



ANNUAL REPORT

2025-2026

SANTA
MONICA
COLLEGE

35 YEARS
#1 IN TRANSFERS

CONTENTS

Board of Trustees Goals and Priorities for 2025–26	5
Introduction	7
Academic Affairs	
ACCJC Accreditation Update	13
Program Review	13
Curriculum Committee	13
Baccalaureate Programs	18
Career Education	18
Noncredit and External Programs	24
Emeritus, a Noncredit Older Adult Program	28
Community Education, a fee-based program	31
Scholars Program	32
STEM Program—A Collaborative Community of Belonging and Empowerment	38
Malibu Campus	41
Santa Monica Early Childhood Lab School	44
Education Collaboratives	45
Learning Resources	45
Online Education and Support Services	47
Athletics	48
Equity, Pathways, and Inclusion (EPI)	55
Guided Pathways	59
Institutional Research	61
Faculty Accolades (as submitted by Department Chairs)	62
Student Success—Enrollment Development	
Outreach and Recruitment	64
New Student Online Orientation	68
Enrollment Services	69
Financial Aid and Scholarships	74
Global Citizenship	76
International Education Center	78

Student Success—Counseling

General Counseling	82
Transfer	85

Student Success—Student Health and Wellbeing

Basic Needs	86
Care and Prevention Team	87
Center for Wellness and Wellbeing	88
Student Health Services	89
Student Judicial Affairs	90

Student Success—Student Support Programs

Black Collegians Program/Umoja Community	92
Latino Center/Adelante Program	95
CalWORKs	97
Career Services Center	99
Center for Students with Disabilities	101
DREAM Program/Dream Resource Center	103
EOPS/CARE	105
Foster Student Support Programs (Guardian Scholars and NextUp)	106
Law Pathway	107
Men of Color Action Network	109
Peer Navigators	112
Pico Partnership	113
RISING (Reentering Incarcerated and System Impacted Navigating Greatness) Program	114
Student Equity Center (Dream Resource Center, Gender Equity Center, Pride Center, and Racial Justice Center)	115
Student Life	116
Veterans Success Center	117

Grants 119

Information Technology 125

Business and Administration 133

Education Enterprise	134
----------------------------	-----

Safety and Risk Management	135
Facilities Planning	136
Maintenance and Operations	137
Environment and Sustainability	140
Human Resources	143
Equity-minded Professional Innovation Center (EpiCenter)	150
Reduction In Force	156
Reorganizations and Presidential Search	157
The Federal Action Impact Analysis Team (FAIAT)	160
Campus Police	161
Emergency Preparedness	162
Public Information Office	163
Community Relations	167
Marketing	169
Web and Social Media	172
Government Relations	174
Student Housing	174
Ongoing Initiatives and State Advocacy	175
Santa Monica College Foundation	177
The Broad Stage	180
Rentals	185
KCRW	185
Conclusion	189

SANTA MONICA COMMUNITY COLLEGE BOARD OF TRUSTEES

Dr. Sion Roy, *Chair*; Dr. Tom Peters, *Vice-Chair*; Dr. Luis Barrera Castañón;
Anastasia Foster; Dr. Nancy Greenstein; Dr. Margaret Quiñones-Perez;
Rob Rader; Audrey Liljegren, *Student Trustee*;
Kathryn E. Jeffery, Ph.D., *Superintendent/President*

Board of Trustees Annual Goals 2025-2026

The Future of the College

1. Initiate the search process for the Superintendent/President.
2. Complete a reorganization of the college by December 2026.
3. Increase enrollment by five percent.

Educational Advancement, Quality and Equity

4. Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase:
 - Successful enrollment for first-time applicants;
 - Persistence from first term of enrollment to subsequent term;
 - Course success in equitized gateway courses;
 - Transfer level English & transfer level Math successful course completion in Year One;
 - Units successfully completed in Year One; and
 - Completion for Vision For Success and Student Centered Funding Formula (SCFF) for all populations (Bachelor Degrees, Transfers, AAs, ADTs, Chancellor's Office Certificates).

A report on #4 will be provided by the Office of Institutional Research to be used in the Board's Annual Appraisal of College Performance.

Student Life

5. Continue working on the student housing initiative.

Fiscal Stewardship

6. Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.
7. Work with state and federal allies and legislators to increase and stabilize funding and the Student Centered Funding Formula (SCFF) at a level that sustains the work of the College.

Facilities

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

Community Relations

9. Continue to work with the Santa Monica Unified School District and feeder high schools to increase concurrent enrollment.
10. Conduct an annual meeting of the Board of Trustees at the SMC Malibu Campus.

Regular updates/progress reports on the Board's Goals will be provided throughout the year.

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. Hire and support a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time.
3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.
4. Support participatory governance in College decision-making.

Student Life

5. Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.
6. Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies.
7. Devote resources to assist students with personal circumstances that negatively affect student success.

Fiscal and Facilities

8. Seek opportunities for improved revenue generation, cost control, re-organization, and enrollment strategies to ensure a sustainable budget and efficient operations.
9. Continue commitment to environmental sustainability in light of the continuing climate crisis.

Community and Government Relationships

10. Promote special programs that serve local students by increasing College readiness and success.
11. Continue support of the Emeritus Program.
12. Support the Malibu Campus to help rebuild the Malibu community.

Approved by the Board of Trustees: October 7, 2025

INTRODUCTION

The 2025–26 academic year was one of the most challenging in Santa Monica College’s recent history, with ongoing budgetary pressures that needed to be addressed to ensure the college’s long-term fiscal stability, leading to reductions in staffing, among other far-reaching measures undertaken over the past few years. Still, SMC—and those who make it the beacon of excellence and innovation known across the state, the nation, and the globe—persisted in its commitment to extending the College’s transformative mission to students, industry and community partners, and to all in the communities served by the College. Even during a year of change, innovative academic and workforce programs—some of which address dire needs in the Los Angeles area—were championed; advocacy for equity and inclusion buoyed in a time when those values are under siege; and access to mental health, basic needs and life-changing student success programs expanded.

The achievements extracted from the annual report, highlighted as part of this introduction, are not all-inclusive, but provide a glimpse of the determination, dedication, and creativity that underpins the “Proud to be SMC” spirit. We can all take pride in these achievements, and continue to be inspired by them in the days of transition that lie ahead:

- Per 2024–25 from the University of California Information Center, Santa Monica College was once again the leader among all California community colleges in transfers to the UC system—for 35 years in a row! SMC transferred 995 students to UC campuses and also continued to rank as the leader for African American and Latinx UC transfers. Additionally, SMC is still the leading transfer college to the University of Southern California and Loyola Marymount University, and held onto another longstanding transfer record—as top feeder outside of New York to the Ivy League Columbia University.
- On Tuesday, June 16, 2026, SMC celebrated the second largest graduating class in its history! This year, a total of 13,264 degrees and certificates were awarded to 7,068 students, including 3,050 students who graduated with more than one degree or certificate (1,100 graduates participated in the commencement ceremony). Over 100 employees and 50 student/community volunteers helped make the event a joyous one. SMC’s 96th commencement was also live streamed on the [College’s website](#), so that well-wishers and families from around the world could watch the festivities. A few other noteworthy stats from this year’s graduating class: 23 Bachelor of Science in Interaction Design degrees conferred; the youngest graduate is 16 years old and graduated with an Associate of Science in Computer Science, while the oldest graduate is 85 years old and graduated with three Noncredit Certificates of Competency in English as a Second Language (ESL); included 702 international students, 690 students with disabilities, 375 Scholars students, 197 EOPS students, and four foster youths; and the graduating class was 58.4 percent female; 38.6 percent male; three percent nonbinary/unreported.
- A longstanding Hispanic-Serving Institution, SMC also became a designated California Black-Serving Institution. The state’s Governing Board for Black-Serving Institutions named SMC among 31 higher education institutions throughout California to receive the designation— including the University of California Berkeley, CSU Northridge, Long Beach City College, Bakersfield College, and Loyola Marymount University, to name just a few.

