-on demonstrations, engagement activities and tours of the following departments: Art, Athletics, SMC's Bodega, Communication and Media Studies, Cosmetology, Dance, Center for Students with Disabilities, Library, Life Sciences, Organic Learning Garden, Physical Sciences (Chemistry & Engineering), Sustainability Center, Vermitech. Performances by the Music department and the Dance department helped feature the many talents of our students. World-famous street artist RISK worked with students to create an SMC mural. Students and families were able to engage with faculty and staff and build connections with the college that were not possible during the pandemic.

*Board Priority 1,2,4,5,6,7,11,13*

**Enrollment Labs.** To support our students with enrollment, Outreach & Onboarding will continue to offer just in time services by offering an enrollment lab over the Summer. Staffed with counselors and having essential services open and available, we hope to invite students that need enrollment support come to campus and receive all the in person support they need to enroll in courses.

### ***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. SMC Promise eligible students are invited to an Online SMCP Orientation of services where they connect with student ambassadors and Welcome Center staff. 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 provided peer-to-peer sessions in connecting our new students with our current students on how to navigate their journey at SMC via an online platform. For Summer 2022, this initiative will be taking place in person, on ground on campus to support authentic engagement and student connections.

*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. Areas of Interest and a direct link to Orientation + have been added to bring the online services up to date.

*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.*

### **Success and Engagement Center**

**Virtual Remote Proctoring.** The Success and Engagement Center continued to offer remote proctoring services for Chemistry 10, English as a Second Language, and Math challenges. We continue to work with the Dean of Enrollment Services on our transition back to work and on the evolution of our department. The Success and Engagement Center will continue to meet the needs of our students online and in-person until the campus fully reopens.

**Supporting Alternative Testing for Proctorio.** The Success and Engagement Center was selected to support students needing alternative testing because they objected on ethical grounds the use of the Proctorio testing system to monitor their exams. We offered services starting Fall 2021 to present. As it turns out, most students did not seek alternate proctoring services because of ethical concerns, but rather because they had computer/internet difficulties or because instructors had a very restrictive Proctorio policy in place that prevented the student from completing the test efficiently.

### **Continuing Evaluation of AB 705.**

AB 705 Placement Statistics are available on the SMC website. Since the full implementation of AB 705 in 2018 for English, Math, and in 2021 for ESL, more students have placed into transfer-level courses, including with corequisite support. The department supervisor continues to monitor and evaluate English, ESL, and Math placement processes and collaborates with Department Chairs for evaluation and improvement of equitable practices such as:

- Monitoring and evaluating the Multiple Measures and Guide Self-Placement processes for classes with and without supports

- Gathering and evaluating statistical data regarding enrollment and completion rates
- Evaluating student processes to ensure equitable practices are met

In comparison to 2019-20, and despite lower enrollment as a whole in 2020-21, more students enrolled in transfer-level English without concurrent support (72.1 percent vs. 74.0 percent; in numbers: 4,812; 6,357). However, fewer students enrolled in transfer-level math courses with and without concurrent support (70.8 percent vs. 62.7 percent; in numbers: 4,927 vs. 4,560). In fact, more students enrolled in pre-transfer level courses in 2020-21. However, effective Fall 2022, SMC will no longer place students nor will it offer developmental/pre-transfer math classes. In the case of ESL, there was an increase in the percentage of students placed in transfer level courses between 2019-20 and 2021-22 (52.3 percent vs. 63.3 percent; in numbers: 408 vs. 408).

We have seen 6,676 (English), 645 (ESL), and 7,271 (Math) students enroll into transfer-level courses. With the downturn in enrollment, we see have seen a small decrease in students' placement completion for English and ESL courses. For math, we have seen an increase in placement completion from the 2019-20 to 2020-21 aid years. Math will again see another uptake in transfer-level placements for the 2022-23 aid year, due to the elimination of below transfer level courses come Fall 2022.

### Disaggregation by Race/Ethnicity

**English.** Disaggregating enrollment by race/ethnicity in 2020-21, it is evident that fewer Black (66.4 percent) and Latinx (64.1 percent) students are enrolling directly in college-level **English** with no concurrent support than their White counterparts (85.8 percent).

**Math.** Disaggregating enrollment by race/ethnicity in 2020-21, it is evident that fewer Black (66.4 percent) and Latinx (64.1 percent) students are enrolling directly in college-level **Math** with no concurrent support than their White counterparts (85.8 percent).

More Black (45.2 percent) and Latinx (42.3 percent) students enrolled in pretransfer-level math courses than their White counterparts (28.8 percent).

**English as a Second Language.** As may be observed below, most students completing the ESL placement process ended up enrolling directly in college-level English (63.3 percent). Broken down by race/ethnicity, Black (28.6 percent) and White (48.8 percent) students had lower college-level ESL enrollment.

Given the nature of placement and enrollment, the Success and Engagement Center will continue to work with the English, Math, and ESL departments to adjust the placement process as needed to ensure full compliance and equitable placement as required by AB 705 and AB 1705. The Success and Engagement Center will continue to support our SMC students during the onboarding process. With the continued evaluation of AB 705, AB 1805, and AB 1705, we will monitor how to best support our students while meeting our students' needs. The use of our placement model will ensure that students will accumulate fewer units and complete degrees, certificates, and transfer in a shorter timeframe.

*Activities below are aligned with Board Goal 1, 3, 4. Board Priority 2, 4, 5, 6, 7. The Success and Engagement Center was among the first to student services to return to on-ground operations in July 2021. Remote and in-person proctoring services have been offered. The Center continues to monitor placement and enrollment trends in English, math, and ESL as required by AB 705 and 1805.*

**Enrollment Services**

**Awards Without Petition Initiative Improves Completion for Black and Latinx Students**

The rise in degrees and certificates awarded at SMC is no doubt the result of a combination of efforts undertaken by various entities at SMC in the past few years, including comprehensive academic counseling, AB 705 implementation, the redesign of the student experience, proactive hyper-personalized graduation email campaigns, graduation webinars, and most importantly, the institutionalization of an innovative *Awards Without Petition Initiative* (AWPI) in 2014 by Admissions and Records. This Initiative runs in parallel to the “regular” graduation petitioning process.

An evaluation of the impact of the Awards Without Petition Initiative on completions conducted in Spring 2022 as part of the new Strategic Enrollment Management Plan showed several notable findings.

SMC has experienced record-breaking years in degree conferrals since the AWPI was implemented. In partnership with MIS, the project entails running batch regressive degree audits on coursework completed exclusively at SMC to identify students who stopped attending during the previous two years who may be eligible for a degree/certificate. Once potentially eligible students are identified through the regressive degree audit, academic records evaluators in Admissions and Records run individual degree audits and review SMC transcripts and ensure that students are indeed qualified to receive the degree/certificate. [Starting in 2020-21, the same regressive degree audit program was used to identify enrolled students eligible for a degree/certificate and they were contacted encouraging them to submit a graduation petition.]

A total of 45,048 Chancellor’s Office-approved degrees and certificates were awarded at SMC between 2014-15 (the year AWPI was implemented) and 2020-21 (last full award year data available when the analysis was conducted). Department Certificates were removed from degrees/certificates conferred as they are not transcribed. During this time, the number of **conferrals based on petition grew by 51 percent, while conferrals through AWPI grew by an astonishing 371 percent, for a combined total increase of 129 percent in degrees/certificates awarded** between 2014-15 and 2020-21 (note: many students are eligible for more than one degree or certificate).

The total conferrals for White students increased by 109 percent between 2014-15 and 2020-21, but by 150 percent for Black, and 188 percent for Latinx students. Breaking this data down further, awards conferred by direct petition grew by 44 percent, 46 percent, and 74 percent, respectively. However, those awarded through AWPI increased by 285 percent for White students, 624 percent for Black, and 521 percent for Latinx students.

*Total Degrees and Certificates Conferred by Source*

Conferral Source	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Change	Percent Change
Direct Petition	2,821	3,047	3,173	4,205	4,181	5,258	4,254	1,433	51%
Without Petition	916	1,814	919	2,020	4,735	3,387	4,318	3,402	371%
% Without Petition	25%	37%	22%	32%	53%	39%	50%		
<b>Total</b>	<b>3,737</b>	<b>4,861</b>	<b>4,092</b>	<b>6,225</b>	<b>8,916</b>	<b>8,645</b>	<b>8,572</b>	<b>4,835</b>	<b>129%</b>

*Total Degrees and Certificates Conferred by Direct Petition and Race/Ethnicity*

Conferral Source	Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total	Number Change	Percent Change
Direct Petition	Asian	483	561	675	1,047	697	867	519	<b>4,849</b>	<b>36</b>	<b>7%</b>
Direct Petition	Black	170	161	187	210	221	257	249	<b>1,455</b>	<b>79</b>	<b>46%</b>
Direct Petition	Latinx	856	928	986	1,319	1,626	1,907	1,490	<b>9,112</b>	<b>634</b>	<b>74%</b>
Direct Petition	Native American	4	2	2	7	3	9	3	<b>30</b>	<b>-1</b>	<b>-25%</b>
Direct Petition	Pacific Is.	8	2	5	10	10	12	5	<b>52</b>	<b>-3</b>	<b>-37%</b>
Direct Petition	Two or More	78	85	99	137	164	205	173	<b>941</b>	<b>95</b>	<b>122%</b>
Direct Petition	Unreported	440	432	265	349	349	608	692	<b>3,135</b>	<b>252</b>	<b>57%</b>
Direct Petition	White	782	876	954	1,126	1,111	1,393	1,123	<b>7,365</b>	<b>341</b>	<b>44%</b>
	<b>Total</b>	<b>2,821</b>	<b>3,047</b>	<b>3,173</b>	<b>4,205</b>	<b>4,181</b>	<b>5,258</b>	<b>4,254</b>	<b>26,939</b>	<b>1,433</b>	<b>51%</b>

*Total Degrees and Certificates Conferred through Awards Without Petition Initiative (Without Petition) and Race/Ethnicity*

Conferral Source	Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total	Number Change	Percent Change
Without Petition	Asian	187	508	147	536	795	549	538	<b>3,260</b>	<b>351</b>	<b>188%</b>
Without Petition	Black	37	67	72	77	267	163	268	<b>951</b>	<b>231</b>	<b>624%</b>
Without Petition	Latinx	292	479	241	559	1,971	1,395	1,813	<b>6,750</b>	<b>1,521</b>	<b>521%</b>
Without Petition	Native American	1	3	0	1	9	5	10	<b>29</b>	<b>9</b>	<b>900%</b>
Without Petition	Pacific Is.	7	7	3	5	12	5	10	<b>49</b>	<b>3</b>	<b>43%</b>
Without Petition	Two or More	29	47	30	65	174	113	186	<b>644</b>	<b>157</b>	<b>541%</b>
Without Petition	Unreported	72	196	56	141	180	198	372	<b>1,215</b>	<b>300</b>	<b>417%</b>
Without Petition	White	291	507	370	636	1,327	959	1,121	<b>5,211</b>	<b>830</b>	<b>285%</b>
	<b>Total</b>	<b>916</b>	<b>1,814</b>	<b>919</b>	<b>2,020</b>	<b>4,735</b>	<b>3,387</b>	<b>4,318</b>	<b>18,109</b>	<b>3,402</b>	<b>371%</b>

## Assessment

When disaggregating degree conferral data by degree type and race/ethnicity, it is evident that Latinx and Black students have outpaced White students and we may just be beginning to close this achievement gap and this milestone is to be celebrated.

The expanded efforts and (re)visioning of how SMC supports students and promotes success and completion through various interventions and programming, including the Awards Without Petition Initiative, have resulted in more students receiving their legitimately earned degrees and certificates.

While degree/certificate conferrals have grown substantially in the previous seven years, SMC must continue to strive to improve student success and achievement across the board. Although Black and Latinx students have earned degrees and certificates at higher proportions than White students, SMC must see this success as an opportunity to recommit itself to removing systemic barriers facing Black and Latinx students, especially considering the enrollment losses the College has sustained among these two student populations during the COVID-19 pandemic, which undoubtedly will manifest in degree attainment in years to come. Additionally, far too many students leave SMC without earning a degree or certificate, especially Black and Latinx students.

Expanding efforts to address achievement gaps through better planning and shifting of resources is one way SMC can help students reach its goals and set itself in a better financial position by maximizing funding opportunities that can be realized through Student Centered Funding Formula (SCFF). Key here is the need to increase degrees and certificate attainment in the same academic year that a student attends SMC. For its part, the Admissions and Records department will, for example, expand our successful and innovative Awards Without Petition Initiative to focus on students while they are in attendance. This will entail repurposing the regressive degree audit algorithms that the Management Information Systems Unit has developed for AWPI. A pilot took place in Spring 2022 to identify students eligible to receive a Certificate of Achievement, Certificate of Completion, and Certificate of Competency. Students will be conferred these awards without the need to petition.

It is anticipated that the number of resulting certificates awarded will be in the low hundreds, but these will be fully eligible for SCFF funding, and will supplement those awarded through direct petition. Delaying conferral until students stop attending SMC would result in zero added funding. It is important to note that conferring these certificates will not deleteriously impact students, including those receiving financial aid. The intent to confer notice that Admissions and Records sent to eligible students may be unexpected, yet the news may also be welcomed by students. Students eligible for an associate degree will also be contacted and encouraged to petition for graduation. The degree will not be conferred without petition while the student is in attendance given a plausible impact on financial aid.

During the Academic year, Admissions and Records expanded the number of webinars held for prospective, new, and continuing students in areas such as application, concurrent enrollment, enrollment, fees, and residency. It also offered a substantially higher number of webinars focused on graduation. The evaluation Team worked directly with Special Program leaders, including Adelante and Black Collegians, to create workshops that would reach these important populations. Breakout rooms were held by Special Program and discussed were led by an evaluator and a Special Program counselor. This partnership resulted in hundreds of students attending, their questions were answered, and petitions for graduation were submitted.

In addition to the workshops above, the Enrollment Services Student Communications Team collaborated with the Senior Academic Records Evaluators and Dean of Enrollment Services to craft a comprehensive graduation communication campaign to reach out to potentially eligible students and make them aware of graduation petition deadlines, upcoming graduation workshops, and to communicate their actual eligibility for a degree/certificate and a call to action to apply for graduation. These efforts will be updated in 2022-23 and expanded where possible.

*Board Goal 4. Board Priority 2. 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 the volume of degrees and certificates conferred consistently since 2014-2015, and Black and Latinx students, in comparison to White students, have benefited from the Initiative the most.*

### **Commencement Celebrations for SMC's 5,215 Graduates**

The opportunities to celebrate student achievement at SMC are numerous and no other event seems most important for students than when they see their goals realized, especially when graduating with a degree or certificate. This year's Commencement Planning Workgroup—led by the Dean of Enrollment Services and the Dean of Community and Academic Relations—added one more event to the celebrations: Grad Fest.

**Grad Fest.** SMC held its first Grad Fest on Thursday, June 2, to kick-off commencement festivities. Approximately 650 graduates—many with their families—attended the celebration. Thanks to generous support from the Associated Students, graduates received free academic regalia—gowns, caps, and tassels. Special Programs joined the festivities and handed out additional sashes, pins, and other gifts to their graduates. Cap decorating stations attracted wide participation. A photo contest for the best decorated caps (#SnapMyCap) was held and top prizes were awarded to three graduates. Special thanks to Estela Ruezga, Senior Academic Records Evaluator, who spearheaded Grad Fest, and to the dozens of SMC staff who assisted her. [Grad Fest pics here](#).

**Grad Walk.** Nearly 185 college employees came out on Saturday, June 11 to work/volunteer in SMC's second Grad Walk (formerly known as Diploma Drive-Thru), an opportunity for graduates to celebrate with members of their family their outstanding achievements in-person. Nearly 700 students and 2,100 guests participated. Graduates unable to attend Grad Fest received free academic regalia, courtesy of SMC's Associated Students. The SMC Foundation provided an SMC ProudToBeSMC baseball hat. Grads received a diploma case from Admissions and Records. [Grad Walk photos here](#).

Grad Walk was followed by a virtual commencement created by the Dean of Community and Academic Relations. The event was streamed online on June 16 and is available for playback at any time. The ceremony was once again simulcasted with American Sign Language interpretation thanks to our DSPS colleagues.

Like in previous years, various digital assets were created for graduates and their families, including digital backgrounds and digital stickers.

Special thanks to these individuals who led the planning: Kiersten Elliott, Esau Tovar, Estela Ruezga, Socrates Manuel, Lizzy Moore, Jessica Herd, Cristina Marcial, Angela Bice, Evelyne Pedersen, Yesenia Penate and Aaron De La Torre. Special thanks to Chief Johnnie Adams and Daniel Phillips, who helped ensure that the event was conducted safely, following COVID-19 protocols.

**2021-22 Graduating Class Profile.** A profile for the graduating class is below.

### **Degrees & Certificates Awarded at Santa Monica College**

- 7,952 degrees and certificates awarded to 5,215 students
- 3,553 degrees and certificates conferred through the Admissions and Records' Awards Without Petition Initiative (44.7 percent of all awards)
- 25 Bachelor of Science in Interaction Design awarded (fifth graduating class)
- 4,016 Associate degrees awarded, including 11,377 Associate Degrees for Transfer
- 3,759 Certificates of Achievement awarded
- 152 Noncredit Certificates of Completion and Certificates of Competency awarded
- 2,737 students graduate with more than one degree or certificate

### **Class of 2021 Profile:**

- 23.9 percent of students graduate with honors, 11.3 percent with high honors, and 3.4 percent with highest honors.
- The youngest graduates are 16 years old and graduate with an Associate of Arts in Transfer (Political Science). The oldest graduate is 83 and graduates with a Certificate of Achievement in CSU GE. The average age for all graduates is 27 years.
- The graduating class includes 601 international students (F1 and online foreign), 435 students with disabilities, 180 EOPS students, 45 undocumented students, and 2 foster youths.

### **The graduating class is:**

- 60.9 percent female; 37.4 percent male; 1.6 percent unreported
- 6.0 percent African American/Black students
- 10.3 percent Asian students
- 39.5 percent Hispanic/Latinx students
- 26.4 percent White students
- 4.2 percent Multi-racial
- 13.6 percent Other

### **The Top 10 Associate Degree Programs are:**

1. AA in Liberal Arts – Social and Behavioral Science
2. AA in Liberal Arts – Arts and Humanities
3. AA in General Science
4. AST in Business Administration
5. AAT Psychology
6. AAT in Communication Studies
7. AAT Political Science
8. AS Business Administration
9. AA-T Sociology
10. AA-T Economics

*Board Goal 1. Board Priority 2. Despite another pandemic year that negatively impacted students, the SMC community came together to celebrate graduating students' achievements in two in-person events (Grad Walk and Grad Fest) and in a virtual event (Virtual Commencement Celebration).*

## Enhanced Student Communications Improve Enrollment, Engagement, and Success

The Student Communications unit in Enrollment Services has had a busy and very exciting year. The end of last year saw the launch of SMC GO 2.0, the official SMC mobile app, and now a year later it has had over 1 million screen views. The redesign of SMC GO, which took home an international first place award, also allowed students to complete daily COVID-19 screenings and instantly show clearance to the campus, which was key to the reopening of SMC to on ground services, including student functions like Athletics.

Pearl and the Pearlchat team (which make up a 24/7 accessible online chat channel that can be found on the SMC website, the SMC GO app, and through social media platforms) were also busy as they engaged in nearly 55,000 conversations. Of these, over 14,000 were managed by live agents (Admissions & Records staff and student workers). We were also the first institution on our international platform to reach the “limit” of IBM’s Watson that supports the chatbot platform by inputting such a vast amount of information into our chat system.

On the messaging side there was no shortage of success and action as well. We set records for student payment retention, and our email open rate was 98 percent on average (median of 89 percent), well above the 25 percent education averages nationwide. Nearly 4,000,000 emails were sent through our main email platforms.

Still a relatively new team, Student Communications has enjoyed ever-growing and expanding relationships across the SMC community as we saw an increase in bilateral collaborations across campus departments, which not only kept students updated as we navigated COVID-19 adjustments, but also events, services, resources, and student support. Through our email, text, SMC GO messaging and phone campaigns, we have worked with dozens of areas, all of them seeing a substantial increase in student engagement. It was a very productive and encouraging year, with many new and enhanced initiatives already in the works.

*Board Goal 4. Board Priority 2, 7. Timely, engaging, relevant, and personalized communications with students with clear calls to action aided students with task completion, connecting to crucial resources at the right time.*

### Timely Contact and Responsiveness to Students by Admissions and Records

The Admissions and Records Office was among the first to return to a near full-time in-person presence to provide in-person support to prospective, new, and current students. Coverage has been consistently available 5 days per week virtually and 4 days per week in-person. By August 2022, we will once again resume full in-person services 5 days per week while still availing personnel to work remote 1-2 days per week. Records show that 90 percent of students joined the Admissions phone queue, and 10 percent the in-person queue (although in-person queue was only resumed in late April 2022). To the great credit of Admissions personnel, 50 percent of students were called back within five minutes of joining the queue in 2021-22; this represents a 22-percentage point increase over the 28 percent who were contacted in the same timeframe in 2020-21.

Admissions and Records personnel also assist students through various other communication channels—the “invisible” queues that only Admissions sees. These channel avail students to conduct transactions with Admissions, get their questions answered, etc., without the need to come in person or call in.

The use of Dynamic Forms—an online forms program—implemented by Admissions and Records has allowed students to submit over 35,000 forms. In previous years, students would come in-person to turn



in these forms to request such things as late withdrawals, fee refunds, residency status changes, academic and progress renewals, graduation petitions, and so on. Since the Dynamic Forms implementation, response times have been much faster as great care has been taken in how the forms are designed. Admissions has taken a “wizard” approach in designing the most complicated forms to guide students better, thus improving not only the student experience but also the back and forth that takes place with incomplete or missing information. Dynamic Forms also supports email communications with students, pertinent to the specific form.

Admissions and Records has also been a leader at SMC in allowing students to submit requests for assistance by emailing one of our six student-related email accounts. In 2021-22, nearly 32,000 email messages were individually responded. Almost two-thirds were processed through the main department account ([admissions@smc.edu](mailto:admissions@smc.edu)).

While the department has been impacted by significant staff vacancies consistently over the past few years, often reaching 30 to 35 percent, the department staff strive to respond consistently and comprehensively to student needs every day.

*Board Goal 1, 4. Board Priority 1, 3, 4, 6, 7. Admissions and Records has been leader in the return to on-ground services while continuing to support and expand remote options for students.*

### **Financial Aid and Scholarships**

The Office of Financial Aid and Scholarships processed, evaluated and awarded financial aid funding to students who submitted FAFSA or California Dream Act applications and met the criteria to receive an award as we transitioned to a hybrid remote/on-campus modality as a result of the COVID-19 pandemic. Additionally, the staff utilized the Q-Less queue system as the primary form of communication with students/families, and Corsair E-docs (Campus Logic third party software) as an electronic document submission platform for the office to receive the required federal and/or state application information and any other subsequent documentation as needed. Furthermore, the department hosted countless webinars and zoom presentations to support in-reach and outreach activities for Equity Group students, with concentration on African American and Latinx students, virtually. Managers worked closely and served as liaisons to the SMC Equity Group Departments including, but not limited to: Black Collegians, Adelante, Veterans Resource Center, etc.

While in a hybrid remote modality, the Office of Financial Aid and Scholarships participated in a NASFAA Standards of Excellence Program Review, which is a “pre-audit” to identify potential compliance issues. A comprehensive report was presented to the department which revealed several areas that the management team will schedule over the next several months to address and correct. Finally, it is worth noting that the management team served on the implementation team for the BankMobile disbursement channel for financial aid refunds. This new mode of electronic check disbursement has allowed students to receive their refunds quicker and directly deposited in their bank accounts.

**Total number of 2021-22 Federal Aid Applications: 31,509 (as of June 21, 2022)**

**Note: Decrease in FAFSA submitted applications due to lower enrollments**

*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 2021-22 California Promise Fee Waiver Recipients: 21,964 (as of June 22, 2022)**

*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 2021-22 Pell Grant Recipients: 6,794 (\$25,043,192 as of June 21, 2022)**

*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 2021-22 SMC Promise Recipients: 2,398 (\$691,081 as of June 21, 2022)**

*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 2021-22: \$34,001,420 (as of June 21, 2022)**

*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 2021-22: \$702,825 to 535 students totaling 747 scholarships**

*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 awarded 12 students with awards totaling \$238,000.** *The Carol H. and Kevin W. Sharer Education Foundation Scholarship is a new scholarship awarding up to \$300,000, however, the amounts vary depending on each individual student's needs.*

**CARES ACT Higher Education Relief Fund.** The CARES Act signed into law March 27, 2020, provided a total of \$34,148,479 to SMC for direct aid to students with demonstrable economic needs such as food, housing, technology, and more. Fall and Spring awards were issued at three levels (\$700, 1,200, or \$2,000) based on the rubric. Summer and Winter awards were issued at \$500 given the shorter term. Awarding of funds will continue until the funds run out. SMC has one additional year to expend the total.

The total amount of CARES emergency grants awarded for the 2021-22 academic year was \$15,833,856 to 7,886 unduplicated students as of June 23, 2022.

The total amount of CARES emergency grants awarded for the 2020-21 academic year was \$12,073,100 to 8625 unduplicated students as of June 28, 2021.

The California Community College Chancellor's office provided SMC with \$181,396 to be used to provide disaster relief emergency student financial aid to resident students. SMC has spent approximately \$106,000 to date and will spend the remaining \$75,000 in the 2022-23 academic year.

### ***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 adaptation 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 at Santa Monica College 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 2020-2022 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.

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 2021-22 academic year. Since March 2020, the effect of the COVID 19 pandemic and the partial closure of the campus has forced the Committee to host virtual events online. For the Fall semester 2021, Brandon Reilly, History, stepped in as the committee chair as Delphine Broccard was on sabbatical leave. Delphine returned to the position as chair for Spring 2022.

**Teaching about Global Conflict and Peacebuilding, October 29–November 12, 2021.** This was the ninth annual Global Peacebuilding Seminar and the Committee sent one faculty participant and one student 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, the SMC faculty member was Skye Lynch, History, and the student participant was Nathan Martins, who is the ASB student representative for the Global Citizenship Committee.

*Ongoing BOT Priority Educational Advancement, Quality and Equity: Increase student success and decrease equity gaps. Ongoing BOT Priority Student Life: Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations and based on evidence, implement models of support and instruction that increase student success and decrease equity gaps*

**SMC Global Teach-In.** This year was the second year that the GCC hosted the Global Teach-in Fall event. The Global Teach-In was held on November 4, 2021. The title this year was: ***The New Fight for Human Rights in a Time of Perpetual Emergency***. Members of the SMC Community were invited to participate. The Teach-In is an educational and interactive forum where faculty and students gather to focus and discuss the topic.

*Ongoing BOT Priority: Educational Advancement, Quality and Equity: Increase student success and decrease equity gaps. Ongoing BOT Priority Student Life: Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations; based on evidence, implement models of support and instruction that increase student success and decrease equity gaps.*

**Global Citizenship Symposium.** The 13th annual Global Citizenship Symposium was held on May 5, 2022. Delphine Brocard, 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. Nine individual students and a team of two students submitted original work for the symposium and finalists presented their projects to the SMC community at the May 5th Symposium. Normally an in-person event, this was the third year that the event was presented in a virtual format due to the COVID pandemic.

*Ongoing BOT Priority Educational Advancement, quality and Equity: Increase student success and decrease equity gaps.*

**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.

The Global Citizenship Committee approved grant funding for the following events in the 2021-22 academic year:

- Fall 2021 Community Read: Facilitating Conversations for Meaningful Cultural Change, Professor Shannon Herbert, History, October 2021
- Speaker Adrienne Maree Brown spoke about her book, Holding Change: The Way of Emergent Strategy Facilitation and Mediation.
- University Fellows Program, Professors Luke Johnson, Design Technology and Sheila Cordova, Design Technology, October 2021. The University Fellows Program offers structured guidance and training to participating students and asks that they bring this knowledge back to their home school to create innovative projects on their home campus. It aims to drive change on the Fellow’s home campus and increase student engagement with entrepreneurship, innovation, creativity, and design thinking. Four SMC Interactive Design students participated in the six-week online program.
- Professor Elham Gheyntanchi, Philosophy and Social Sciences, March 2022, with two proposals for speakers for her class and the SMC community—Professor John Tehranian from Southwestern Law School on “Whitewashed: America’s Invisible Middle Eastern Community” and Professor Kouross Esmaeli from Pitzer College on “The Day I Became a Muslim”.

- Professor Hari Vishwanadha, English, March 2022 with one proposal for the SMC Spring Literary Series—Author Madhuri Vijay reading from and discussing her critically acclaimed book *The Far Field*, which confronts issues of communal conflicts and human rights as a result of the army occupation of Kashmir in India.
- Professors Walter Meyer and Brianna Simmons, Art, March/April 2022 with three proposals for events for Spring 2022:
  - Human Rights Banner Making Workshop - Artist April Banks lead SMC students in a workshop to design banners which showcased Human Rights issues.
  - Cultural Heritage as Human Rights: Art-Making to Re-imagine the Past and the Future - Artist April Banks lead SMC students in an art project which imagined alternative histories for land and cultural heritage stolen through colonization.
  - Cinco de Mayo Float – The Art department partnered with Adelante students to create a float for the Westside Cinco de Mayo parade.

*Ongoing BOT Priority Educational Advancement, Quality and Equity: Increase student success and decrease equity gaps. Ongoing BOT Priority Student Life: Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations; based on evidence, implement models of support and instruction that increase student success and decrease equity gaps*

### **International Education**

**Operational Modality.** In 2021-22, the International Education Center focused its efforts on transitioning staff and services back to on-ground modalities. The IEC reopened its doors to students in Fall 2021 and began to provide limited immigration, housing and health insurance services to walk-in students. During the Spring 2022 semester, IEC expanded on-ground services to four days per week and offered comprehensive in-person immigration, housing, health insurance and limited counseling services on a walk-in basis. In Summer of 2022, IEC will expand walk in hours to pre-pandemic levels and will offer complete on-ground services to our student population. In Fall 2022, IEC counselors will increase their on-ground hours to 50 percent. While the IEC has focused much effort to expand on-ground services to students with on-ground courses, the department also continues to retain the ability to fully provide recruitment, admission, pre-enrollment, counseling, immigration, and student engagement activities and services online.

*Ongoing BOT Priority: The Future of the College: Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand. BOT Goal Student Life: Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process. Ongoing BOT Priority: Educational Advancement, Quality and Equity: Increase student success and decrease equity gaps and ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college's participatory governance structure*

**SEVP On-Ground Regulations.** In Spring of 2022, IEC received clarifications on SEVP regulations mandating the return to pre-pandemic enrolment requirements for students who commenced their studies after March 2020. IEC will work with Academic Affairs to ensure that on-ground courses are offered across all majors to meet the mandated regulatory enrollment requirements.

*BOT Goal: Pandemic Management and Recovery: Safely increase the number of on-ground and hybrid courses and operations. BOT Goal Student Life: Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process.*

**International Student Enrollment.** In 2021-22, international student enrollment declines began to slow and enrollment stabilized. With the advent of effective vaccines, the lifting of travel restriction, the reopening of consular services globally, and increased on-ground course offerings, international student applications, admissions and enrollment began to rise in Fall 2021 and Spring 2022. IEC has focused its resources to augment our admission team to ensure that the increase in applications can be managed effectively and efficiently.

*BOT Goal Fiscal Stewardship: Reduce the Deficit; Maintain a reserve sufficient to protect against anticipated and unforeseen circumstances. Ongoing BOT Priority Fiscal and Facilities: Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.*

**IEC New Student Recruitment Efforts.** Increasing enrollment is still IEC's central operational goal.

**Virtual Fairs.** IEC has participated in over 24 virtual fairs to reinforce our message and presence in established markets and to extend our reach into developing markets. The virtual nature of the fairs has allowed IEC to participate in a greater number of recruitment events than previously possible. IEC will continue to participate in virtual fairs to ensure our presence in both established and emerging markets. The IEC will also continue to monitor our major and emerging markets and will resume in person travel when conditions allow.