And, on a related note, at this year’s statewide Umoja Conference, SMC’s Black Collegians Program Umoja Community—whose efforts were crucial in the College receiving the aforementioned designation—was also recognized with two awards: Award for Student Success

and High Achievement (recognizing the program's outcomes for students) and Award for Most Degrees Conferred in Umoja History (a historic recognition of the program's unprecedented degree attainment by our students).

- In 2025–26, the Curriculum Committee approved 157 items across 13 meetings, including seven new programs (including a Cloud Computing Bachelor of Science Degree, building upon the momentum of several years' advocacy and the success of the lower-division cloud computing curriculum SMC developed and launched in collaboration with Amazon Web Services (AWS), as well as an innovative Affordable Property Management Certificate of Achievement); seven new courses; four courses for distance education delivery; and more, continuing to keep SMC on the cutting edge of innovation in curriculum and in meeting local and industry needs for a highly trained workforce.
- SMC's Law Pathway Program served 105 students in the last academic year—the largest cohort ever since the program's inception a decade ago—with 56 of the participants having graduated in Spring 2026 and all transferring to four-year universities including UCs, CSUs, and other private universities (Columbia, Georgetown, LMU, Pepperdine, and USC). The program was able to offer \$14,500 in scholarships thanks to generous donations and partnerships with community members through the SMC Foundation. In a noteworthy highlight, a Law Pathway student, Martin Orea, was selected for the prestigious Jack Kent Cooke Foundation Undergraduate Transfer Scholarship, chosen from a national pool of more than 1,300 applicants. The scholarship provides up to \$55,000 annually to support completion of a bachelor's degree.
- Among several highlights from the Office of Workforce and career education at SMC: a \$355,000 contract from United Way of Greater Los Angeles enabled the expansion of the first-of-its-kind 12-unit, for-credit Homeless Service Work Certificate and to cover all costs for enrolled students. As part of the program, students completed 50+ hours of work-based learning at St. Joseph's, the Downtown Women's Center, Safe Place for Youth, the People's Concern, and other providers. Century Housing provided each completing student a \$1,200 scholarship.

The Business Department offered property management and affordable housing property management courses for the first time this year. By year's end, both certificates received approval from the Chancellor's Office and will be active in the 2026–27 academic year. Additionally, the Workforce Office secured \$100,000 from Merritt Community Capital to support the launch of the Affordable Housing Property Management Certificate.

- Just a couple of highlights from SMC's Student Success areas: Guardian Scholars was awarded a \$50,000 grant from the Whittier Trust. With this grant, the Guardian Scholars program ordered Uber, Albertsons, Kroger, and gas cards to help provide meal and transportation assistance for Guardian Scholar students. And during the 2025–26 academic year, the Rising program continued to expand its impact and support for formerly incarcerated and system-impacted students. The program saw significant growth, serving more than 80 students enrolled in Spring 2026, a 58 percent growth from last year. This academic year, 13 Rising students graduated from SMC.
- The Student Equity Center—which includes the Dream Resource Center, Gender Equity Center, Pride Center, and Racial Justice Center—continues to grow and has become integral as a thought partner across campus. The center has seen over 100 percent growth in check-ins by students from its grand opening last year with more than 1,023 individual student check-ins to the center. The center's three faculty leads and student leadership team has helped implement more than 87 events in 2025–26 to help support retention and persistence efforts.

- Among several highlights from Student Life, Associated Students reimplemented the FLVR program, a resource that supports students with food insecurity by providing several hot meals throughout the semester and individualized academic counseling.
- In the 2025–26 year, enrollment at SMC Emeritus soared to the highest since the COVID-19 pandemic. There has been some noticeable Emeritus enrollment growth from outside of the greater Los Angeles Region, due in no small part to CollegeApp marketing. Celebrations for the 50th Anniversary of Emeritus closed out in Fall 2025, which included “Let’s See SMC” field trips and a Fifty-Over-50 campaign to celebrate adult lifelong learners in the Emeritus community.
- In partnership with the SMC Marketing Department, the division of Equity, Pathways, and Inclusion (EPI) launched the Mattering Campaign, a college-wide initiative designed to strengthen student belonging, engagement, and connection to the institution. EPI also collaborated with SMC Human Resources and the EpiCenter to strengthen equity-focused professional learning opportunities for employees. This work included reimagining the Classified Professionals Equity Certificate (CPEC) and identifying sustainable approaches for expanding professional development focused on equity-minded practices. Recognizing the importance of long-term institutional investment in employee learning and development, EPI partnered with the EpiCenter to secure a highly competitive California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) award totaling \$250,000.
- This past year, the Santa Monica Early Childhood Lab School (ECLS)—which also functions as a teaching and demonstration site for the SMC Education/Early Childhood Department—served 104 children and families, an increase of 15.6 percent from the previous year. Of those served, 71 percent are Santa Monica residents and 16.3 percent received tuition assistance subsidies. Growing Place has reached full capacity with 104 children across eight classrooms; students enrolled in a wide range of hybrid ECE college classes and benefited from opportunities for observation and hands-on fieldwork at the ECLS.
- This year marks the 19th summer the Young Collegians 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 will have earned 14 college credits. SMC currently has 74 Young Collegians taking classes both online and on-ground.
- A major initiative to provide on-campus affordable student housing moved forward this year with the passage of SMC-sponsored AB 648, a bill introduced by Assemblymember Rick Chavez Zbur to exempt community colleges from local zoning regulations for student and staff housing, thereby opening up SMC’s Bundy Campus as a viable site; and the selection of a private development partner, Michaels Student Living, by the Board of Trustees following a successful Request for Proposals process. The intent of the public-private partnership is to construct and operate apartment-style student housing, with approximately 700 beds to be available for Fall 2030.
- The SMC Foundation awarded more than \$1.4 million in scholarships to 470 students. This year also saw the introduction of several major new scholarships, made possible through the generosity of Recharge, including awards of up to \$50,000 for transfer students. SMCF hosted its 9th annual two-day holiday grocery distribution, Giving Thanks(giving), serving 2,518 students. In 2025, SMCF surpassed its fundraising goal, securing \$251,965 from 222 donors. This is a 12 percent increase in the number of students served from the previous year.

- Some highlights concerning financial aid disbursed to SMC students in the past academic year—note that these numbers are current as of June 8, 2026: total Financial Aid “paid” for 2025–26: over \$59 million; total number of 2025–26 Federal Aid Applications: 34,116; total number of 2025–26 California Promise Fee Waiver Receivers: 21,311; total number of 2025–26 Pell Grant Recipients: 8,039 (\$34.5 million); total number of 2025–26 SMC Promise Recipients: 3,632 (\$1.2 million as of June 8, 2026).
- SMC marked its fifth year of being #1 community college in LA County utilizing the student GoPass program, which provides unlimited rides on 20 transit agencies throughout Los Angeles to students who pay their Student Benefits Fee. This helps students get to campus, jobs, and internships affordably, and underscores the College’s commitment to sustainability and access.
- The 2024–25 audit was performed by Santa Monica Community College District’s external independent auditors Eide Bailly, who issued an unmodified opinion on the District’s 2024–25 financial statements. 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.
- The District closed 2024–25 with an unrestricted general fund balance of \$23,529,795 or 10.05 percent of total expenditures and transfers. As a result of increased expenditures and continuous decrease in non-resident enrollment since the COVID-19 pandemic, the District has experienced a structural deficit for several years. For fiscal year 2026–27, the District implemented various cost reduction measures—which include layoffs as well as furloughs and salary freezes for management and classified employees—in order to pass a balanced budget. Additional budget solutions and opportunities for revenue generation will be pursued and sought out in the days ahead.
- SMC’s Institutional Communications brought home several state-wide awards for excellence in design, marketing, and public relations: The Marketing Department won a gold award from the Community College Public Relations Organization (CCPRO) California for the “Where We Matter” campaign and a silver CCPRO award for the Summer 2026 Academic Schedule of Classes. The Public Information Office received a gold CCPRO award for a news release on a historic win of Santa Monica College architecture/interior architecture students at a national competition (the second consecutive annual win in this category) and a bronze CCPRO award in the feature article category for a feature in the national and state award-winning newsletter/blog SMC in Focus.
- The College’s bookstore fully implemented the new model for students to get their course materials before day one of class, with the ability to use book vouchers easily, by partnering with vendor Slingshot. By this Spring semester, most of the start-up issues were resolved, and the system operated smoothly. Use of book vouchers quadrupled from 2025.
- The SMC Police Department has taken significant steps to enhance regional coordination and emergency response capabilities, including the approval of a new Memorandum of Understanding with the Santa Monica Police Department, further formalizing collaborative response protocols. Additionally, the department has strengthened interoperability by deploying new Phase II P25 radios integrated with LA-RICS talk groups, enabling seamless mutual aid communications with the Los Angeles Police Department, California Highway Patrol (CHP), and other regional public safety agencies.

- The 2025–26 season confirmed BroadStage’s transformation from an intimate presenting venue to a citywide creative engine extending, by association, Santa Monica College’s community imprint as an arts & culture provider far beyond the Westside and especially as BroadStage moves toward its 20th Anniversary Season in the same year. The strategy to expand the artistic and financial capacity of the organization, as well as the economic and cultural impact, through the artist residency and international festival format, has proved successful with the launch of the Santa Monica International Jazz Festival. In particular, the multi-year commitment to young artists saw three SMC students grow from pre-professionals to career artists with Resident Artist Stanley Clarke’s mentorship enhancing the already remarkable education established by SMC Music faculty.
- KCRW’s journalism, podcasts, and cultural programming continued to receive recognition across the media field. In addition to Gracie Awards, regional Edward R. Murrow Awards, and James Beard Award nominations, KCRW received Signal Awards, an Ambie, a Webby Award, Apple Podcasts recognition and other honors. Team KCRW also received the McCourt Foundation’s Breakthrough Partner award for its LA Charity Marathon and Half-Marathon fundraising effort.

In 2025–26, the College’s students and academic departments/programs continued to earn accolades, highlighting SMC’s excellence regionally and nationally. The following are just a few examples of these accomplishments—the report itself contains many more:

- **Film, Journalism, Media.** Students in SMC’s Film, Journalism, and Media programs continued to earn regional, national, and international recognition for their creative excellence and collaborative work. Film and Journalism students again received scholarships and program support from the Golden Globes Foundation. The student short film “Solidarity”, originally produced at SMC, was adapted into a feature film directed by SMC alumnus Dustin Brown and premiered at the Dances With Films Festival; “WHAT NEXT” earned the Best Director Award at the Vienna Independent Film Festival (VIFF). In recognition of the program’s continued excellence, MovieMaker Magazine selected SMC Film Production as one of the Top Film Schools in the United States and Canada.

Journalism students partnered with Media students to produce SMC’s inaugural Her-Story Conference, spotlighting women in media, law, and politics. The Corsair, SMC’s award-winning student news publication, received the Associated Collegiate Press (ACP) Pacemaker Award, one of the nation’s highest honors in collegiate journalism. During the academic year, The Corsair and SMC journalism students earned more than 80 campus, local, state, and national awards, including the College Media Association (CMA) Pinnacle Award for Best Periodic Newspaper among community colleges nationwide and the Associated Collegiate Press (ACP) Pacemaker Award, one of the nation’s highest honors in collegiate journalism. Corsair journalists also captured 45 national and regional awards at the ACP, CMA, and Journalism Association of Community Colleges (JACC) competitions, earning numerous first-place honors in reporting, photography, multimedia storytelling, documentary filmmaking, and on-the-spot journalism.

- **Architecture & Interior Architectural Design.** In Fall 2025, a team of 11 SMC students made history by placing third at the NOMA (National Organization of Minority Architects) Student Competition, the first time a community college has ever placed in the event’s 25-year history, competing against 39 universities. Building on this momentum in Spring 2026, the program sent three teams to California’s prestigious Cal Poly San Luis Obispo Design Village Competition, where two SMC teams earned Honorable Mentions for Overall Design. At the annual International Interior Design Association (IIDA) Student Design Charrette, three students competed on mixed-

university teams; one SMC student and his team secured second place, a \$4,000 prize, and recognition at the upcoming 2026 Calibre Design Awards. This year, 22 students from the program were accepted into some of the nation's most competitive four- and five-year accredited Architecture and Interior Architecture programs, an increase of six students over the prior year.

- **Athletics.** There were several moments for SMC's student athletes to celebrate in 2025–26. The 2025 football season saw a historic turnaround. Under Head Coach Kelly Ledwith, the Corsairs finished 8-3 overall, captured a Southern California Football Association (SCFA) league championship, and secured their first postseason berth in a decade (also, Head Coach Kelly Ledwith was honored as Coach of the Year for leading the program's best season in 10 years). The women's soccer team finished the season with an impressive overall record of 13-5-4 and earned a United Soccer Coaches Regional Ranking of 17th; our athletes also secured the program's third consecutive Western State conference championship, marking our fifth conference title in the past eight seasons. The 2025 SMC men's soccer team won the Western State Conference for the third time in a row and fourth time in the past seven seasons. And both women's volleyball and beach volleyball marked the best year in program history. Off the court, multiple players have been offered NCAA D1, D2 and NAIA College Beach and Indoor opportunities at the next level.