*BOT Goal: Fiscal Stewardship: Reduce the Deficit; Maintain a reserve sufficient to protect against anticipated and unforeseen circumstances. Ongoing BOT Priority Fiscal and Facilities: Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.*

**Development of Five-Year Strategic Enrollment Plan.** In 2021-22 the International Education Center developed a five-year Strategic Enrollment Plan that detailed yearly enrollment projections and strategic initiatives designed to increase new student enrollment and continuing student retention.

*Ongoing BOT Priority Fiscal and Facilities: Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.*

**Increase Commission Payment Structures for Global Partners.** To further incentivize our global recruitment partners, the International Education Center increased commission payment rates to amounts that exceed our closest competitors. The increased commission payment rates will fortify agent referrals and should result in increased new student applications and enrollment rates.

*Ongoing BOT Priority Fiscal and Facilities: Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.*

**Global Partner Training and Support.** To ensure our continued presence in international markets during the pandemic, IEC has continued to offer 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 on-ground and in a remote environment.

*BOT Priority Fiscal and Facilities: Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.*

**Technology and Marketing.** IEC has also been at the forefront of adopting new technological platforms to augment our marketing efforts. The IEC sought to infuse authentic student voices in the recruitment of new students by launching the Unibuddy platform. The IEC has also developed a digital advertising/search engine maximization campaign. To date, the campaign has resulted in a 78 percent increase in IEC landing

page views. IEC will work with our admission team and Marketing to determine if increased page views can be positively correlated to admissions.

*BOT Priority Fiscal and Facilities: Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget.*

**Student Admissions and Onboarding.** In 2021-22, the International Admissions program at Santa Monica College continued to provide prospective students with clear and simple information about the specific F-1 Student admissions requirements mandated by SEVP. The admissions team supports F-1 students throughout the admissions process and pre-enrollment steps.

To increase operational efficiencies and student satisfaction, IEC's admission protocols were further redesigned to accommodate the demands of a remote environment by converting to paperless I-20s and electronic admission packets. To maximize new student enrollment, IEC has also extended admission deadlines for new students and sought to ensure that admitted students unable to enter the U.S. due to extended visa processing times, consular understaffing and travel related COVID-19 restrictions, can be admitted expeditiously and enabled to pursue their educational goals online.

*Board Goal, The Future of the College: Develop a strategic vision for the future of the college that includes lessons learned from COVID, the economic landscape, and current projected revenue and enrollment demand. BOT Goal Student Life: Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process. BOT Goal Fiscal Stewardship: Reduce the deficit; maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.*

**New Student Seminar.** In 2021-22, IEC permanently transitioned the new student seminar to an online modality. New students are treated to engaging online immigration and counseling seminars that offer detailed academic and regulatory presentations that guide newly admitted students through academic requirements, SMC academic support programs and the SEVIS regulatory environment. This permanent transition has allowed students to complete their pre-enrollment, counseling, and enrollment steps months ahead of previous on-ground practices and has helped IEC increase enrollment yields even in the face of lower application and admission numbers.

*BOT Goal: Student Life: Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process. BOT Goal Fiscal Stewardship: Reduce the deficit, maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.*

**Package Programs.** 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 lack of on-ground course selections in Fall 2021 and Spring 2022 has tested the viability of the package program model. In the upcoming semesters, IEC will work collaboratively with our Academic Affairs partners to increase on-ground offerings across all majors.

*BOT Goal Pandemic Recovery: Safely increase the number of on-ground and hybrid courses and operations.*

**IEC Counseling.** IEC counselors 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 to facilitate enrollment. IEC Counselors now offer on-ground services on limited basis with an outlook of increasing on-ground counseling services for the Fall 2022 semester.

*BOT Priority Educational Advancement, Quality, and Equity: Increase student success and decrease equity gaps.*

## Student Support Services

**IEC Immigration Team.** The IEC immigration team offers comprehensive services through multiple modality options and continues to provide F-1 regulatory guidance to all international students. Student inquiries are forwarded to immigration team members who set virtual, telephone or in-person appointments for students seeking regulatory guidance on issues related to OPT, CPT, Reinstatement, Change of status or transfers. The multiple modalities through which students can access immigration services have increased the ease and accessibility to immigration related support services for all international students.

*Ongoing BOT Priority Educational Advancement, Quality, and Equity: Increase student success and decrease equity gaps. Ongoing BOT Priority Student Life: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*

**Student Engagement.** IEC remains 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.

*Ongoing BOT Priority Student Life: Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.*

**Housing and Health Insurance Services.** The IEC continues to provide comprehensive housing and health insurance support services to our international student population. The IEC is also in the process of collaborating with the Center for Wellness and Wellbeing to on-board a mental health professional dedicated to the needs of the international student population.

*Ongoing BOT Priority Student Life: Continue to support campus resources that assist students with personal circumstances that may negatively impact student success. Ongoing BOT Priority Educational Advancement, Quality, and Equity: Increase student success and decrease equity gaps.*

**Department Safety Plan.** 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 safety plan allows IEC to safely provide support services for students seeking on-ground services. The IEC is also implementing the Remote Work Program.

*BOT Goal Pandemic Management Recovery: Safely increase the number of on-ground and hybrid courses and operations.*

In 2021-22, the International Education Center has remained committed to ensuring that its core recruitment, admissions, counseling, immigration, and engagement functions continue to meet our students' needs and expectations in both remote and on-ground environments.

## GRANTS

**Grants Advisory Committee.** Established in March 2020, the President's Grants Advisory Committee (GAC) is comprised of classified, administrative, and faculty members from various departments including Workforce and Economic Development, Institutional Research, Academic Senate and Life Sciences. The GAC also includes senior administration representing several department areas. The GAC meets once a month and is the culmination of a collaborative vision brought together to establish a process for the



development and submittal of grant proposals on behalf of the College. The Committee serves to advise and make recommendations to the Superintendent/President on all federal, state, and local grant opportunities that may benefit and impact the College.

The Committee reviews and makes recommendations regarding funding requests in support of broad-based student services and academic programs that provide an equity-centered focus for the college campus community, supporting the diverse SMC student population. The GAC is led by Tracy Beidleman, Director of Grants.

In considering grant opportunities and making recommendations regarding the development and submittal of grant proposals, the Committee considers the following:

- **Impact on the College community.** Consideration of grant proposals includes determining the overarching reach of the proposed activity and how it will positively impact the greatest number of students through the funding being sought. Further, the Committee intends to ensure institutional benefits are served through the grant approval process.
- **Resources necessary to implement and manage the grant program.** Resources include human, fiscal, and facilities capita necessary to ensure sustainability before, during, and after the period of performance of the grant. Moreover, the Grants Office is limited in its capacity to support unlimited services simultaneously
- **Capacity to develop the application.** The Grants Office is staffed by one single person to serve and support the entire College community in its grant-seeking, development, and post-award activities. The Committee must consider the optimum use of resources in seeking grant funding. Variables such as the purpose of the grant and its alignment with institutional goals, impact to the college community, potential award amount, and competitiveness of the funding program (i.e., number of awards) are key considerations for determining whether to seek a specific funding opportunity.
- **Timing of grant opportunities.** Granting agencies often have short turnaround timeframes from the announcement of available funding to the deadline for the submittal of proposals. To allow for the thoughtful review and consideration of all proposals the Committee must have ample time to consider the extent to which the proposed activities will have the greatest impact on students, faculty, staff, and administration in support of students achieving their educational goals.

The GAC has established formal internal processes, including protocols to ensure all necessary department leads and area vice presidents are well-informed, and sign off on the potential grant submission. The GAC has implemented changes to the five-step framework to support the faculty member proposals and gain institutional support and pre-approval for program grant proposals, prior to submission to a potential funding agency and ensure administrative support and success upon award. One of the recent changes was to require an Administrative Co-PI for faculty-led projects. The Administrative Co-PI may include a dean, manager or other college administrator. This ensures the District is being represented on all grant-funded projects and grant compliance requirements are being coordinated with District departments.

#### *Board Priority: Fiscal and facilities #8*

**Staffing.** The search for the Director of Grants culminated in the hiring of Tracy Beidleman. Ms. Beidleman officially joined the College on October 4, 2021. The position is structured under Institutional Advancement, consolidating all development and fundraising efforts under the SMC Foundation. Ms.

Beidleman brings over 25 years of expertise and management in grant administration, government relations, and contract administration. Beidleman 's grant experience elevates SMC's grants program by ensuring submissions are thorough and timely in all phases of the grants process.

**Grant Training:** With the implementation of changes to the Grant Approval Process, the Director of Grants developed and presented trainings to faculty from the Department of Philosophy and Social Science and to the Senators of the Academic Senate to assist faculty in better understanding the process to secure pre-approval of grant proposals and to understand District administrative requirements to applying for grant funding. The training PowerPoint was also placed on the Grants Office website to be available for faculty, staff, and administration for review. Additional training presentations will be developed and scheduled with other departments and associations in the upcoming year.

**Grants Office Survey:** Between March and May 2022, the Grants Office in coordination with the Office of Institutional Research conducted a survey of California Community College grants offices to ascertain the organizational structure, number of grants submitted and awarded, level of service offered within the department both pre-and post-award and level of staffing within each office. There were 31 respondents to the survey. Preliminary results reflect varied organizational structures and services. A complete evaluation of the results is being conducted in collaboration with the Dean of Institutional Research and will be shared with the Dean of Institutional Advancement and other District leadership.

**Grants Office Staffing:** In May 2022, the Personnel and Budget Augmentation Committee approved the hiring of a Temporary (Floating) Project Manager. To better align the grant administrative activities with the district's grants compliance requirements, the grants process has been modified to ensure all faculty-led projects have oversight from an administrative Co-PI. Currently, this Administrative Co-PI must be either a Dean, Director, or Project Manager. For many grants, the Project Manager role is included in the overall grant budget; however, some grants either do not allow for this support or do not provide sufficient funding for this support. As additional grants are being secured, the level of responsibility placed on Deans will significantly impact the resources available to support grant programs. Additionally, the assignment of current Project Managers to the administration of new grant awards may not be allowable due to the person's current time and effort for grant-funded programs. To ensure the appropriate support and resources for grants. This person will serve as the Project Manager to grant awards for which there are no grant funds available to support project oversight. In instances where grant funding is available to support projects, this person may be assigned to the project/award depending on their allocated time to other grant awards. The “floating” Project Manager would ensure the post-award administrative activities including reporting, budget management and other rules and regulations of the grant award. The recommended candidate for the position will go before the Board of Trustees in early Fall.

*Board Priority: Fiscal Stewardship #5:*

**Santa Monica College Grant Activity**

Funding Source	Type	Amount Requested	Outcome	Amount Secured	Amount Pending	Program Lead	Purpose
National Science Foundation	Federal	\$348,925	Secured	\$348,925		Andria Denmon/ Thomas Chen	Biotechnology Program Curriculum Development
California Volunteers, Office of the Governor	State	\$24,300	Secured	\$21,870		Ferris Kawar	Food Security Internships

CA Community College	State	\$2,530,000	Secured	\$110,000		Charlie Yen	Student Housing Planning Grant
National Endowment for the Humanities	Federal	\$75,000	Pending	TBD	\$75,000	Sang Chi/ Hannah Lawler	Planning activities to commemorate the contributions of AAPI people and communities to the history and culture of Santa Monica.
Walton Family Foundation	Private	\$525,000	Pending	TBD	\$525,000	Patricia Ramos/ Ferris Kawar	To develop an interdisciplinary Aquaculture certificate program.
National Science Foundation	Federal	\$400,000	Withdrawn	\$0		Andria Denmon	A collaborative effort with InnovATEBIO and Austin Community College to increase the retention, representation, and employment of people with disabilities in STEM-focused education and the life science/ biotechnology workforce.
US. Department of Education Higher Education Emergency Relief Funding (HEERF III)	Federal	TBD by U.S. DOE	Pending	TBD	TBD	Kim Tran/ Chris Bonvenuto	Supplemental Student Aid
Spencer Foundation	Private	\$10,000	Pending	TBD	\$10,000	Collin Ellis	Study to Assess and Address the Underserved Primary Care Shortage Crisis
Economic Development Administration/ Build Back Better Challenge	State	\$2,000,000	Pending	TBD	\$2,000,000	Patricia Ramos/ Ferris Kawar	Collaboration with LA Economic Development Corporation and its coalition of partners for the EDA Build Back Better Challenge.
California Education Learning Lab	State	\$100,000	Declined	\$0		Kristin Lui- Martinez, Diem Nguyen, Alex Bene	The project aims to restructure our calculus courses to be more student-centered to set our students up for success in the class and beyond
National Endowment for the Arts	Federal	\$10,000	Pending	TBD		Briana Simmons	Collaborative Native American Public Art Project

Department of Education	Federal	\$297,601	Declined	\$0		Bonita Cooper	Trio Upward Bound Program
Department of Education	Federal	\$990,000	Declined	\$0		Susan Fila	Basic Needs Wraparound Program
Aspen Institute	Private	\$1,000,000	Declined	\$0		Bradley Lane, Teresita Rodriguez Hannah Lawler	Community College Excellence Prize
<b>TOTALS</b>		<b>\$8,310,826</b>		<b>\$480,795</b>	<b>\$2,620,000</b>		

**SMC Foundation Grant Activity**

<b>Funding Source</b>	<b>Type</b>	<b>Amount Requested</b>	<b>Outcome</b>	<b>Amount Secured</b>	<b>Amount Pending</b>	<b>Purpose</b>
Santa Monica Westside Legacy Fund	Private	\$100,000	Secured	\$100,000		Outside Scholarships for MLK
Santa Monica Westside Legacy Fund	Private	\$50,000	Secured	\$50,000		Basic Needs/ Food Security
United Way	Private	\$300,000	Secured	\$285,058		Basic Needs/ Food Security
California Community College Chancellor's Office	State	\$150,000	Secured	\$150,000		Cloud-based Information Technology Curriculum Development
CA College Pathways through the Whittier Foundation	Private	\$50,000	Secured	\$50,000		Guardian Scholars Program
Kuhn Family Foundation	Private	\$20,800	Secured	\$20,800		Student Scholarships
Sherwood Foundation	Private	\$20,000	Secured	\$20,000		Basic Needs/ Food Security
Santa Monica Westside Legacy Fund	Private	\$1,000,000	Pending	TBD	\$1,000,000	Student Emergency Support
United Way	Private	\$50,000	Pending	TBD	\$50,000	Basic Needs/ Food Security
Foundation for California Community Colleges (CCC)	State	\$49,000	Pending	TBD	\$49,000	Student Scholarships
Sidney Stern Memorial Trust	Private	\$5,000	Pending	TBD	\$5,000	Emeritus Program
Albertsons Companies Foundation	Private	\$100,000	Pending	TBD	\$100,000	Basic Needs/ Food Security
<b>TOTALS</b>		<b>\$1,789,800</b>		<b>\$675,868</b>	<b>\$1,114,000</b>	

## **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 annual Board Goals include:

The IR Office facilitated the inquiry activities to inform the work of the Impact of COVID President's Task Force, including the review of existing data about experience and needs of students and employees during the findings (findings from 12 different surveys), program and department responses to the COVID challenges question on the annual program review, and the findings of the strategic enrollment management SWOT analyses. The Task Force documented the challenges and opportunities related to the way we do business/work and the way we serve students.

*These efforts align with the Board Goal #2: Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment. The results of the inquiry activities informed the recommendations of the Task Force related to addressing challenges of the remote environment on the SMC student experience and identifying best practices to sustain throughout and post-pandemic.*

During the 2021-22 year, the IR Office collaborated with Academic Affairs to add "course modality" to existing college data dashboards in Precision Campus (SMC's data reports tool), which enabled department chairs and other leaders to better monitor the enrollment and course outcomes trends by course type (online asynchronous, online synchronous, hybrid, on-ground) and help inform class schedules. In addition, the IR Office administered a college-wide survey of students in Fall 2021 which included items related to students' future enrollment plans, including the likelihood of enrolling in an on-ground class, and preference and opinions about on-ground vs. remote student services.

*These efforts align with the Board Goal #1: Safely increase the number of on-ground and hybrid courses and operations. The new data filter and field in the dashboard and survey data of 1,087 students were used by chairs, Academic Affairs, and the counseling department to inform their planning efforts related to transitioning back to on-ground classes and services.*

The IR Office facilitated workshops on how to define and assess outcomes for leaders implementing DPAC Action Plans and provided assessment and evaluation support for many of the nine action plans.

*These efforts align with the Board Goal #3: Implement DPAC approved college initiatives funded in the 2021-22 budget to increase student success, reduce equity gaps, and advance Vision for Success (VSF) goals. The interactive workshop included activities to help leaders clarify the data they need to inform implementation of plan activities to support the expected short-term outcomes and long-term outcomes to improve student success and reduce equity gaps.*

The following IR work in 2021-22 supported the board's ongoing priority related to continuing professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations (#5).

- The IR Office contributed to the context of seven learning models of the Equitizing Gateway Courses (EGC) program for faculty. The IR Office worked collaboratively with the EGC faculty co-leads to design learning activities and create Canvas course content to foster analyses and reflection of classroom equity data to inform changes needed. In addition, the IR Office provided training and support for the equity coaches of the program focused on data sense making and facilitating discussions about equity data in their respective departments.

- The fourth year of SMC’s Data Coaching Program (also known as the “Equity Avengers Program”) concluded at the end of Fall 2021. The cohort of instructional department chairs facilitated focus groups with racially minoritized students to gain insight about students’ lived experiences and how they make sense of classroom grading policies and their digital interactions with faculty. The findings of the focus groups informed the development of preliminary recommendations for equitizing the classroom and student-faculty communication practices. The fifth cohort of the program (2022-23) will focus on experimenting with the recommendation practice and assessing its impact on the experience and outcomes of racially minoritized students. A total of 24 faculty (including counselors) committed to implementing one new change in their work/teaching to help advance the college’s racial equity goals.
- The IR Office developed a new data tool in Precision Campus, a faculty-level course success rate dashboard that uses Single-Sign On (SSO) technology to provide individual faculty access to private reports describing the course outcomes disaggregated by student race/ethnicity for sections they have taught. The tool has been a centerpiece for both the EGC and NSF STEM Equity Coaching programs as the data are compiled and used by program participants to assess their current performance in terms of equity in the classroom and provoke reflection that leads to changes in pedagogy and classroom practices to address observed racial equity gaps. To accompany the new tool, the IR Office also developed an equity calculator, step-by-step instruction guide, and a primer document to contextualize how to use the tool to advance equity. In addition, the IR Office collaborated with the Office of Equity, Pathways, and Inclusion to facilitate a campus-wide virtual training of the tool.

### INFORMATION TECHNOLOGY

Information Technology expanded their service footprint to support both the on-ground and online learning/ work-at-home environments. Highlights for 2021-22 include:

- The IT Help and IT Student Help support teams responded to 17,100 on-ground and remote service requests. *Board Priority: Pandemic Management and Recovery, Goal 1: Safely increase the number of on-ground and hybrid courses and operations.*
- A Hy-flex technology standard was established to support the newly established hybrid teaching modality for new and existing classrooms. *Board Priority: Pandemic Management and Recovery, Goal 1: Safely increase the number of on-ground and hybrid courses and operations. Board Priority: The Future of the College, Goal 2: Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.*
- A cloud-based Virtual Desktop pilot for the Business program was successfully launched to provide computing resources to students remotely. Once extended, this service will transform campus computer labs and student access in the future. *Board Priority: The Future of the College, Goal 2: Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.*
- To support the growing needs for programming support, two new Associate Programmers were hired. *Board Priority: Educational Advancement, Quality, and Equity, Goal 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.*
- Management Information Systems (MIS) continued to make progress on critical upgrades to extend the life of SMC’s Student Information System. This included the addition of encryption,

enhancements to authentication, conversion of legacy applications, and database upgrades. *Board Priority: Fiscal and Facilities, Goal 10: Continue as a model of sustainability.*

- Financial Aid check disbursement process was automated through the implementation of Bank Mobile, allocating funds sooner and more efficiently to students. *Board Priority: Student Life, Goal 4 Assess and address system/structural issues that impede positive user experience in the application, enrollment, and financial aid process. Board Priority: Student Life, Goal 6: Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs.*
- The COVID vaccine and booster tracking application was streamlined to support the on-ground presence of students and employees. *Board Priority: Pandemic Management and Recovery, Goal 1: Safely increase the number of on-ground and hybrid courses and operations.*
- Progress continued on technology infrastructure projects with the approval of the datacenter refresh project. This project replaces aging datacenter servers, improves resiliency, reduces energy usage, and provides critical disaster recovery capabilities. *Board Priority: Fiscal and Facilities, Goal 10: Continue as a model of sustainability.*
- A standardized Help Desk ticketing system was implemented to consolidate disparate systems across departments. Phase one, integrated the IT Help and Student IT Help systems. Phase two, included Maintenance and Operations. Additional phases will be added as departments join the centralized support service system. *Board Priority: Fiscal and Facilities, Goal 10: Continue as a model of sustainability.*

Modern information security principles were implemented using Multi Factor Authentication (MFA) to ensure the safety and security of SMC's data assets. *Board Priority: Fiscal and Facilities, Goal 10: Continue as a model of sustainability.*

## **SAFETY & RISK MANAGEMENT**

Within Safety & Risk Management, the main focus for year 2021-22 was the COVID-19 safety response through the evaluation, implementation, and maintenance of COVID-19 safety for the SMC system. Safety & Risk Management 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, Safety & Risk Management's role is to provide safety guidance for SMC system wide by evaluating current COVID-19 safety guidelines from the Federal, State, and Local agencies, and create/implement processes that comply with the safety guidelines which help create a safe campus environment. Daily Safety & Risk Management provides campus COVID response support through reviewing safety plans, overseeing the opening up of campus safely, approving PPE use on campus, and providing safety training.

In 2021-22 the following are several of the new programs and procedures that were created and implemented by Safety and Risk Management in support of our COVID response:

- Created and updated the COVID-19 Prevention Plan which is our COVID employee safety plan and is required by Cal OSHA.
- Created three internal universal use COVID Safety Plans. These plans correspond to Group meetings, Special Events, and Individual Office Meetings. Rather than departments having to create their own safety plan for every meeting or event, these universal plans can be used by the campus community which streamlines our safety process.

- Implemented voluntary use protocols for the use of N95s required by Cal OSHA.

*Aligns with Board of Trustees Goals and Priorities – Pandemic Management and Recovery: Safely increase the number of on-ground and hybrid courses and operations.*

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, as we bring more departments, events and processes on-ground, the campus community now understands, and acts accordingly, that they must submit a safety plan and get it approved by the EOT Leads as part of their preparation for on-ground activity. In 2021-22, large events were held on-ground for the first time in two years. These events included Grad Fest, Open House, and the Transfer Fair. Safety & Risk Management worked closely with the departments which held these events. This is excellent progress in stepping closer to a safety culture for the college and shows how individual groups are taking responsibility for the safety of their areas, events, and processes.

*Aligns with Board of Trustees Goals and Priorities – The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the college. Community and Government Relationships - As safety permits, resume serving the community with stellar facilities and programs.*

Another step towards elevating a campus safety culture is for Safety & Risk Management to assess new campus processes. New campus processes, equipment, chemicals, and vendors should be evaluated for safety prior to a final approval for use on campus. With the help of the Events Management Department, in 2021-22 Safety & Risk Management started reviewing safety plans for new events, safety plans for event vendors, and safety plans for campus location rentals. This approval process shows the growing awareness and importance of safety on campus and the growing safety culture. Event Management has embraced a commitment to safety for the campus and makes sure our vendors understand they must comply with the SMC safety protocols.

*Aligns with Board of Trustees Goals and Priorities – Pandemic Management and Recovery – Safely increase the number of on-ground and hybrid courses and operations.*

Safety and Risk Management, in 2021-22, began evaluating all its internal processes by creating campus policies with a customer-driven focus in the event the campus community needs to understand how to navigate through the complicated mesh of Safety & Risk Management rules. This year Safety & Risk Management completed five new policies: Worker's Compensation Policies and Procedures, Auxiliary and Support Organization Insurance Requirements, Certificate of Insurance Process Policy, Ergonomics Assessment Process Policy, and Hazardous Waste Management Policy.

*Aligns with Board of Trustees Goals and Priorities – Community and Government Relationships: Continue support for special programs that increase college readiness and success.*

Engineering controls are generally the first line of defense in maintaining a safe environment. One of the most important engineering safety controls we have on campus is the chemical eyewash and shower. The eyewash and shower help prevent severe injury to those working with chemicals. In partnership with Maintenance & Operations, we implemented a monthly inspection process for all eyewashes and showers on campus to ensure the water is flushed and remains clean, and to ensure these devices are working properly.

*Aligns with Board of Trustees Goals and Priorities – Pandemic Management and Recovery – Safely increase the number of on-ground and hybrid courses and operations. Community and Government Relationships–As safety permits, resume serving the community with stellar facilities and programs.*



As more departments come back to working on-ground, Safety & Risk Management must support those departments by providing the safety training necessary to complete their work. This training is necessary to maintain a safe environment but is also a regulatory requirement. In 2021-22, Safety & Risk Management provided forklift certification classes and aerial lift certification classes so all individuals who work with these large dangerous pieces of equipment understand how to manage them safely for themselves and the campus community. These classes run approximately 6 hours and include a classroom lecture with a written test and a hands-on assessment. The certifications last three years.

*Aligns with Board of Trustees Goals and Priorities—Pandemic Management and Recovery – Safely increase the number of on-ground and hybrid courses and operations. Community and Government Relationships – As safety permits, resume serving the community with stellar facilities and programs.*

Due to SMC’s chemical management and hazardous waste programs, SMC participates in a State of California program called the California Environmental Reporting System, CERS. CERS requires reporting of chemical type, location, and quantities to the state which is evaluated by the County of Los Angeles and the City of Santa Monica Fire Departments. Historically, SMC has had three separate permits on the main campus for the management of hazardous materials and hazardous waste. In 2021-22, through consultation with Santa Monica Fire, these three permits were consolidated into one permit which translated to institutional direct cost savings. Additionally, an indirect cost savings was realized through streamlining the CERS annual reporting process by managing one permit annual update rather than three.

*Aligns with Board of Trustees Goals and Priorities – Fiscal and Facilities – Continue efforts in revenue generation, cost control, re-organization, and enrollment management to achieve a sustainable budget. Community Relations – Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC’s vision and mission.*

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 2021-22, there was a significant decrease in the amount of hazardous waste generated on the campus, when compared to normal campus on-ground activities of 2019-20, due to the remote work environment.

In 2021-22, 6532 pounds of hazardous waste was generated. In 2019-2020, 39460 pounds of hazardous waste was generated. 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 – Fiscal and Facilities – Continue as a model of sustainability.*

## **BUSINESS AND ADMINISTRATION**

**Audits.** The 2020-21 audit was performed by the District’s external independent auditors Eide Bailly. Eide Bailly issued an unmodified opinion on the District’s 2020-21 financial statements, and for the **fifteenth 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 2020-21 with an unrestricted **general fund balance of \$35,483,750 or 19.47 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 2022-23 State Budget Act stipulates that a District will be funded at the greater of the amount calculated under the SCFF or the final apportionment amount received in 2024-25, whichever is greater, in 2025-26 and beyond. As of the 2022-23 tentative budget, the ending balance for 2021-22 is \$40,107,717 or 20.62 percent and the ending balance for 2022-23 is projected to be \$41,174,039 or 21.10 percent of expenditures and transfers. The 2022-23 Tentative Budget reflects the first time in over a decade the District is projecting both a structural and operating budget surplus.

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

**Issuance of Remaining General Obligation Bond Funds.** The District issued the remaining \$165 million in General Obligation Bonds at interest rates that were below the 20 year historical average. As part of the transaction the District participated in a credit rating process, which resulted in Moody's and Standard and Poors reaffirming the District's respective ratings of "Aa2" and "AA+". The credit rating agencies noted as District strengths "good financial management policies and practices, supported by tenured senior management team" and "positive operating results and maintenance of good-to-strong reserves".

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

**Education Enterprise.** The emphasis in 2021-22 was on continuing uninterrupted service in conditions created by the pandemic and adapting to welcoming students back to campus. This included maintaining access to the Campus Store, Cashier's Office, Auxiliary Services, and Reprographics. Students continued to receive their course materials either by mail, or on campus by appointment. As the year progressed, walk-up service was introduced at the store. The Campus Store also continued the distribution of Chromebooks and laptops to students and staff. The Cashier's Office offered service by appointment and on demand. The Cashier's Office successfully implemented BankMobile, the financial aid and tuition reimbursement system. The distribution of new SMC ID cards as part of BankMobile was delayed because of the world-wide shortage of microchips. Parking permits were re-introduced this year, but parking has remained free of charge. Auxiliary transactions continued without interruption. SMC Shuttle transportation to athletic events restarted in April. Staff was on campus throughout the year. *Closely aligns to Board Goals 1 and 4.*

Education Enterprise continued to provide support for the drive-thru food pantry and Bodega. *Closely aligns to Board Priority 6.*

Another focus of Education Enterprise continues to be on cultivating SMC's relationship with the Big Blue Bus and LA Metro. SMC was one of the first community colleges to roll out the new Metro GoPass, which provides free transportation on trains and buses throughout LA County. There was no additional cost to SMC because of its existing contract with the Big Blue Bus. *Closely aligns to Board Goal 9 and Board Priority 1.*

Reprographics worked closely with Marketing and provided color printing and other services that were previously sent to outside vendors. We also provided free copy service to students. Both initiatives have increased efficiency and saved money. *Closely aligns to Board Goals 3 and 6, and Board Priority 9.*

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 2022. *Closely aligns to Board Priorities 4 and 7.*

Enterprise continued to participate in the multiple weekly meetings of the Emergency Operations Team and provided support in the acquisition and distribution of COVID-related equipment and supplies. *Closely aligns to Board Goal 1.*

Enterprise oversaw the bid process for the sale of the 1825 Pearl Street apartments. *Closely aligns to Board Goal 6.*

## **FACILITIES PLANNING**

2021-22 was a busy and productive year for the SMC's facilities planning department. We are making major progress on various projects that are currently in construction. Here are some highlights:

### **Projects Completed This Year**

**HVAC Upgrade.** The HVAC project, which includes new air conditioning systems at Madison, gymnasium, PE offices, Cayton Center, Cafeteria, bookstore, and Science West, was completed in Summer 2021. It is currently in the DSA certification phase. *Board Goals and Priorities: Continue as a model of sustainability.*

**Drescher Hall HVAC Central Plant Tie-in.** The Drescher HVAC Hall Central Plant tie-in project connects Drescher Hall to the main campus chilled water loop to maximize the energy efficiency of the building's HVAC energy consumption. The project is substantially completed, and the contractor is working on punch items. The project is also in the DSA certification phase. *Board Goals and Priorities: Continue as a model of sustainability.*

**Measure V Joint Use and Partnership Projects.** The construction of the Santa Monica-Malibu Unified School District **John Adams Middle School Auditorium** project was completed in Spring 2022. *Board Goals and Priorities: Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

### **Projects in Design**

The **Art Complex Replacement.** The Construction Document phase was completed in August 2021. The project was submitted to Division of the State Architects for review, and DSA approval was obtained in June 2022. Construction is anticipated to start in Fall 2022. *Board Goals and Priorities: Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.*

### **Projects in Construction**

The **Malibu Campus.** Phase 2 of the project, which includes the construction of the Malibu campus, continued in the 2021-22 fiscal year. The building's exterior façade has been substantially completed and the contractor is currently working on the various interior finishes and MEP works. The project is scheduled to be completed by the end of 2022. *Board Goals and Priorities: Maintain productive partnerships across systems (Cities/SMMUSD) and the community in support of SMC's vision and mission.*

**Master Planning.** The data collection effort continued in the 2021-22 fiscal year. Additional data was collected through interviewing with various department chairs. This data is vital for us to better understand the College's academic needs. The final Master Plan is scheduled to be completed in the fiscal year 2022-23. *Board Goals and Priorities: Update the Facilities Master Plan to support the vision for SMC's future.*

The **Math and Science Building**. Phase 2 of the project (construction) continued to progress nicely. The structural steel frame of the building is substantially complete, and more than 60 percent of the concrete deck is poured. The contractor also started interior framing and MEP installation at various locations. The project is on schedule and anticipated to be completed by the Summer of 2024. *Board Goals and Priorities: Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.*

## **MAINTENANCE AND OPERATIONS**

The **Facilities Maintenance and Operations (M&O) Department** in 2021-22 focused primarily on the lessons learned in response to COVID-19. The Operations and Maintenance staff outfitted office spaces, classrooms, and work areas with plexiglass barriers, portable air purifiers, and cleaning supplies. The mechanical systems were upgraded to MERV-13 filters for greater air purification in all buildings. The enhanced cleaning protocols prompted by COVID-19 were adopted as the new standard for custodial services. Administratively, the department created an Administration Services Division that provides organizational support for staff in all areas (Custodial, Grounds, and Maintenance) of the department.