Congratulations and a world of gratitude to the colleagues and students behind these achievements and highlights. In the days ahead, Santa Monica College's mission will be more important than ever, in a world where equal opportunity and justice stand imperiled; I have no doubt that this college's light will continue to shine, as we come together in the service of students.



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

ACADEMIC AFFAIRS

ACCJC Accreditation Update

Santa Monica College’s accreditation was fully reaffirmed by the Accrediting Commission of Community and Junior Colleges (ACCJC) on January 16, 2024. Prior to that reaffirmation, following the ACCJC’s site visit in September of 2023, the Commission issued a Core Inquiry regarding program-level learning outcome (PLO) assessment at SMC. In response to that inquiry, SMC launched a college-wide SLO-PLO mapping initiative to formally document the alignment between course-level student learning outcomes and program learning outcomes across all active programs. As of April 2026, 68 of 214 active programs (32 percent) have completed SLO-PLO mapping, 22 have draft proposals in progress in the curriculum management system (META), 22 have partially mapped SLOs, and 102 programs have not yet begun the mapping process.

Looking ahead, the college will convene an accreditation workgroup through the participatory governance process in 2026-27 to prepare the Midterm Report due to ACCJC in Fall 2027. The Midterm Report will require the college to engage in substantial reflection and deliberation across several dimensions: the workgroup will need to document improvements and innovations since the 2022 comprehensive review, describe actions taken in direct response to the SLO-PLO Core Inquiry, and articulate how those actions are deepening the institution’s continuous improvement practices. Critically, the report will also require the college to present and interpret learning outcomes assessment data—including disaggregated results by subpopulation and delivery modality—and describe what patterns or trends those data reveal about equitable student achievement. The workgroup will further need to look forward, identifying emerging opportunities and challenges likely to shape the context of SMC’s next comprehensive self-evaluation and peer review.

Program Review

Santa Monica College’s Program Review Committee dedicated 2025–26 to working closely with the third group of programs writing their 6-year comprehensive report. The Program Review Committee Chair Dr. Stephanie Amerian and Vice Chair Mitchell Heskell pared down training, as a result of feedback from the past two years. The fourth cohort began the process in March. The Committee submitted to DPAC a list of recommendations culled from the program review reports in Summer 2025, and will submit a second list, based on the reports from the second cohort, in Summer 2026.

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; (3) Ensure a supportive, inclusive, and collegial environment for students and staff, and continue support for the college’s participatory governance structure; (7) Devote resources to assist students with personal circumstances that negatively affect student success; and (10) Improve special programs that serve local students by increasing college readiness and success

Curriculum Committee

In 2025–26, across 13 meetings, the Curriculum Committee approved 157 items including:

- Seven new programs
- 14 revisions to existing programs
- Five program maps
- Seven new courses
- Four courses for distance education
- 12 common course numbers (CCN)

- 70 changes to existing courses
- 38 course deactivations

Curriculum Updates/Discussions. This curriculum year was impacted by legislation including common course numbering, Cal-GETC, the Chancellor’s Office TOP to CIP code transition project, and updates to curriculum administrative regulations.

- **Common Course Numbering:** Phase I courses became student-facing effective Fall 2025, and the committee approved all Phase II(A), and Phase II(B) courses for Fall 2026 and Fall 2027 implementation.
- **Cloud Computing Bachelor’s Degree:** In March, we received news that the Board of Governors had approved the Cloud Computing BS degree. The program is currently awaiting Chancellor’s Office final review and approval.
- **TOP to CIP Transition Project:** The Chancellor’s Office announced transitioning all course/program state TOP codes to federal CIP codes. The TOP code system is a 6-digit numbering system to organize courses/programs statewide with differing names but similar outcomes. The federal CIP code system serves the same purpose. This project will continue through the 2026–27 curriculum year.
- **Administrative Regulations:** The committee approved changes to existing Administrative Regulation 4020 Curriculum Committee Structure, Functions, Responsibility, and Curriculum Approval Process, as well as two new ARs: 4020.1 Credit Hour and 4020.2 Course Deactivation and Related Policies and Procedures.

Seven New Programs

Affordable Property Management Certificate of Achievement
Commercial Dance AS
Intermediate English Language Skills Department Certificate
Media Studies Certificate of Achievement
Physics AS-T
Property Management Certificate of Achievement
Sustainable Aquaculture Technology AS

14 Revisions to Existing Programs

Advanced English Language Skills (formerly ESL) Department Certificate
Aquaculture Technician I Certificate of Achievement
Aquaculture Technician II Certificate of Achievement
Cloud Computing BS
Commercial Dance Foundations Certificate of Achievement
Computer Business Applications AS/Certificate of Achievement
Computer Science AS/Certificate of Achievement
General Office AS/Certificate of Achievement
Homeless Service Work Certificate of Achievement
Interaction Design BS
Liberal Arts – Arts and Humanities AA
Liberal Arts – Social and Behavioral Science AA
Medical Coding and Billing Specialist AS/Certificate of Achievement
Website Software Specialist AS/Certificate of Achievement

Five Program Maps

Aquaculture Technician I & Aquaculture Technician II Certificates of Achievement Program Map
Engineering Electrical UC Transfer Program Map
Engineering Mech/Civil/Aero UC Transfer Program Map
Introduction to Engineering Certificate of Achievement Program Map
Sustainable Aquaculture Technology AS Program Map

Seven New Courses

ART 16 Introduction to Weaving
ART 53C Advanced Wheel Throwing
BUS 48 AI, Energy and the Business of Zero-Emissions Logistics
CIS 6 Artificial Intelligence for Computer Applications
ESL 921 Pronunciation: Rhythm and Intonation
FILM 4 History of World Cinema
NPMGMT 6 Work-Based Learning in Homeless Services

Four Courses for Distance Education

ART 16 Introduction to Weaving
ESL 976 Academic Vocabulary Skills
FILM 4 History of World Cinema
NPMGMT 6 Work-Based Learning in Homeless Services

12 Common Course Numbers

ANTH C1000 Introduction to Biological Anthropology with Lab (formerly ANTHRO 5)
ANTH C1001 Introduction to Biological Anthropology (formerly ANTHRO 1)
BIOL C1000 Introduction to Biology with Lab (formerly BIOL 3)
CDEV C1000 Child Growth and Development (formerly PSYCH 11)
COMM C1004 Interpersonal Communication (formerly COM ST 35)
ECON C2001 Principles of Microeconomics (formerly ECON 1)
ECON C2002 Principles of Macroeconomics (formerly ECON 2)
HIST C1001 United States History to 1877 (formerly HIST 11)
HIST C1002 United States History since 1865 (formerly HIST 12)
MATH C2211 Calculus I: Late Transcendentals (formerly MATH 7)
MATH C2221 Calculus II: Late Transcendentals (formerly MATH 8)
SOCI C1000 Introduction to Sociology (formerly SOCIOL 1)