**Custodial and Grounds** conducted an internal custodial organizational assessment for all buildings to review their cleaning service delivery, sustainability, and recycling programs. The grounds section also included this assessment. Their work led to revisions in work rules, operational procedures, and guidelines. The grounds staff also beautified the Bundy site landscaping with new sustainable pathways and plantings.

**Maintenance** completed the following projects:

- 2714 Pico Roof
- Dresher Hall Heating, Ventilation, and Air-Conditioning System (HVAC) replacement
- POA Trailer Remodel
- PD Modular Installation
- Science East Heating, Ventilation, and Air-Conditioning System (HVAC) replacement
- Science Fumehood Upgrade
- Cosmetology Remodel
- Veterans Resource Center (VRC) Remodel
- ESL Exterior Painting

The department also introduced a new custodial report tool that allows faculty and staff a real-time custodial reporting mechanism for cleaning issues and requests. An E-News Letter, Campus Works, was also rolled out as an additional opportunity to share Maintenance and Operations activities, events, and projects.

The department's continuous objective is to provide a clean and safe instructional work environment as well as an academic atmosphere that is conducive to learning and education. The department follows the educational maintenance and operations standards set by the Association of Physical Plant Administrators (APPA), which is the industry-leading educational facility management consortium dedicated to supporting the professions that maintain institutional facilities.

*Board Priority 1 and 10: Maintenance and Operations operational efforts align with the pandemic management and recovery goal from the installation and maintenance of administrative and engineering controls in support of on-ground activities. Board Priority 10: Maintenance and Operations continued to focus on sustainability as an*

*operational priority with the sustainable practices in the chemical and recycling programs, landscaping and grounds management, and utility administration.*

## **HUMAN RESOURCES**

The Office of Human Resources (HR) mission is to provide a people-centered service to Santa Monica College (SMC) employees to support the life cycle of employment. Striving to provide an individualized approach, the goal is to promote self-efficacy, growth, and professional development. We realize that the provision of an exceptional equity-minded service model to employees ultimately enhances student success. The intentionality of our service model compels 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 college's constituents 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 staff and students in the most efficient and effective way possible.

### **A Note About the COVID-19 Response**

As SMC adjusts to a return to campus and hybrid model of services, the Office of Human Resources has provided support to the transition by conducting relevant trainings, question and answer sessions, and have worked with the employee associations to discuss process and implementation.

Sherri Lee-Lewis, Vice President-HR; Tre'Shawn Hall-Baker, Dean-HR; and Leisa Biggers, Director of Human Resources are all members of the Emergency Operations Team (EOT), and their continued involvement in developing process and procedures for the new work environment and the safety of faculty and staff continues to be instrumental in securing a successful 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, Dean and Director provided input to the District's Negotiations Team. Their contributions contributed to the return-to-work process and MOU executed with the District's collective bargaining units, which covers a range of subjects including emergency conditions, remote work policies, performance evaluations, and salaries.

Human Resources was responsible for the following:

- Providing regular Human Resources informational updates
- Working with SMC managers to navigate the hybrid work environment

- Wellness Offerings including a free one-year fitness app for all students and employees during the pandemic
- Remote Work Program, including a presentation for managers entitled “The Juggle is Real – Managing On-Ground and Remote Employees.” This presentation highlighted challenges faced in a remote work/hybrid environment, scheduling, the benefits of on-ground vs. remote work, and planning for success.
- Implementation of COVID-19 related services such as implementing accommodations for employees who have been approved for exemption to the vaccination.
- Managing the Districtwide requirement for all employees to complete the “SMC COVID-19 Safety Training Return to Ground” course. Provided technical assistance to employees to ensure this requirement was fulfilled.

*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 Violence under Title IX, and Workplace/Campus Violence and Bullying; the team educates and supports professional development for staff and faculty.

SMC’s Office of Human Resources’ Compliance Team oversees and monitors SMC’s compliance with applicable state and federal laws and regulatory mandates. It is a process involving investigating complaints of unlawful discrimination laws (Title 5), sexual harassment under Title IX, and workplace/campus violence and bullying submitted by students, faculty, and staff concerning board policies. The team also handles employee and labor relations matters, with a focus on creating practical support services, resources and relationship building to maintain and improve a productive and professional work environment for all District employees. The team provides education and professional development, which include resources for staff and faculty, and workshops for students.

The HR Compliance Team continued to focus on improving triage responsiveness and resolutions related disputes and inquiries before formal complaints are submitted. Support and advice to students, faculty 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 (virtual) and in person, 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 prevention, Title IX, workplace violence, diversity and equity issues, and employment related issues (specifically for employees). Apart from ensuring compliance, these trainings reinforce SMC’s commitment to diversity, equity, inclusion, and accessibility.

The members of the 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. Changes to laws and regulations require the HR Compliance Team to focus on reviewing and drafting revisions to SMC board policies and administrative regulations pertinent to the new regulations.

In August 2021, the administrative regulations covering the new rules under Title IX were implemented. In 2022, following review, the revised Title 5 administrative regulation will be implemented.

This year, HR received a total of 29 Title 5—Unlawful Discrimination, Title IX—Sexual Harassment/Sexual Assault, Workplace Violence and Bullying, and PERB Unfair Practice Charge cases. The numbers are double from the previous year, but lower than those in the preceding years. The number of complaints is reflective of the COVID-19 pandemic during 2021-22, in which employees and students worked and learned in a remote environment, a practice that continues to date. 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 Sexual Harassment Prevention training for all non-supervisors known as SB 1343 and AB 1825 for managers and supervisors.

The Compliance Team tracks inquires related to Title 5, Title IX, workplace violence and bullying, discrimination, harassment, and other student and employee issues. During the 2021-22 period, there were 101 inquires received and responded to within a 24 to 48 hours period.

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

## **Employee and Labor Relations**

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:

- Members of the HR Compliance Team were assigned to specific departments/offices for ongoing support to assist managers and to improve positive employee interaction and performance.
- The HR Compliance Team assisted managers and supervisors with the implementation of progressive intervention and discipline measures for numerous employees.
- Conducted mediation meetings with employees to improve positive employee interaction and performance.
- Progressive discipline and 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.
- Continue to review and update the Managers' Corner website to ensure guidelines and templates for managers are current.
- 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.
- Offered targeted professional development and trainings to managers:
  - employee performance evaluation process
  - interpreting union contracts
  - Managing excessive absenteeism
  - Management Academy 101 Series
  - Mini-Management Series
  - HR Forum-Return to Work Discussion for Managers.
- Employee professional development programs to SMC staff included the following (presenters included HR staff and guest presenters):
  - Pre-Supervisory Academy – a series of ten workshops/presentations for selected classified staff interested in moving into management
  - Dr. Valyncia Raphael – Woodward-Remote workshop focusing on Microaggressions & Bias—how to react, handle especially during employee-student interactions
  - Forrest Story – two workshops focused on communication and moving into management
  - 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; Unconscious Bias

*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.*

## **Negotiations and Labor Management**

Human Resources, including Campus Counsel, continue to meet with our labor partners, the California School Employees Association (CSEA), the Faculty Association (FA), and the SMC Police Officers Association (SMCPOA) to resolve issues and ensure compliance with the collective bargaining agreements. The Dean of Human Resources and the Vice-President of Human Resources continue to serve on the negotiation teams. The Human Resources management team provide regular updates to local and regional union representatives related to ongoing employee relations issues in an effort to mitigate the impact to the respective parties.



## Diversity, Equity, Inclusivity and Accessibility

The 2021-22 academic year saw a continued focus on identifying diversity, equity, inclusion, and accessibility in the recruitment process and building professional development processes. Student focused trainings included workshops on unlawful discrimination, Title IX, bias, harassment based on race and sex/gender, and trauma.

**EEO Advisory Committee/EEO Plan review.** The EEO sub-committee is currently preparing to review mandated changes to the Equal Employment Opportunity plan. The committee will implement the mandated changes in the next EEO plan due to the California Community College Chancellor's Office.

**EEO Multiple Methods Allocation Certification—9 out of 9 methods met.** The EEO Multiple Methods Certification was successfully completed. Human Resources is working with the Academic Senate and District constituencies to improve and develop effective Equal Employment Opportunity trainings and practices.

**Title IX Student Leadership Program.** The program is offered to students in the Fall semester. Workshops covered include Preventing Sexual Assault/Creating a Culture of Consent & Respect; Healthy Relationships: Understanding Domestic and Dating Violence, Stalking and Why This is a Man's Issue Too; Intersectionality Issues/LGBTQ+ and Marginalized Populations; and Supporting Victims of Trauma.

Graduates of the program become Title IX Leaders who will continue to raise awareness of these issues with their peers and in their communities.

**Diversity, Equity, and Inclusion.** Santa Monica Community College District is one of the largest employers within the City of Santa Monica, CA. The District has a rich, inclusive, global, higher education learning environment known for its commitment to excellence and dedication to student success. SMC is also known for its high transfer rate of students to the University of California, California State Universities, private colleges and universities, and for its successful career technology education certificate programs.

SMC attracts and retains an outstanding workforce of faculty, staff, and management team members. The 2021 Faculty and Staff Diversity Report is found at <https://www.smc.edu/administration/human-resources/diversity-equity-inclusivity/diversity-reports.php>.

*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.

*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**

Human Resources enthusiastically welcomed a new Director of Human Resources, Leisa Biggers. We also welcomed Diana Pennington as Administrative Assistant III/Executive Assistant to Vice President Sherri Lee-Lewis and Anisha DiGregorio, Administrative Assistant I. Delia Padilla was reclassified from Human Resources Technician to Human Resources Analyst-Operations.

### ***Recruitment and Selection***

Recruitment and selection were done mostly remotely, with one selection process done using a hybrid model. During the 2021-22 academic year, 26 full-time and 94 part-time teaching and counseling faculty were hired and processed successfully. Additionally, Human Resources has begun the recruitment process for to fill academic administrations that were previously filled by internal interim appointments.

### ***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 voluntary 403b and 457b plans to District employees. 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.

Also, due to COVID-19, the implementation of the BEST Project-Human Capital Management (HCM) system with Los Angeles County of Education (LACOE) was delayed for Wave-3 Districts. The implementation status for Human Resources and Payroll has not been determined.

### ***Leaves***

The Office of Human Resources has continued to work with our staff and faculty on the leaves, accommodations, and the paid time off process with the District, provide an understanding of the leave provisions in the contracts and any applicable state and federal laws. Additionally, the Office of Human Resources continues to provide 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. The Office of Human Resources continues to work with our unions on answering any questions related to the District's interpretation and application of the leave sections in the contracts and resolve any issues that occurs.

### ***Policies and Procedure Updates***

The Office of Human Resources continues to review and update policies and procedures. During this academic year HR worked on administrative regulations that affect human resources and worked with the CSEA negotiations team to develop a remote work policy.

*Board Priority: I. 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 has completed a number of new projects and initiatives since last year. Santa Monica College has now fully integrated The Vision Resource Center (VRC) as an online learning and collaboration platform for all professionals in the California Community Colleges. 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 to implement a robust portfolio of professional development for all constituent groups.

HR facilitated training and/or workshops for all constituent groups represented in the various District departments. HR takes great pride in improving the skills, knowledge, and awareness of District employees and to educate the community on continuous performance goals and topics, equity, wellness and promoting a sense of belonging.

This year, we ran numerous sessions virtually through Zoom which was a first for the Office of Human Resources. This included online sessions for all employee groups:

- Why We Need to Evaluate Employees: Setting Evaluation Expectations
- Playing by the Rules: Understanding Contract Provisions
- The Classified Employee Evaluation Process: Preparing an Evaluation
- Life is a Rough Draft: Keeping Perspective to Achieve Work/Life Balance
- Communicating for Results: Keys to your Success

The Classified Professional Development Committee, along with the Professional Development Coordinator, also introduced their first virtual professional development days and included outstanding workshops on:

- Cultural Responsiveness: A Communication Approach to Equity
- The Indispensable Role of Classified Professionals in Achieving Equity
- Navigating the Pandemics with an Equity Mindset
- Building Communities of Belonging at Work in the Midst of Isolation
- Extending the Invitation: Developing Strategies for Compassionate Communication

Future projects 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 2020-2021 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 Grad Walk and Commencement Ceremony, serving as mentors for students, and more.

### **CAMPUS POLICE**

The campus police department continues to be an integral part of the Emergency Operations Team, assessing, developing, and implementing safety protocols for the return of on-ground activity. This collaborative approach improves our continued community policing initiatives so that service is our number one priority. We have worked to increase our visibility to our on-ground community while assisting departments as they transition to more of a pre-pandemic life.

This year, the focus has been on planning. COVID-19 safety plans and culture are ingrained into the fabric of our students, staff, and faculty to reduce risks. Equipment and supplies are monitored and purchased to meet the needs of our student so that they can enjoy a safe learning environment. We continue to monitor public health reports so that we can increase on ground operations.

Collaboration with student groups is key to creating this safe environment and we have partnered with the Associated Students to increase their activities on campus. This integration of student life is one of the pillars of bringing back on-ground activity. Student feedback and input allow us to focus on being supportive, inclusive and allows for a collegial environment. Events such as our open house, transfer fair and the upcoming VIP Welcome day are examples of the collaboration between all constituencies on campus for the benefit of our students.

The future also brings challenges with technology. We are currently working to upgrade our radio communications to improve interoperability with surrounding law enforcement agencies. Additionally, the campus works to improve the security infrastructure through improvements in access control and camera systems. These initiatives will increase our ability to protect the campus as a whole.

*Board Goals: 1, 2, 8, and 9: Board Goals 1 and 2: As a member of the Emergency Operations Team and one of the Co-Leads. Board Goal 8: To ensure safety and our increasing number of events occurring on our campuses, we have been able to collaborate with Associated Students. Board Goal 9: Upgrading our security infrastructure with new radio communications and improving access control and camera systems.*

### **EMERGENCY PREPAREDNESS**

During 2021-22, the Emergency Preparedness group continued to focus on COVID-19 protocols and safety with a focus on the return to on-ground activities. We continue to see surges and spikes in cases, but SMC has kept these numbers to a minimum. This is because of our strict safety protocols and masking requirements.

The year showed promise with several successful on ground activities such as Open House, Transfer Fair, Grad Fest, and our annual Drive Through Graduation. We continue to focus on understanding the nuances of COVID-19 and how to keep people safe. We also transitioned to more of the traditional training needed for on ground activity by holding a CPR/First Aid class, an overhaul of the Building Monitor training lesson plan and putting together the tools to conduct a safe CERT training for the Summer. The campus also tested successfully the outdoor speaker notification system, which passed with flying colors, and we have already scheduled an on-ground evacuation during the Annual California Shakeout in the Fall.

*Board Goals: 1, 2, and 9; Board Priorities: 2, 7, 11, 12, and 13: Board Goal 1 – This was accomplished through open house etc. Board Goal 2 – Many of the programs on ground are because of what was learned from COVID and the ability to do them safely. Board Goal 9 – We continue to work with numerous state, local groups through partnerships in communications, facility use etc. Board Priority 2 – By increasing safety priorities and goals, it allows students to receive an education from SMC. Board Priority 7 – Some students and particular majors are not successful unless held on ground, such as music, theater etc. Board Priorities 11, 12, and 13 – Fulfilled daily.*

## **ENVIRONMENT AND SUSTAINABILITY**

### **Recycling**

- Hired and trained two student staff to help with Recycling and Zero Waste efforts. *Board Priority #10 a model of zero waste practices*
- Continued to keep vermitech worms alive during pandemic by feeding them weekly food scraps from Bob's Market and the Bodega. *Board Priority #10 a model of zero waste practices*
- Evaluated each account for Athens waste hauler to develop a more efficient schedule. *Board Goal #9 Reducing unneeded pickups reduces the cost of waste hauling to the college.*
- Had Athens conduct an audit for one week taking photos of all bins before service. *Board Goal #9 Providing evidence of unneeded pickups reduces costs.*
- Completed a waste audit at Early Childhood Development Lab. *Board Priority #10 The audit showed we needed a compost bin, which is state law.*
- Completed site visit at Performing Arts Center and Emeritus to discuss moving to centralized bin model, adding recycling and organics bins. *Board Goal #9 Centralized bins will reduce custodial workload and cost of bin liners. Board Priority #10 Centralized bins will help to reduce waste and help to achieve state requirements.*
- Maintenance and Operations has committed custodial and grounds teams to collecting indoor and outdoor recycling bins. *Board Priority #10 This extends recycling to all campuses*
- Tabled at the Open House event. *Board Priority #10*
- Processed 10 pallets of electronics from IT for recycling. *Board Priority #10 Cost saving realized by using student workers to palletize e-waste instead of trained IT staff.*
- Met with TCBY coffee to review requirements for food packaging, provided new containers for food waste and recycling with educational signage, and trained employees on how to sort waste. *Board Priority #10 Helps to meet state waste requirements.*
- Started collecting food waste from AS office in Cayton, International Education Center in SSC, and Communications department at Bundy as a food waste pilot program. Completed "zero waste training" with all staff in each department via zoom. *Board Priority #10 Helps meet state requirements, save money, and is best sustainability practice*
- Mapped outdoor and indoor bins for all SMC properties. *Board Priority #10 A model of zero waste practices*
- Presented for LACCD's virtual Waste Workshop Speaker Series on March 30, talking about strategies all community colleges in LA can use to go zero waste. *Board Priority #10 A model of sustainability*

- Recycling Specialist completed TRUE Zero Waste training and can now certify properties as “Zero Waste” under USGBC-LEED accreditation. *Board Priority #10 A model of sustainability*
- Started new monthly SMC Sustainability Newsletter. *Board Priority #10 A model of sustainability*
- Reviewed and updated SMC 5 Year Zero Waste Plan. *Board Priority #10 A model of sustainability*

### **Sustainability**

- Project managed new Aquaculture certificate program. Hired new adjunct faculty to write curriculum. *Board Priority #1 This new program meets the needs of a growing industry, will provide well-paying jobs, and addresses critical environmental issues.*
- Raised \$15,000 from AS to fund the Student Greening Workshops in Fall 2022. *Board Priority #3 This program has a strong correlation to increasing student success, retention and reducing equity gaps, especially in black and Latinx students.*
- Continued to advise Eco Action and Club Grow. *Board Priority #10 A model of sustainability*
- Participated in panel discussion on campus decarbonization and divestment, hosted by Fullerton College. *Board Priority #10 A model of sustainability*
- Hired and managed Fellow to assist in “Greening the Curriculum.” *Board Priority #10 A model of sustainability*
- The Organic Learning Garden continued to produce food for the Bodega. *Board Priority #6 Producing fresh, nutritious food for students addresses basic needs.*
- Continued to hold Earth Week and Sustainability Week virtually and provided tours and class presentations via Zoom. *Board Priority #10 A model of sustainability*
- Helped pick 2 student scholarships from Shore Hotel for \$2,000. *Board Priority #6 Scholarships provide needed income, which addresses basic needs.*
- Cleaned out the rainwater cistern using a pump from a truck. *Board Priority #10 A model of sustainability*

### **Transportation**

- Earned 60 percent discount on City of Santa Monica fees due to achieving our AVR four years in a row. Board Goal #9 By achieving the City’s AVR requirements we keep in good graces with the City and please the immediate neighbors who have concerns about congestion. *Board Priority #9– Saved over \$15,000 on city transportation fee.*
- Recognized with a Gold Achievement Award from the City for its successful efforts to encourage employees and students to use alternative modes to get to campus. Board Goal #9 By achieving the City’s AVR requirements we keep in good graces with the City and please the immediate neighbors who have concerns about congestion. *Board Priority #10 a model of sustainable transportation*
- Repaired 25 bicycles which were then donated to students from EOPS programs (over 100 have been donated to date) *Board Priority #10 a model of sustainable transportation and more cycling reduces congestion around campus.*
- Provided bike locks and lights with each bike. *Board Priority #10 a model of sustainable transportation and safety for students.*

- Launched new Metro GoPass, which provides all students who pay their Student Benefits fee with free transit across LA on eleven transit providers. SMC has twice the number of students enroll in the program than any other community college. *Board Goal #9 By encouraging students to use the bus the neighbors don't experience as much congestion and parking competition.*
- Held a *Pit Stop for Bike to Work Day* to repair bikes and provide give-a-ways to cyclists. Board Goal #9 We provided free bike repair services for all cyclists, not just students and employees. This encourages cycling which reduces congestion. *Board Priority #10 a model of sustainable transportation*
- Continued meeting with BBB on a quarterly basis to coordinate transportation efforts. *Board Goal #9 By coordinating with BBB, SMC has saves \$90,000 per year by not using our own shuttles, which ran the same routes as the BBB.*
- Updated Transportation website with current information and options. *Board Priority #10 a model of sustainable transportation*
- Re-designed 20 TV bulletins to reflect updated transportation information. *Board Priority #10 a model of sustainable transportation*
- Provided LYFT codes for film shoot, instead of hiring shuttles. *Board Goal #9 By using Lyft instead of SMC shuttles, the college has seen significant savings.*
- Provided Lyft codes to students who needed a ride home after picking up Thanksgiving dinners from Foundation event. *Board Priority #6 By providing a way for students to get home with their food, we are addressing unmet needs for those without a car.*

## 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 84 lectures and campus activities have taken place in the last academic year. A total of 2,048 students were served by attending events hosted through this department and the SMC Associates. Additionally, this department took on a greater role with communication and campus programming efforts as part of a post-pandemic strategy to build community and increase enrollment and activity on campus.

*Board Goals: #1 (Pandemic Management and Recovery) #4 (Student Life), Ongoing Goal #5 (Student Life) #11 & #13 (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:

- Return to Campus COVID safety videos, signage, websites, and events, were created to explain safety protocols for students and faculty while also reassuring the campus that safety was a top

priority. *Board Goals: #1 (Pandemic Management and Recovery) #4 (Student Life), Ongoing Goal #5 (Student Life) #11 & #13 (Community and Government Relationships)*

- Supports Enrollment Development in the promotion of enrollment campaigns and enrollment generating outreach activities in the community. *Board Goals: #1 (Pandemic Management and Recovery), #4 (Student Life), Ongoing Goal #1 (Future of the College), #5 (Student Life) #11 & #13 (Community and Government Relationships)*
- Creation of the first Open House, an on-campus event to encourage prospective and current students to come to campus to get enrollment/application help and engage with our faculty, staff, and support programs. *Board Goals: #1 (Pandemic Management and Recovery), #4 (Student Life), Ongoing Goal #1 (Future of the College), #5 (Student Life) #11 & #13 (Community and Government Relationships)*
- Coordination of the second annual Grad Walk/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: #4 (Student Life), Ongoing Goal #5 (Student Life), #11 & #13 (Community and Government Relationships)*
- Creation of 30+ informational videos to help new students successfully apply, enroll, and obtain services at the college. Specifically, a series of COVID safety and return to campus videos were created to assist the return to campus communication process. *Board Goals: #2 (Future of the College), #4 (Student Life), #13 (Community and Government Relationships).*
- Creation of 21 SMC student testimonial videos were created to elevate social media and marketing campaigns for the college by sharing the student voices and diverse experiences with prospective students. *Board Goals: #2 (Future of the College), #4 (Student Life), #13 (Community and Government Relationships).*
- Supports the expansion and awareness of Guided Pathways and Areas of Interest to students, faculty and staff through marketing campaigns, communication videos, student-experience webpage overhaul, programming at the campus Open House, and the creation of a steering committee to address campus integration and stakeholder buy-in. *Board Goals: #2 (Future of the College), #3 (Educational Advancement, Quality and Equity), #4 (Student Life), Ongoing Board Goals: #4 (Educational Advancement, Quality and Equity), #13 (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: #13 (Community and Government Relationships).*
- Coordinates multiple campus events, including the VIP Welcome (rebranded in 2021), the Retirement and Recognition event, the holiday celebration, and a series of “Welcome back to Campus” letters, cookie delivery, and an ice cream truck event to re-establish a connection with the college campus and create a sense of belonging for our students, faculty and staff. *Board Goals: #2 (Future of the College), #4 (Student Life), #13 (Community and Government Relationships).*
- Coordinates multiple events with Associated Students, such as Graduation Regalia Distribution, and VIP Welcome educational resource packages, Summer orientation programs for new students to help create community and connection. *Board Goals: #3 (Educational Advancement, Quality and Equity), #4 (Student Life), Ongoing Board Goals: #4 (Educational Advancement, Quality and Equity), #13 (Community and Government Relationships).*



- Coordination of the 92nd Anniversary virtual online commencement ceremony in Spring 2022. *Board Goals: #9 (Community Relations), Ongoing Board Goals: #4 (Educational Advancement, Quality and Equity), #13 (Community and Government Relationships).*
- 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: #9 (Community Relations), Ongoing Board Goals: #4 (Educational Advancement, Quality and Equity), #13 (Community and Government Relationships).*
- **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: #3 (Educational Advancement, Quality and Equity) #4 (Student Life), #9 (Community Relations) #11 (Community and Government Relationships)*
- **Welcoming SMMUSD Olympic High School/Obama Project Based Learning Students to SMC's campus** This timely collaboration is an opportunity to build a stronger connection between our SMMUSD partners and the SMC community. By assisting with the communication process between these two entities, the Community and Academic Relations department sought to make a challenging situation a more positive experience for all involved. Plans for Summer events to help the new high school students feel more comfortable and at home are in the works. *Board Goals: #3 (Educational Advancement, Quality and Equity) #4 (Student Life), #9 (Community Relations) #11 (Community and Government Relationships)*

## 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. Our broadcast stations include digital opportunities, promoting through their varying social media platforms, website, mobile, and station opt-in email campaigns to extend SMC's radio messaging into a full comprehensive multimedia program reaching local audiences on multiple levels 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, direct mail, and digital marketing has led to SMC's 31st 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. SMC sent 1,186 students to UC campuses, 2,319 students to UC and CSU systems combined, and 129 students to USC.

The COVID-19 pandemic continues to affect the enrollment decline at SMC during the 2021-22 academic year, but admissions of international students are starting to increase, doubling from last year as we return to on-campus classes. With the additional support from HEERF and SB85 funds, we increased our marketing outreach to improve student enrollment through our media and digital channels. This year we had a 52-week Metro Rail E Line outdoor full wrap, expanded our digital marketing efforts to include talent influencers and Google AdWords campaigns for international recruitment and specific academic programs, and advertised in iHeart's live events at Jingle Ball 2021, Alter Ego 2022, and Wango Tango 2022.

Influencer marketing is the newest channel SMC is using to increase enrollment. Marketing partnered with **Open Influence**, an award-winning creative and strategic influencer marketing agency serving leading brands and selected eight top-performing **Instagram and TikTok influencers** to generate awareness and interest in SMC. We generated a total of 321,556 impressions, 8,790 engagements, and 574 shared posts. To bridge the equity gap, we added two popular African American DJ influencers through our iHeartMedia partnership with on-air endorsements and social media posts. **DJ Hed** and **Chuck Dizzle**, known for their honest, direct commentary on hip-hop music and culture, are local radio personalities with a top radio hip-hop show called "Home Grown" on KRRL. They have a combined social media reach of 79K IG followers and almost 200K Facebook followers. To further reach our Latinx community, we added additional Univision Spanish-speaking influencers, **Grecia Salamon** with 33.5K followers and **Evelyn Sicairos** with 163K followers, to help SMC build community trust by providing important enrollment and financial aid information to the Latinx community, including DACA/Dreamers.

Marketing continues to expand our digital/media marketing efforts (with **Google AdWords/Analytics**, tracking RIO with UTM links with media partners, and influencers to target specific audiences), to help bring traffic to our website and increase enrollment. In 2021, Google introduced **Performance Max** to help drive better results across all Google Ads platforms (Search, Display, and YouTube) and automate the targeting and delivery of campaigns. We worked closely with **International Education** in their running search ads in China/Hong Kong, Indonesia, Japan, South Korea, Sweden, Turkey, and the USA (outside of CA) and increased the international homepage visits by 78 percent with a current total of 1,093 conversions. Due to the success of Google AdWords for our IxD and Architecture programs, we added running search ads for **14 Career Education academic programs**—Accounting, Administration of Justice, Animation, Broadcast Programming & Production, Computer Science, Cosmetology, Digital Media, Early Childhood Education, Film Production, Geographic Information Systems, Graphics Design, Photography, Technical Theatre, and Web Design—which produced over 900 conversions.

The Marketing design team supported the Web team in redesigning the **We "Heart" SMC** section on the SMC homepage and the **Admissions "Apply" pages** to streamline the application process. Together we are also working closely with Information Technology in redesigning the student portal **Corsair Connect** to be more user-friendly for students to access information on enrollment, financial aid, counseling, and student services.

We contributed and designed promotional materials for major college campaigns and projects—fencing signage for the new **Math & Science Complex**, customizable templates for **Athletics** for their social media posts to create a branded and consistent look and feel; SMC Resources postcard and signs for the **SMC's Giving Thanksgiving** campaign to provide holiday groceries and hot meals to 1,470 students; SMC Foundation's **Champions of Change** holiday campaign to provide scholarships, basic needs, textbook aids, and more to students; SMC's **In-Person Open House (Explore. Connect. Start.)** event on May 14, 2022 welcomed over 2,500 students and their families to learn about campus and student resources, followed

by a virtual online Open House event on May 21; graduation materials for the new **2022 Grad Fest, Grad Walk, and Virtual Commencement Ceremony**, which included the graduation program, pop-up banners, animated stickers, and Zoom backgrounds; and the **Malibu Survey** postcard to assess the interest of classes from the community for the SMC Malibu Campus.

We developed a direct mail campaign of **institutional awareness postcards** to our neighboring Santa Monica and Malibu residents, ranging in topics on SMC Bachelor's Degree in Interaction Design, SMC's #1 in transfers for 31 years, SMC film student Niccolo Rolim's short film "Broken Layers" winning "Best Student Film" at the 2021 Cannes Film Festival, over 500 new courses and 100+ degrees & certificates, SMC's seven areas of interests, and making higher education affordable with flexible learning choices.

SMC acquired a **Xerox Versant digital color press** on campus and Marketing is collaborating with Reprographics in managing the color print orders, including the printing of the SMC business cards for SMC faculty and staff.

Marketing continued to prepare materials and signage to support the communication efforts for **COVID-19 safety protocols** as we return to on-campus classes, services, and events.

Increasingly, marketing, public information, and the web and social media departments work as a team in preparing internal and external communications. In 2021-22, the departments produced 10 schedules of classes, the college catalog, and **over 500** other publications, brochures, booklets, flyers, signage, email bulletins, and digital materials. We continue to design award-winning materials, receiving first place for the 2021 commencement program, 2021-22 SMC Catalog, online newsletter SMC In Focus, and holiday video performed with music/dance students from the **Community College Public Relations Organization (CCPRO)**.