70 Changes to Existing Courses

AQUA 1 Introduction to Aquaculture: History, Ecology and Sustainability
AQUA 2 Applications in Aquaculture - System Design, Monitoring and Maintenance
AQUA 3 Microbiology and Genetics for Aquaculture
AQUA 4 Husbandry and Life Support in Aquaculture and Aquarium Science
AQUA 5 Advanced Topics in Aquaculture
ARC 20 Studio 2: Architecture
ARC 30 Studio 3: Architecture
ARC 40 Studio 4: Architecture
ART 75 Form and Information
CIS 1 Introduction to Computer Information Systems
CIS 32 Microsoft Access

CIS 35A QuickBooks Desktop
CIS 35B QuickBooks Online
CIS 37 Microsoft Word
CIS 38 Microsoft PowerPoint
CIS 39 MS Outlook - Comprehensive Course
CS 3 Introduction to Computer Systems
CS 315 Cloud Compliance
CS 320 Cloud Developer
CS 325 Ethics for IT Professionals
CS 330 Cloud Operations Technologies and Tools
CS 340 System Virtualization Fundamentals
CS 350 Collaboration Technologies and Tools
CS 405 Cloud Capstone I
CS 410 Cloud Capstone II
CS 440 Cloud Patterns
CS 450 Cloud Certification Bootcamp
ECE 2 Principles and Practices of Teaching Young Children
ECE 76 Children in Nature
ECE 77 Nature: In, Out, and Beyond
ESL 14A Pronunciation and Spelling: Vowel and Consonant Sounds
ESL 14B Pronunciation: Rhythm and Intonation
ESL 15 Conversation and Culture in the U.S.
ESL 16A The Noun System and Articles
ESL 16B Verb Tenses: Forms and Use
ESL 16C Sentence Structure and Punctuation
ESL 17 Intermediate Reading Skills
ESL 19A English Fundamentals 1
ESL 20A Advanced Grammar Workshop
ESL 20B Advanced Grammar and Editing
ESL 28 Academic Vocabulary Skills
ESL 902 English as a Second Language Level 2
ESL 903 English as a Second Language Level 3
ESL 904 English as a Second Language Level 4
ESL 905 English as a Second Language Level 5
ESL 906 English as a Second Language Level 6
ESL 911 Beginning Listening and Speaking
ESL 913 Intermediate Listening and Speaking
ESL 915 Advanced Listening and Speaking
ESL 922 Conversation and Culture in the U.S.
ESL 926 Advanced Grammar Workshop
ESL 961 Beginning Reading and Writing
ESL 963 Intermediate Reading and Writing
ESL 965 Advanced Reading and Writing
ESL 971 Beginning ESL Vocabulary
ESL 973 Intermediate ESL Vocabulary
ESL 975 Advanced ESL Vocabulary
ESL 976 Academic Vocabulary Skills
ESL 980 ESL US Citizenship Test Preparation

FRENCH 3 Intermediate French I
FRENCH 4 Intermediate French II
GEOG 35F Field Study California
IARC 20 Studio 2: Interior Architecture
IARC 30 Studio 3: Interior Architecture
IARC 40 Studio 4: Interior Architecture
KOREAN 3 Intermediate Korean I
MCRBIO 1 Fundamentals of Microbiology
OFTECH 23 Medical Billing
PSYCH 14 Abnormal Psychology
PSYCH 33 Introduction to Stress, Trauma, and Mental Health

38 Course Deactivations

CIS 58 Designing Accessible Websites
CS 6 Virtual Worlds and Game Programming
CS 18 Advanced Assembly Language Programming
CS 74B Security in J2ee Application
DANCE 7 Music for Dance
DANCE 9 Dance Productions
DANCE 37 Beginning Pointe
DANCE 38 Intermediate Pointe
DANCE 55C Modern Dance Staging Techniques
DANCE 57C World Dance Staging Techniques
DANCE 87 Dance 87
ECE 61 Teacher/Child Interactions
ECE 70 The Hanen Language Program
ENGL 12 Poetry
ENGL 21A English Fundamentals 1
ENGL 21B English Fundamentals 2
ENGL 22 Writing Laboratory
ENGL 58 Literature of Mexico
ENGL 70 Technical Communication
FRENCH 31A Practical French
GERMAN 31A Practical German
HEBREW 3 Intermediate Hebrew 1
HUM 28S Contemporary Life in China
MUSIC 12 Introduction to Music Technology
MUSIC 75 Instrumental Chamber Music Repertoire
PHILOS 6 Philosophy of Science
PHILOS 24 Philosophy in Literature
PHILOS 41 Philosophical Problems Seminar
PHILOS 48 Nonviolent Resistance
POL SC 8 The Modern Far East
POL SC 10 Government Internships
POL SC 11 World Affairs and The United Nations
POL SC 12 Model United Nations
POL SC 14 Middle East Government and Politics
POL SC 47 International Politics Seminar

POL SC 94 Law - Experiential Learning
SOCIOL 1 S Introduction to Sociology - Service Learning
TURKSH 1 Elementary Turkish 1

Baccalaureate Programs

Santa Monica College's **Bachelor of Science in Cloud Computing** was approved by the California Community Colleges Board of Governors on March 12, 2026, and formal "chaptering" in the Chancellor's Office Curriculum Inventory is anticipated by September of 2026. The inaugural Cloud Computing cohort is being planned for the fall of 2027, with applications expected to be due in the fall of 2026. Meanwhile, a dedicated, cross-functional task force has been established to develop and deploy marketing, outreach, counseling, instructional, and administrative support services for the emerging program.

The **Interaction Design baccalaureate degree program** recently graduated another impressive cohort of students whose works were on display June 11 at the LUX 2026 CMD Student Showcase event, attended by many community and industry partners.

Career Education

The Office of Workforce and Economic Development (W&ED) administers local, state, and federal resources and funding, which are allocated to support SMC's 60+ Career Education (CE) programs meet their objectives. As of publication of this report, the college now has approximately 200 Career Education certificates and degrees. One of our primary objectives is to connect curricular offerings and respond to business and industry demands in priority and developing industries. To support this goal, both new and experienced CE faculty members receive professional development opportunities to stay current in their fields and respond to industry changes. With the support of the Workforce team, faculty develop and update student learning objectives, performance criteria, curriculum, and course outlines. New programs are developed by faculty in consultation with industry leaders, along with Workforce and Academic Affairs administrators. In developing and updating programs we center labor market data and student equity.

Community Relations. Employer involvement across all Career Education disciplines is essential to ensuring that pathway development aligns with local business needs and that students have access to work-based learning opportunities. Many local businesses have demonstrated their willingness to contribute to curriculum development, project-based learning, career pathway design, and mentorship. Currently, SMC engages and tracks industry partners at the discipline level; technology is needed for a more systematic approach to employer engagement. Santa Monica College has developed a partnership with the Santa Monica Chamber of Commerce to support businesses and displaced workers following the Palisades Fire. This partnership creates additional opportunities for SMC students to connect with Santa Monica businesses for internship and job opportunities. The Workforce team meets regularly with Chamber and City representatives on a variety of workforce initiatives to support CE programs, students, and local businesses.