*Annual Board Goals 2021-22. Ongoing Board Priorities: Educational Advancement, Quality, and Equity 1, 2, 5; Student Life 7-9; Community and Government Relationships 11-13 (Supporting educational advancement, equity, and student success by creating visual content and promotional materials).*

### **Public Information Office**

The **Santa Monica College (SMC) Public Information Office ("PIO")** develops and implements strategic, integrated communications to advance SMC's mission, vision, and goals and serves as the College's public relations spokesperson, overseeing distribution of information to the public and managing media relations to achieve institutional objectives. The Public Information Office is responsible for the distribution of timely, critical, and noteworthy information across channels including press releases, feature articles, a multiple national-award-winning e-newsletter/site, videos, and more. Since Spring 2020, owing to the disruption of college on-ground classes, services and operations due to the global pandemic COVID-19, the PIO has taken on an increasingly responsible strategic role in managing internal communications focused on informing the college's primary audiences, students and employees, of public health-related (and college) developments that impact them and assisting in managing the college's transition towards a greater on-ground presence through transparent, helpful communication.

A few highlights of PIO activities from 2021-22 follow:

**Media and Press Engagement.** In 2021-22, (as of May 31, 2022) 95 press releases were distributed by the Public Information Officer to local, regional, national, and international media outlets as well as specialty publications (increase of 35+ over last year, reflecting SMC's increased scope of operations and events in

the late-pandemic days). 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 outlets: Santa Monica Daily Press, Los Angeles Sentinel, Community College Daily, LA Business Journal, LA Times, Variety, Santa Monica Mirror, Broadway World, New York Times, The OC Register, and many more. Coordinated the appearance of a graduation-related centerfold in the Westside's most widely read paper Santa Monica Daily Press in June 2021 and expects to generate this same partnered content for June 2022 graduation. Successfully pitched stories on SMC events and individuals resulting in coverage in print (Daily Press, Santa Monica Mirror), and TV (Westside Edition, Spectrum News 1).

For a near-comprehensive list of SMC press coverage, see [smc.edu/news/in-the-news](https://smc.edu/news/in-the-news).

**Strategic Communications Leadership.** The PIO successfully represented SMC's position on complex issues and prepared and shaped responses for SMC's Superintendent/President, administrators, and other spokespersons to appear in media outlets (the following is a selection, not an all-inclusive list):

- Giving Thanksgiving on The Today Show, Nov. 2021
- "As we Reopen, let's Also Reskill the Workforce," an op-ed co-authored with AltaSea CEO Tim McOsker, Community College Daily, June 24, 2021
- SMC's plans for Fall 2021, Santa Monica Mirror, Sept. 2021
- Affordability and Community Colleges, In Focus SoCal (Spectrum News 1)
- SMC's plans for Fall 2021, Santa Monica Daily Press
- SMC & Fall 2021, Santa Monica Mirror

**Representing SMC's commitment to Social Justice and Related Issues.** The PIO advises SMC's Superintendent/President and senior staff and takes a lead role in crafting college response to crises that directly impact wide swaths of the SMC community. In 2021-22, these included helping respond to disruptive, painful moments in national/global history, including anti-Semitism, the Russian invasion of Ukraine, the Supreme Court overturn of Roe vs. Wade, the school shooting at Uvalde, TX, and more.

**COVID-19 Response & Communications Role.** The Public Information Officer provides crucial editorial services, feedback, and direction on all COVID-related communications with SMC employees and students. Provides strategic communications leadership in any situation that requires multi-channel, multi-departmental, multi-audience communications. In 2021-22, these included the following:

- Assisted Superintendent/President in crafting over nineteen presidential memos to SMC employees whose contents include detailing changes due to COVID, communicating public health trends and changes in college operations.
- Creating presidential memos, and social media content communicating updates on Spring 2022 & Winter 2022, masking changes update, vaccine program, and more.
- Co-producing, scripting, and providing editorial direction on key videos, which are all viewable on the official SMC YouTube Channel: <https://www.youtube.com/c/SantaMonicaCollegeOfficial>
  - ["Summer and Fall 2022 enrollment happening now"](#) (co-produced)
  - [Spring 2022 COVID protocols for faculty & staff](#)
  - [Indoor Masking Requirements at SMC](#)

- The PIO produced several COVID-education related videos and oversaw the dissemination of these videos to students & employees via email, web and social media (most of these have hundreds of views, higher than most educational related videos on our YouTube channel):
  - Masking up indoors
  - COVID protocols for SMC Athletes + a separate one for Athletic visitors
  - The importance of hand-washing to stop the spread
  - Navigating mental wellness challenges caused by COVID (featuring college resources & subject matter experts): one for employees, and a separate one for students

**Other Internal Communications:**

- Wrote and distributed board meeting summaries
- Prepared 14 obituaries
- Create and distribute bi-weekly 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/email-forwarding service; updated guidelines to ensure consistency and potentially problematic situations.
- Provide editorial communications support to SMC colleagues & departments upon request, assist in creating and executing communications plans for specific projects

**SMC in Focus.** Produced six issues of *SMC in Focus* ([smc.edu/smcinfocus](http://smc.edu/smcinfocus)), SMC’s digital newsletter and primary email-marketing tool and blog, which is e-mailed to an audience of well over 78,000 inclusive of employees, community members & supporters, donors, local governing boards, and more. The stories are shared with social media audience on SMC’s channels, and in print/online additionally via SMC’s *Schedule of Classes*. Three issues in 2021-22 were designed to have an exclusive focus on equity, with an emphasis on ensuring such focus was authentic, felt, and shared the college’s commitment to being a place where equity is a core pillar. Open rates for most major audiences of *SMC in Focus* far exceeded the education industry benchmark of 23-26 percent.

In 2021-22, *SMC in Focus* won a gold CCPRO award from the Community College Public Relations Organization.

*Board Annual Goals: 1, 9. The Public Information Office through consistent, clear and timely information helps SMC safely transition to on-ground classes and operations. The Public Information Office works collaboratively and in partnership with the City of Santa Monica, SMMUSD and other partners including the California Community Colleges Chancellor’s Office to support and extend SMC’s vision and mission.*

*Board Priorities: 4, 7, 12, 13. The Public Information helps ensure and cultivate a supportive, inclusive and collegial environment through internal communications that impart a sense of value and community, and helps support basic needs initiatives via media pitches, secured features in TV and print outlets, and directly assists in reaching out to students via the development and production of communications materials and collateral informing of basic needs and mental health services, and more. Assists Emeritus Program with safety-related communications for transitioning to on-ground environment and plays a crucial role in informing the community of safety protocols that will impact how SMC serves them via special programming.*

## **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 five 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**

**Program Maps.** Working with academic affairs, the SMC website hosts a way for students, and potential students to plan their class journey to achieve their academic degree/certificate goals.

**Redesign of the Admission "Apply" pages.** The Apply pages now guide the potential student with clear instructions on how to become an SMC student.

**Spotlight Focus.** The SMC website now displays testimonials throughout the website placing a face of a fellow students with their success stories.

**Revamped Online Program pages.** Showing potential students how SMC can help them achieve their academic goals using online processes.

*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.** The office expanded the TikTok social media channel, using student videos gathered from departments throughout the SMC Community.

**Increased Social Media Presence.** SMC has the most Instagram followers out of all California community colleges at 13.3K. 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**

- 77,496 LinkedIn followers (6.2 percent increase)

- 34,055 Facebook followers (0.1 percent increase)
- 13,300 Instagram followers (9.0 percent increase)
- 12,200 Twitter followers (1.2 percent increase)
- 27 TikTok followers (new measurement starting January 2022 for the new social media channel)
- Website: 13,982,517 page views.
- About 51 percent of users access the website on a mobile device while 49 percent access the website from the desktop or tablet. 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, and the Areas of Interest All Programs page.

*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**

**State Budget.** Activities included reviewing relevant Chancellor, Legislative Analyst, and League documents; reviewing League Conference transcripts; researching and reviewing 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 communications. Successful outcomes included increase of COLA to 6.56%, elimination of deferrals, and permanent hold harmless commencing with the 2025-26 year.

**Other Advocacy.** Activities included preparing advocacy materials for state funding of fareless transit on behalf of California students under 25. Legislation is pending. Support letters were also submitted for AB 2266 (Santiago), a proposal for free community college for all, and for AB 1746 (Medina), setting forth Cal Grant reform for student financial aid. Additional support letters were submitted for the City of Santa Monica's Digital Wayfinding and Kiosk project, to improve visitor wayfinding, and for Metro's Sepulveda Transit Corridor project, to provide a fast and reliable alternative to traffic on the I-405.

**Preparation for Master Plan and General Obligation Bond Election.** Preparation for a November 2022 election resumed following postponement in 2020 due to COVID-19. Work in 2021-22 included an assessment and definition of educational benefit through review of facility planning documents and interviews with the departments and programs currently housed in the buildings planned for renovation or replacement. Community surveys were conducted through focus groups, scientific polling, and door-to-door contact. Informational materials were drafted and shared with multiple affiliated organizations, including students, college constituency groups, community support groups, and SMC-affiliated foundations. Student housing is an eligible use of bond funds, in alignment with State priorities and funding opportunities. Work also identified an appropriate community partnership project with the Santa Monica-Malibu Unified School District to replace an aging auditorium at Malibu High School. See [www.smc.edu/bondmeasure](http://www.smc.edu/bondmeasure) for presentations and bond documents.

## 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 306 scholarship accounts and 197 program funds, including 25 endowed program funds and 158 annual program funds. 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 through Q1 and Q2. With ongoing fiscal stability, the need to replace key staffing positions, and increase advancement opportunities, two positions were filled including a new Development Director, Director of Programs and Alumni Engagement. Additionally, the Superintendent/President moved the Director of Grants under the Foundation leadership, consolidating all advancement activities to better serve the mission of the College.

The Board of Directors has identified a priority to increase its size and diversity of membership, continuing its mission to be an inclusive leadership team that reflects our students and the greater Los Angeles region. Additionally, the Foundation team has begun the transformation and integration of its website into the SMC platform, for a more effective user experience and to capitalize on impactful stories of the college, its students, faculty, and donors. We expect the rollout to be complete by the Fall of FY23.

The SMC Foundation staff maintained a physical presence on campus throughout the pandemic, with some of its staff leveraging the flexible work-from-home schedule. In January 2022, the entire team was back on campus with an emphasis on successfully complying with all COVID safety protocols and procedures. SMCF continues to provide bi-annual statements to District 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 and Spring semesters. *Board Priority: Fiscal and Facilities #15; Community and Government Relationships #16.*

**Board of Directors Engagement** (*This is a partial list of engagement*). Spring Aspers, SMC Alum and President, Sony Pictures Music Group, stewarded a partnership with SMC, creating a direct path to paid student internships. The Sony Internship Program was so successful during its 2021-22 pilot phase and will be made permanent moving forward with two SMC internships available in the Fall semester 2022 and one in the Spring 2023 semester. Board Member Mark Ivener leads the effort with a major gift to a new yearlong residency program in the upcoming school year, led by the Art Department to highlight diversity and spotlighting Indigenous Artist Matika Wilbur, recently featured in the NYT. Dr. Ava Shamban has generously committed to hosting a dermatology clinic on campus to serve students twice monthly – all free to currently enrolled students. Dr. Tiffany Grunwald continues to lead a partnership between SMC Nursing Department and St John's Hospital on the Labor and Delivery Floor which resulted in the permanent hiring of SMC student interns and is credited with higher patient satisfaction. James Castro created a financial internship for SMC Alumni and transfer student (UCLA) Sharer Scholar Cohort 2 Nicole Rojas. *Board Goals & Priority: Student Life #6, #7; Community and Government Relations #11*

**Revenue.** Despite the challenges of entering the third year of the pandemic, the SMC Foundation continues to report strong financial support from private donors and foundations. The recognition of the important work and communities that SMC serves the college has been doing throughout the pandemic. We have secured important funding for the institution, its students, and programs, including a record level of support in the Annual Fund in FY21 (\$478K vs \$235K), which included a single bequest of \$266K. We continue outreach to foundations and donors, reporting an overall \$4.7M in fundraising (down slightly from last year, \$4.9M). Due to the pandemic, the Foundation continued to budget conservatively.



However, we are pleased to report fundraising efforts tracked higher than the previous year. *Board Priority: Fiscal and Facilities #9*

**Student Scholarships.** Almost \$1.2M in scholarship awards were made available in 2021-22, with over 300 unique awards distributed to 566 students, ranging in size from \$250 to \$30,000. The Carol H. and Kevin W. Sharer Scholarship for Education continues again for the third year, showcasing one of the Foundation's highest scholarship awards. Twelve Sharer Scholars received a multi-year scholarship for their transfer matriculation to a UC or CSU university, with a clear focus into the workforce post-graduation. Each scholarship provides last-dollar expenses for a total \$16,000 per student. *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*

**GIVING THANKS(giving)** For the second straight year, the Santa Monica College Foundation spearheaded the special holiday food giveaway, GIVING THANKS(giving). Over 150 SMC staff and community volunteers helped pack and distribute over 1,450 free holiday feasts for SMC students at the multi-day event. SMCF leveraged the event to raise funds for food security and cover 100 percent of the costs associated with the giveaway. The event saw several elected officials join in the festivities this year to work the food-distribution line—among them U.S. Sen. Alex Padilla, State Sen. Ben Allen, State Assemblyman Richard Bloom, Santa Monica Mayor Sue Himmelrich, Santa Monica City Councilmember Christine Parra, Santa Monica City Manager David White, and California State Board of Equalization Chairman Antonio Vasquez. Additionally, SMCF confirmed corporate sponsors and partners who stepped up to support the effort, including KCRW, We Are Santa Monica, Gelson's Market, Everytable, Jacmar Foodservice, Not Impossible Labs, Suja Juice, The Coffee Spot, Vicente Foods, Violet Organic Foods, Vintage Grocers Malibu, Westside Food Bank, Whole Foods Market. Another perk sponsored by the Foundation at this year's event - free Lyft rides to students who walked or came by public transportation. *Board Priority: Community and Government Relations #11; Educational Advancement, Quality and Equity #2; Student Life #6, #7.*

**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 ongoing pandemic, the SMCF team continued to work 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. Being mindful of the ongoing risks of COVID-19, the SMCF team planned a donor recognition event in which \$250+ donors to the Emeritus program received chef-prepared entrees and desserts, along with a signature Emeritus sweatshirt, delivered directly to their residence. Donors also had the option to donate their meal and/or sweatshirt to SMC students in need. *Board Priority: Community and Government Relationships #12*

**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. 1) Meal Project–Everytable, a service that directly provides healthy, fresh meals along with snacks and smoothies to students each week. To encourage a return to campus, starting in April of 2022, this service changed from delivery to pick-up from the SMC Bodega. 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 15 complimentary meals per month on demand. 3) SMC Bodega, SMC’s first centralized food pantry for students inclusive of fresh produce, grains, proteins, shelf-stable food, and hygiene products thanks to multiple partners including Westside Food Bank, Vicente Foods, Jian Isaac Bread, and the WIN organization. In the new version of the program, which debuted on April 18, 2022, students are able to access both Everytable and Bento benefits, while encouraged to utilize other food benefits, such as SMC Bodega and CalFresh. To date, over 340,000 meals have been provided through Meal Project. All Meal Project programs requiring financing are sponsored in full by SMCF. *Board Priority: Pandemic Management and Recovery; Educational Advancement, Quality and Equity #2; Student Life #6, #7.*

## THE BROAD STAGE

The Broad Stage presenting company has rebranded as “BroadStage” to begin its 2022-23 season.

**Artistic Productions Presented by BroadStage.** Following 18 months of virtual programming, BroadStage continued to follow our approach of “bigger, bolder, fewer” as we returned to live performance. The 2021-22 season, designed to respond to the realities of the Omicron surge, unfolded with minimal interruption with a brief Fall schedule, leading to a full reopening in January.

We returned to live performances from September 1–4, 2021, with the West Coast premiere of *Birds in the Moon*. An eccentric, contemporary chamber opera presented outdoors in downtown Santa Monica, this piece represented a novel way to share our work. It also demonstrated strategic alignment of our community activations with performances and the issues they explore; we partnered with both Santa Monica College and K–12 classrooms throughout LA County to create curriculum-based arts partnerships.