Board Alignment: Community relations and employer engagement align with the Board's Ongoing Priority to develop new programs and partnerships that support the strategic vision and future of the College. The Palisades Fire recovery partnership also reflects the Board's commitment to supporting the Malibu community and surrounding areas.

The Cloud Computing and IxD Bachelor's Degree Programs. In Spring 2026, the CCCC Board of Governors granted final approval for SMC's Cloud Computing Bachelor's Degree Program. The college plans to open the application period during the 2026–27 academic year and begin offering junior-level courses in Fall 2027. The Office of Workforce and Computer Science faculty are planning the program's

launch and working collaboratively with other college departments to ensure student and program success.

The Interaction Design Bachelor's Degree Program (IxD) will enter its 11th year and graduate its 10th cohort in the 2026–27 academic year. As of June 2026, the program has graduated over 160 students. Students have gone onto careers in major tech companies, started their own companies, and continued their higher education in graduate level programs.

Board Alignment: The approval and launch of the Cloud Computing Bachelor's Degree Program directly fulfills the Board's goal of developing new programs that support the strategic vision of the College and reflects the institution's commitment to expanding educational quality and access at the baccalaureate level.

Homeless Service Work Certificate. Through the Office of Workforce's \$355,000 contract from United Way of Greater Los Angeles, the second cohort of students graduated with the 12-unit, for-credit Homeless Service Work Certificate. As part of the program, students completed 50+ hours of work-based learning at St. Joseph's, the Downtown Women's Center, Safe Place for Youth, the People's Concern, and other providers. Century Housing provided each completing student a \$1,200 scholarship. Students who complete this program are equipped to assist individuals experiencing homelessness in securing housing and meeting essential needs. Through program funds, student workers created a documentary, a social media account, and other marketing materials. The Workforce team hosted a Fall event bringing sector leaders to campus, which drew over 100 community members. The Workforce team and program faculty are now working to scale the program with other colleges across Los Angeles County.

Board Alignment: The Homeless Service Work Certificate reflects the Board's commitment to workforce development, equity, and community partnerships. It directly supports Ongoing Priorities around student basic needs and overcoming financial and social barriers, while expanding access to careers in the care economy.

LA Rebuild Fire Recovery Initiative. The Office of Workforce was awarded a \$900,000, two-year grant from the Chancellor's Office to support community recovery from the Palisades Fire. Over the past six months, Santa Monica College, in partnership with the Santa Monica Chamber of Commerce and the Palisades Malibu Chamber, implemented a comprehensive set of activities to support wildfire recovery through workforce development, small business assistance, homeowner education, mental health support, and community engagement. The initiative engaged more than 100 businesses and community members to identify workforce needs associated with rebuilding efforts. Monthly Rebuild Committee meetings and multiple Rebuild and Recovery Expos connected contractors, architects, and industry leaders while identifying high-demand occupations and skills, including project management, construction trades, blueprint reading, budgeting, and roofing expertise. SMC faculty facilitated a series of business workshops addressing post-fire recovery and growth strategies, covering financial literacy, funding options, local marketing, and business expansion. A specialized mental health workshop focused on trauma-informed rebuilding, chronic stress, community healing, and the emotional impacts of wildfire recovery. SMC also partnered with the National Organization of Minority Architects (NOMA) to host boot camps and career exploration activities for high school students, and additional events brought together approximately 400 LAUSD students with design firms and universities to introduce youth to Architecture and Interior Architectural Design careers. SMC Architecture and Interior Architecture students participated in industry panels, portfolio reviews, and networking events with professionals involved in post-fire reconstruction.

Board Alignment: The LA Rebuild Fire Recovery Initiative reflects the Board's Ongoing Priorities to support the Malibu community, develop new partnerships, and devote institutional resources to assist community members facing

personal and economic hardship. It also advances equity-minded workforce development by creating pathways into recovery-related careers for underserved students and community members.

Film, Journalism, and Media. Students in SMC’s Film, Journalism, and Media programs continued to earn regional, national, and international recognition for their creative excellence and collaborative work. Film and Journalism students again received scholarships and program support from the Golden Globes Foundation. The student short film “Solidarity”, originally produced at SMC, was adapted into a feature film directed by SMC alumnus Dustin Brown and premiered at the Dances With Films Festival; “WHAT NEXT” earned the Best Director Award at the Vienna Independent Film Festival (VIFF). In recognition of the program’s continued excellence, MovieMaker Magazine selected SMC Film Production as one of the Top Film Schools in the United States and Canada. Journalism students earned more than 80 campus, local, state, and national awards, honors, and scholarships, and partnered with Media students to produce SMC’s inaugural Her-Story Conference, spotlighting women in media, law, and politics. Media students also expanded interdisciplinary collaborations by providing livestream production support for Athletics, Photography, Fashion, and Cosmetology events, offering real-world production experience while increasing campus engagement. Collectively, these accomplishments reflect the department’s commitment to student success, experiential learning, interdisciplinary collaboration, and industry engagement.

Board Alignment: The Film, Journalism, and Media programs exemplify the Board’s priorities around educational quality, equity, and innovative industry partnerships, while driving enrollment growth through nationally recognized academic achievement and community visibility.

The Corsair (Campus Student Newspaper). The Corsair, SMC’s award-winning student news publication, received the Associated Collegiate Press (ACP) Pacemaker Award, one of the nation’s highest honors in collegiate journalism, recognizing it as one of the top community college student newspapers in the country. During the academic year, The Corsair earned more than 80 campus, local, state, and national awards, including the College Media Association (CMA) Pinnacle Award for Best Periodic Newspaper among community colleges nationwide. Corsair journalists also captured 45 national and regional awards at the ACP, CMA, and Journalism Association of Community Colleges (JACC) competitions, earning numerous first-place honors in reporting, photography, multimedia storytelling, documentary filmmaking, and on-the-spot journalism. These accomplishments demonstrate the Journalism program’s commitment to educational excellence, experiential learning, and professional preparation.

Board Alignment: The Corsair’s national recognition reinforces the Board’s goals of educational quality and student success, while raising SMC’s profile in ways that support enrollment growth and the College’s broader reputation as a destination for excellence in journalism and media.

Career Education Dual Enrollment Advancement, Quality, and Equity. Santa Monica College is committed to K–14 alignment in the development and expansion of career pathways and offering more CE dual enrollment opportunities for its high school partners. These include scheduling classes at the high schools, online and hybrid/online classes, support of K–12 Strong Workforce Program grants, and a Cal-GETC Pathway at New West Charter High School. The technical assistance provided by SMC faculty to high school administration ensures the success of high school students. In addition, SMC continues to establish programs of study in Computer Science, Communications/Media Studies, Design Technology, Business, Aquaculture, and Esports, and invites high school partners to campus to build career awareness across these disciplines. SMC faculty and staff organized interactive tours at the CMD for Santa Monica, Olympic, Beverly Hills, Culver City, and New West Charter High Schools, and hosted career exploration activities—

including storyboard creation and audio/video podcast recording—at the CMD for Palisades Charter and Venice High Schools.

Board Alignment: This work directly supports the Board’s Ongoing Priority to promote special programs that serve local students by increasing college readiness and success, as well as the Annual Goal to increase enrollment through K–14 pathways and dual enrollment expansion.

Interior and Architecture Program. The Interior and Architecture Program, housed at the CMD, continues to distinguish itself as a premier launchpad for emerging design talent. In Fall 2025, a team of 11 students made history by placing 3rd at the NOMA (National Organization of Minority Architects) Student Competition, the first time a community college has ever placed in the event’s 25-year history, competing against 39 universities. Building on this momentum in Spring 2026, the program sent three teams to California’s prestigious Cal Poly San Luis Obispo Design Village Competition, where two SMC teams earned Honorable Mentions for Overall Design. At the annual International Interior Design Association (IIDA) Student Design Charrette, three students competed on mixed-university teams; one SMC student and his team secured second place, a \$4,000 prize, and recognition at the upcoming 2026 Calibre Design Awards. This year, 22 students from the program were accepted into some of the nation’s most competitive four and five-year accredited Architecture and Interior Architecture programs, an increase of six students over the prior year, underscoring the strength of SMC’s curriculum and faculty mentorship.

Board Alignment: The Interior and Architecture Program’s historic competition achievements and strong university transfer outcomes directly advance the Board’s goals of educational quality, equity, and student success, while demonstrating SMC’s capacity to compete at the highest levels of higher education through innovative faculty mentorship and career pathway development.

Regional Project: Blue Economy and Climate Action Pathways (BECAP). The Blue Economy and Climate Action Pathways (BECAP) initiative marked its third year with strong momentum, highlighted by its Third Annual Summit, which drew more than 300 attendees over two days at AltaSea at the Port of Los Angeles and Los Angeles Harbor College. The summit brought together leaders from higher education, industry, and community organizations around BECAP’s four pillars, Regenerative Aquaculture & Aquaponics, Blue Technology & Robotics, Clean Renewable Energy, and Ecosystem Conservation & Restoration, while a faculty community of practice spanning the 14-college consortium collaborated to develop cross-curricular training modules for each pillar. Led by Santa Monica College and funded through a Strong Workforce Regional grant, BECAP prepares students for emerging careers in ocean-related industries that advance climate action and environmental justice goals.

Board Alignment: BECAP supports the Board’s priorities around educational quality, equity, and innovative regional partnerships, while advancing workforce readiness in emerging industries that align with environmental sustainability commitments.

Regional Project: CTE Faculty Academy Project. The CTE Faculty Academy Project is a Strong Workforce Regional professional development program supporting Career Technical Education faculty transitioning from industry into teaching. At Santa Monica College, the Academy guided new faculty through an orientation, a seven-part webinar series, and a culminating reflection session covering instructional practices, student support, and inclusive teaching. The program builds faculty confidence and effectiveness while contributing to a broader regional effort to strengthen CTE teaching and learning. A Canvas resource shell to support onboard industry professionals into the faculty role is currently being finalized to support future and new to the college CE faculty.

Board Alignment: The CTE Faculty Academy directly supports the Board's Ongoing Priority to hire and support a diverse and innovative faculty and staff, while strengthening teaching quality and student support across Career Education programs.

Credit for Prior Learning. Santa Monica College's Credit for Prior Learning (CPL) program recognizes and validates knowledge and skills students have acquired outside the traditional classroom, including military training, industry certifications, apprenticeships, internships, work-based experiences, and validated volunteer or civic activities. By granting college credit for these experiences, CPL enables students to accelerate their educational journey, reduce tuition costs, and achieve their academic goals more efficiently. The program serves as an equity lever by acknowledging non-traditional learning pathways that have historically been overlooked in higher education. In the past year, SMC's CPL program has grown to cover seven disciplines and over 50 courses.

Board Alignment: The CPL program is a high-impact equity tool that aligns with the Board's Ongoing Priority to implement initiatives that overcome barriers based on students' financial resources and unmet needs, while increasing completion rates and supporting Vision for Success goals.

Workforce and Career Education Committee Retreats. In late Spring, the Career Education Committee organized a retreat for over 40 faculty, staff, and students. Topics included how to better engage with the City of Santa Monica and the Santa Monica Chamber with work-based learning and job opportunities for students, a student panel, and a discussion on effective practices using AI in teaching. Colleagues from departments across the institution were invited to foster connections between CE programs and supporting departments. In the Fall, leaders of the Office of Workforce hosted a one-day, strategy-oriented retreat for the W&ED team and the Senate CE Committee Chair.

Board Alignment: The Career Education retreats strengthen participatory governance and cross-departmental collaboration, supporting the Board's Ongoing Priority of ensuring a supportive, inclusive, and collegial environment for students and staff.

Center for Media and Design (CMD)—Fourth Annual Student Showcase. The Center for Media and Design hosted its fourth annual Student Showcase on Thursday, June 11, 2026, transforming the campus into a hub of creative energy. The event spotlighted student work from over 20 Career Education programs, including Film Production, Animation, Interior and Architectural Design, Graphic Design, and Interaction Design. The CMD team hosted an industry reception, connecting emerging talent directly with industry leaders. New this year were intimate "coffee chats," giving students a personalized opportunity to connect and gain insights from industry partners. SMC staff and faculty planned diligently and were on hand to welcome guests and manage the event. The evening concluded with the Promo Pathway Program's graduation ceremony, anchoring the showcase as both an industry networking milestone and a celebratory achievement for the college.

Board Alignment: The CMD Student Showcase advances the Board's goal of educational quality and innovative partnerships by connecting students to industry in meaningful, experiential ways, while celebrating student achievement across Career Education programs.

Real Estate Summit and Program Growth. On May 8, the Business Department and the Office of Workforce and Economic Development hosted a Real Estate Summit serving nearly 50 current and prospective students alongside 15 industry professionals participating in panels, keynote presentations, and networking opportunities. The Real Estate program, now in its second year, offers a certificate to prepare students for the California Department of Real Estate (DRE) Salesperson Exam. The program has seen strong enrollment, reflecting sustained student interest in this career field. In response to student

demand and local labor market needs, the department is hiring two additional faculty to support real estate and property management courses and certificates.

Board Alignment: The Real Estate program's growth and the industry summit demonstrate SMC's commitment to developing new programs and partnerships aligned with local workforce needs, while increasing enrollment through career-focused education pathways.

Property Management and Merritt Grant. The Business Department offered property management and affordable housing property management courses for the first time this year. By year's end, both certificates received approval from the Chancellor's Office and will be active in the 2026–27 academic year. Additionally, the Workforce Office secured \$100,000 from Merritt Community Capital to support the launch of the Affordable Housing Property Management Certificate. This partnership exemplified a strong workforce collaboration, with Merritt providing input on curriculum development, career development support, and financial backing to support students' college-to-career journeys.