Following in October, we presented three performances, our first in-theater productions since March 2020. They featured high-profile artists intended to draw audiences: Danish String Quartet; Dianne Reeves, Chucho Valdéz, and Joe Lovano; and Jonas Kaufmann. While we struggled with lower than budgeted ticket sales, we created inviting experiences for returning patrons, garnering important press at a critical time.

The season resumed in January, and while three groups of artists cancelled engagements due to COVID complications, we returned to a full, live schedule, programmed through June 19, featuring 41 performances of 25 productions, and a robust slate of activations & public programs. Our January reopening fulfilled the promise of how we have reimagined our future: a programming model which offers exciting commissions and premieres, top-rated performers, a commitment to social justice, strong alignment between performances and public programs, and deeper engagement with Santa Monica College.

**Additional Season Highlights.** January programs launched with the lively cabaret, *Och & Oy!*, by Alan Cumming & Ari Shapiro. Later in February, we presented the LA Premiere of *Iphigenia* by jazz legend Wayne Shorter and esperanza spalding, from February 17–18, in two sold out performances. An online episode of *REVEAL*, featuring soprano Renée Fleming in conversation with Wayne Shorter, esperanza spalding and scenic designer Frank Gehry, deepened audience engagement.

Heartbeat Opera performed Beethoven's *Fidelio*, reimagined in the context of Black Lives Matter, from February 26–27. To expand community impact, we partnered with the SMC art department to develop a series of discussions, workshops, and performances for students, exploring themes of social and restorative justice, from January 14–March 1. We also developed a standards-based learning guide and online student matinee for local high school students.

We continued to refine popular recurring, BroadStage series, including Nat Geo, blackbox, Celebrity Opera, and BB&B to align with our developing vision and brand.

We launched a brand-new series, Cue & A, hosted by award-winning composer and producer Robert Kraft, on April 26. This original BroadStage production celebrates the power of film scores by today's most game-changing composers.

Mark Morris Dance Group & Music ensemble made their BroadStage debut from June 9–12, with their performance of Mozart Dances.

**Activations and Public Programs.** Over the past year, we have worked to integrate ticketed performances more seamlessly with admission-free community activations, including panel discussions, workshops, content for K–12 students, and increased engagement opportunities for SMC students. This has been achieved, in part, by reimagining the previous position of Director of Education and Community Programs and transforming and renaming the role to Director of Programs and Activations. This position works in tandem with the Director of Artistic Planning under the Artistic and Executive Director. Also joining the programming team is the Manager of Education and Community Programs and a newly hired Artistic Associate.

**Workshops & Panels.** Choreographer Ephrat Asherie led a community dance workshop at Virginia Avenue Park for BroadStage audiences and local residents on March 27.

Santa Monica College's Public Policy Institute presented a panel discussion entitled *Healing the Ocean and Building the Blue Economy* in connection with our presentation of Alanna Mitchell's play *Sea Sick* on March 28. Panelists included playwright and journalist Alana Mitchell; Terry Tamminen, CEO of the AltaSea organization and former Secretary for Environmental Affairs for the State of California; and Annelisa Moe, water scientist and advocate for Heal the Bay.

**Student Matinees.** We are a leader in community engagement through programs for K–12 students in the Santa Monica-Malibu Unified School District, and throughout LA County. Due to current health and safety guidelines, all content for students remained online through the 2022 Season. Students and educators join matinees at licensed times.

In February, we offered video content associated with *Breathing Free* by Heartbeat Opera, an online adaptation of their presentation of Beethoven's *Fidelio*.

Later in April, participants engaged with video content associated with the performance of *Odeon* by Ephrat Asherie and dancers: a fusion of breaking, hip hop, house and vogue dance styles, set to the sounds of Brazilian composer Ernesto Nazareth.

**Learning Guides.** Learning Guides support California and VAPA Standards with arts integration as the focus. Students also work on social emotional competencies and social justice standards. Curriculum standards correlate with appropriate grades. Learning Guides were created in association with two

student matinees, *Fidelio* by Heartbeat Opera and *Odeon* by Ephrat Asherie. We created new Learning Guides to accompany our presentations of *Sea Sick* by Alanna Mitchell, *Birds in the Moon*, and *Mozart Dances* by Mark Morris Dance Group & Music Ensemble.

**Finance.** We are projecting to balance our operating budget for FY2022, with a surplus of revenue, with expenses totaling \$6.8 million. While the year-end projection is lower than we had anticipated in February, we will end in a strong position given all of the obstacles the industry is and has been facing.

A transformative \$10 million pledge to restricted endowment funds from The Eli and Edythe Broad Foundation has bolstered our endowment balance, helping to secure a stable foundation of operations for BroadStage as we approach our 15-year anniversary in 2023. This stability will provide us with an incredible opportunity for greater vision and impact. It will also help to offset annual fundraising. With this gift, our endowment balance has grown to an estimated \$18 million.

Critical federal funding from SVOG, PPP and other programs increased revenue by \$1.6 million. These funds will not be renewed in 2023 and forward. We are still awaiting resolution regarding an additional \$250,000 from the California State Venues Program and anticipate news in July.

As we plan for future seasons, we look to expand our donor base to fulfill our artistic promise. Structurally, our potential for earned revenue through ticket sales is limited. We anticipate a need to raise 70 percent of the budget annually through contributed revenue. With a newly expanded development staff, we are increasing our capabilities, and ability to plan new and major gifts 18–24 months in advance.

**Equity, Diversity, and Inclusion.** To deepen our commitment to equity, diversity, and inclusion, we hired artEquity in Fall 2020, an internationally recognized EDI consulting firm, to guide us in our efforts to establish a culture of inclusion and be an anti-racist organization. The work done so far has expanded the cultural competency and advocacy skills of the staff and board.

As a result, our staff developed EDI compliant hiring and onboarding practices, impacting job descriptions, candidate selection and criteria, and new employee orientation. This Fall, executive staff hired ALJP, a recruitment firm specializing in the arts and culture sector and committed to anti-racism to assist with filling open positions. Core practices now extend to part-time and Front of House employees and onboarding. Our last five or six full-time staff hires have included BIPOC individuals and first-generation immigrants. By diversifying staff, we are creating an internal culture to help shape our programs and vision, which we wish to reflect cultural inclusion. In addition, staff developed a core EDI team who meet bi-weekly and hold monthly EDI discussions to which all members are invited to attend. Individuals take turns choosing topics or recommending readings for discussion.

At the board level, we formed an EDI committee to ensure best practices in recruitment of new members, and to further deepen understanding of how EDI work impacts governance. The committee is working with artEquity to update BroadStage EDI policy for 2022-23. The BroadStage EDI statement, originally posted to the website in July 2020, has been selected as a national model by Ken Foster, Director of the Arts Leadership program at USC, for his upcoming book:

“Among the plethora of social justice/anti-racist statements that have emerged since 2020, here is one from BroadStage in Santa Monica, CA that is particularly good. What makes this one strong is its specificity and its call to action. By enumerating not just what they believe but what they will do, they create a powerful accountability framework. Clearly this is a Core Value for the organization.”

**Board of Directors.** BroadStage's future success is underpinned by the strength and engagement of our Board. Through their governance, they are supporting diversification, rebranding, financial investment, recruitment, and increased engagement for the organization. They are the foundation of our efforts to bring the transformational work of artists, educators and thought leaders into our community to profoundly enhance and celebrate our way of life.

BroadStage added three new members this year, representing BIPOC and LGBTQ+ communities, among those who joined. We would like to add six to nine additional new over the next three years. With the hire of the expanded development team, a new pipeline of major donor and board prospects is in place and growing. Four members of the Board including Nancy Greenstein, Gregory Rae, Mark Smith, and Anne Taubman, comprise the EDI team, and are leading diversification goals for BroadStage across the Board, staff, and programming.

The Board structure we adopted in June 2021 remains in place. Three officers include Chairperson Jennifer Diener, Vice Chairperson and Treasurer Anne Taubman, and Secretary Barbara Herman, with thirteen additional members (total of 16).

**Branding and Website.** Throughout the past year, BroadStage began its work of a major rebranding effort, including development of a new website, to support our new vision and community impact, with major support from The Ahmanson Foundation. Last Summer, we engaged Shiffman & Kohnke, a local Los Angeles firm, based on recommendations from board leadership and The Broad Foundation. Their process over the past year has encompassed discovery, and strategy and messaging development.

The branding discovery phase included: Stakeholder and staff listening sessions, an online survey of current and potential audiences (over 1,300 respondents), "person on the street" interviews in 21 neighborhoods, a landscape review of over 50 national and international arts & culture organizations, and experience mapping of main BroadStage audience touchpoints. We hired performing arts marketing consultant Sherri Prentiss to manage the project and expertly guide the vendors and staff.

Following discovery, the firm began message development and design, and in December 2021, The Broad Stage Board of Directors voted to adopt the brand name BroadStage upon a recommendation from Shiffman & Kohnke. The new name will roll out with new logo, fonts, colors, and design treatments this Spring. The strategic considerations for this were to reduce the likelihood of brand confusion with The Broad (Museum), and to take advantage of graphic and aesthetic opportunities with a simplified name. Our legal entity name, and the venue name, are not changing. We are now working with Shiffman & Kohnke and The BrandBox Agency to redefine our positioning and messaging. The complete new brand will officially launch in conjunction with the 2022-23 Season Announcement, now scheduled for June 13, 2022.

Last Fall, we engaged Chicago-based firm Adage to complete the new website development. The initial discovery phase began in November, including five workshops with staff. The remainder of the build and asset development with follow final completion of new brand conception, and we anticipate that the new website will launch in August or September of 2022. Part of this relaunch includes a partnership with an accessibility website partner, Accessible 360. They will help us to determine needs and priorities to ensure that the new website will meet or exceed all accessibility standards.

**Rentals.** The rental program at the Performing Arts Center (PAC) started to rebound following the precipitous decrease in revenue and activities due to the COVID-19 pandemic. In addition to a full slate of performances by the SMC Dance and Music departments over the course of the academic year, the PAC

supported six months of world-class presentations by Madison Project dba The Broad Stage—including some of their most ambitious projects to date—while also managing to generate \$550,000 in rental revenue. Additional savings were achieved by rejecting pending price increases in our on-line ticketing platform and adopting and implementing a new platform that proved less expensive and easier to operate. Even in a year of recovery, the PAC generated more revenue than it spent on annual salaries and additional operational expenses. *This exemplifies the PAC Rental Program’s satisfaction of the 2021-22 Board of Trustees Annual Goal #8 by showing “continued efforts in revenue generation and cost control... to achieve a sustainable budget.”*

To accomplish all of the above, the PAC technical staff returned to a fully on-ground operation in the Fall of 2021. Without the dedication of the technical staff, the SMC Dance and Music ensemble courses would not have been able to perform on the various stages in front of live audiences, a key learning outcome for students training as dancers and musicians. *This was a vital component in satisfying the 2021-22 Board of Trustees Annual Goal #1 – Pandemic Management and Recovery – to “safely increase the number of on-ground and hybrid courses and operations.”*

Due to ongoing safety concerns stemming from the continuing prevalence of COVID-19, and the need to safeguard its technical staff, the PAC worked with SMC health and safety managers to develop and implement a robust testing program for the SMC performing arts departments to enable the students to perform safely without wearing masks even with live audiences present in the various venues. *The testing program and other established safety protocols developed for and implemented at the PAC enabled the operation to satisfy the 2021-22 Board of Trustees Annual Goal #13: “As safety permits, resume serving the community with stellar facilities and programs.”*

Proving the continuing value of the PAC within the community, in particular the Broad Stage, many events forced to cancel due to COVID returned in FY 2021-22 with great enthusiasm. A significant percentage of these canceled events never requested a refund for deposits received in 2019-20 and instead opted to leave their funds with SMC as deposits for eventual rescheduled dates even when full refunds were being offered. Many of these events have already booked dates in 2022-23.

Other highlights from 2021-22 were:

- HBO’s *Barry* Season 3 Episode 4 “All The Sauces” – over seven minutes of screen time showing The Eli & Edythe Broad Stage
- Victoria’s Secret/Pink “Unwrapped” Web Series Taping
- Film 45 Documentary taping featuring A-list Comedians
- Costume Designers’ Guild Awards
- Los Angeles Ballet Spring Performances and Annual Gala
- Westside Ballet’s *Nutcracker* and Spring Showcase/Gala
- Eli Broad Memorial Service

## 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 Annual Goals and Ongoing Priorities 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 2021-22 year was a rebound to prior years in terms of revenue. While our annual giving in membership remained flat, our sponsorship revenue exceeded our prior years. This allowed KCRW to invest in hiring staff and expand to our pre-COVID activities like live events.

Due to the support from our donors, foundations and sponsorship, KCRW was able to end the fiscal year in a positive financial position. *Goal: 7, Priority: 9.*

KCRW returned staff to on-ground work at minimum one day per week, at most three days per week starting in September 2021. January - February we did not encourage on-ground work due to the Omicron variant, but we returned to two days starting in March. Staff is masked full time indoors according to SMC policy. *Goals: 1, 2.*

The community service we provide is the daily news and information that helps to inform voters. We created a [voter guide](#) for the elections plus conducted online [video interviews](#) with candidates for the important supervisor election in partnership with public radio station KPCC.

KCRW hosted a [Mayor's Debate](#) on homelessness, the biggest issue for Los Angeles voters. Three of the contenders for the office talked with KCRW's resident homeless expert, Anna Scott and Gustavo Arellano of LA Times. The conversation was live streamed on video as well as mentioned in the LA Times and on the air at KCRW.

The daily news and information around public health, voting and elections, the January 6th events at the US Capitol are just some examples of the public service focus of KCRW. In addition, we have invested in special projects designed to engage with the greater community, especially those members who don't use KCRW as a daily resource.

[KCRW's Annual Radio Race](#) is an effort to engage the student population at SMC and new audiences in the craft of audio storytelling requiring audio making teams to create a four-minute story in 24 hours around a theme. This year's theme was "Won't You Be My Neighbor". Over 100 teams completed stories which were judged by a panel of audio experts. The winners were featured on KCRW's airwaves and on KCRW.com plus social media. A number of entries came from SMC students. *Goal: 8, Priority: 1.*

Similarly, KCRW created the Podcast Bootcamp. The pilot effort of the Bootcamp was designed to reach communities outside of our regular listening audience and to provide aspiring podcasters with the knowledge and opportunity to succeed as a storyteller. KCRW promoted this heavily within the SMC community and in neighboring communities. We chose 10 entrants that included SMC students, faculty and members of non-profits looking to enhance their storytelling. This three-day intensive bootcamp focused on storytelling, audio editing, promotion and marketing and included mentors as well as hands-on engineers. We intend to raise funding to expand this Bootcamp to larger audiences and are looking to create partnerships with Santa Monica College's audio education programs. *Goal: 9; Priority: 2.*

Continuing with our pursuit of community outreach and expanding our audience to reflect the community of Los Angeles, KCRW created the Young Creator's Project, which highlights promising talent between the ages of 14-24 in visual art, storytelling and music. This effort engaged with high schools, non-profits, youth organizations, Santa Monica College students and more to spread the word about this platform. Five creators in each discipline were highlighted via video, social media and with on-air interviews. All creators were invited to Ask Me Anything panels with experts to get advice on how to pursue their art and make connections to other talented creators. The effort drew nearly a thousand applicants and culminated in a live event at the Mayan Theater in downtown Los Angeles. *Goal: 9, Priority: 2.*

**KCRW Intern Program.** We continue to expose students to KCRW and KCRW to excellent students. Each year KCRW has two classes of SMC students (20 students) who work in all areas of KCRW—from marketing to membership to sales to programming and studio engineering. *Goal: 9, Priority: 2.*

**Fellowship.** This year, KCRW was able to continue its 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 as a whole, stays a relevant public service. *Goal: 9, Priority: 2.*

## CONCLUSION

In a changing world, where nothing seems certain but the possibility of change, Santa Monica College continues to shine as a beacon of equity, hope, and possibility. This annual report contains ample evidence of that trademark SMC spirit—that transforms challenges into opportunities, serves students with unflinching dedication, and is constantly growing and evolving.







# SANTA MONICA COLLEGE

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