Board Alignment: The Property Management certificates and Merritt Community Capital partnership reflect the Board's priority to develop new programs and partnerships that support the College's strategic vision, while expanding pathways into growing industries that serve local workforce and community needs.

AI Professional Development. The Grants Office and the Interim Associate Dean, CTE managed a \$200,000 grant, including a \$50,000 subaward to Glendale City College, to provide professional development for faculty incorporating AI into teaching and learning. All training was developed and delivered by faculty. Given robust faculty demand, the Workforce team drew on multiple funding sources so that over 50 faculty members were able to participate in professional development. There were two professional development offerings: a yearlong AI Academy and a coaching program to support fellow faculty. Through these offerings, faculty gained AI literacy, implemented AI tools in their classes, and developed strategies to better prepare students for an AI-integrated workforce.

Board Alignment: The AI Professional Development initiative directly advances the Board's Ongoing Priority to hire and support a diverse and innovative faculty and staff, while positioning SMC as a regional leader in preparing both instructors and students for an evolving, technology-driven workforce.

Social Work Degree and Wellness Coach Program Grant. The college received approval to offer a Social Work and Human Services AA-T and will begin offering major-specific classes in the Fall of 2026. Building on this curriculum, the college also received a \$200,000 grant from the California Department of Health Care Access and Information (HCAI) and administered through the Foundation for California Community Colleges, to develop a Wellness Coach Program supporting youth behavioral health. The program creates an associate's degree-level pathway into employment in schools and after-school settings, providing frontline mental health support to students under the supervision of a psychologist.

Board Alignment: The Social Work AA-T and Wellness Coach Program grant reflect the Board's commitment to student well-being and equity, while expanding career pathways in the growing behavioral health sector. These efforts align with the Ongoing Priority to devote resources to assist students with personal circumstances that affect their success.

Cosmetology: Beauty Industry Business Engagement (BIBE) Event. On April 27, the Cosmetology program hosted its Beauty Industry Business Engagement (BIBE) Event, connecting more than 100 students with over 20 industry professionals representing 13+ booths across salons, barbershops, esthetic practices, nail salons, and beauty product companies. Through one-on-one conversations, students gained insight into career pathways, industry expectations, and hiring opportunities while building professional networks to support their career success.

Board Alignment: The BIBE Event supports the Board’s goals of educational quality and innovative partnerships by directly connecting students to active employers and career opportunities in the beauty industry, supporting both enrollment outcomes and post-graduation employment success.

Board of Trustees Ongoing Priorities Reference. The Career Education programs at Santa Monica College align with the following 2025–2026 Board of Trustees Annual Goals and Ongoing Priorities: Annual Goals: Increase enrollment by 5% | Complete college reorganization by December 2026 | Stabilize fiscal structure | Expand concurrent enrollment with SMUSD and feeder high schools. Ongoing Priorities- The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the College. Educational Advancement, Quality, and Equity: Hire and support a diverse and innovative faculty and staff; ensure a supportive, inclusive, and collegial environment; support participatory governance. Student Life: Infuse anti-racist, equity-minded support; implement initiatives that overcome financial and access barriers; devote resources to assist students facing personal hardship. Fiscal and Facilities: Seek opportunities for revenue generation, cost control, and sustainable operations; continue commitment to environmental sustainability. Community and Government Relationships: Promote special programs that serve local students; continue support of the Emeritus Program; support the Malibu Campus.

Noncredit and External Programs

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 California Adult Education Program (CAEP) objectives.

Significant accomplishments for 2025–26 include a total CAEP allocation of \$586,835, an increase of \$33,735 from the previous year, was awarded. SMC Noncredit Initiatives continues its work with the WIOA II (Workforce Innovation and Opportunity Act) grant and was allocated \$104,470 for 2025–26. Additionally, the Dorothy N. Rupe grant was increased by \$5,000 to subsidize out-of-pocket student costs for the new CNA/HHA program, bringing the total to \$35,000.

Board of Trustees Annual Goals: (6) Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance. .Board of Trustees Priorities: (8) Seek opportunities for improved revenue generation, cost control, re-organization, and enrollment strategies to ensure a sustainable budget and efficient operations.

The Noncredit Initiatives Team continues to offer hybrid student support services. Students are encouraged to come to our office in person for assistance with the application; they can also apply online by emailing a copy of the fillable PDF to our office. New students receive welcome emails with instructions and video guides about accessing their online course materials and navigating their student portals. New students to our Noncredit English as a Second Language program must attend an in-person orientation. At the new student orientation, students will learn about the noncredit program and all additional resources available on- and off-campus. Counseling services are offered in various modalities as well (Zoom, phone, and in-person appointments). The Noncredit Initiatives office continues to offer Tech-Hour, a weekly time when students can get in-person help with technology in the Bundy Campus student lab.

Board of Trustees Annual Goals: (3) Increase enrollment by 5%, (4) Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: Successful enrollment for first-time applicants; Persistence from first term of enrollment to subsequent term; Course success in equitized gateway courses. Board of Trustees Priorities: (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (5) Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College. (7) Devote resources to assist students with personal circumstances that negatively affect student success.

In 2025–26, 333 Noncredit certificates were awarded for Certificates of Completion (206) or Certificates of Competency (127) in the noncredit categories of Short-term Vocational and Workforce Preparation, between Summer 2025 and Winter 2026. These certificates were awarded to 333 individual students. The Spring 2026 awards are still pending.

Board of Trustees Annual Goals: (4) Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: Successful enrollment for first-time applicants; Persistence from first term of enrollment to subsequent term; Course success in equitized gateway courses; Completion for Vision For Success and Student Centered Funding Formula (SCFF) for all populations (Bachelor Degrees, Transfers, AAs, ADTs, Chancellor's Office Certificates). Board of Trustees Priorities: (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (10) Promote special programs that serve local students by increasing College readiness and success.

In 2025–26, SMC Noncredit led the effort to draft the regional California Adult Education Program Annual Plan (2026-27). This process involved surveying students, faculty, and staff on current adult education programs and services, and facilitating meetings to gain input from industry and community partners. SMC Noncredit collaborated with the SMMUSD's Adult Education Center to draft and submit a comprehensive annual plan to address the educational needs in digital literacy, English as a Second Language support, and workforce preparation.

Board of Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the College. (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (4) Support participatory governance in college decision-making.

Noncredit Initiatives continues its contextualized ESL for College and Career Pathways for Health Care to support ESL students participating in the noncredit allied health programs, including our Pre-Certified Nursing Assistant and in Home Health Aide Programs. Noncredit Initiatives and Health Sciences successfully continue the Noncredit Pre-Certified Nursing Assistant and Home Health Aide program. Interest and enrollment remain very high. Noncredit Initiatives and Health Sciences is developing a Whole Person Wellness program, focused on a more holistic approach to patient care. Noncredit Initiatives continues to work with local nursing agencies, such as Vitale Nursing, and medical facilities in the surrounding area to hire our CNA/HHA completers.

Board of Trustees Priorities: (6) Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. (7) Devote resources to assist students with personal circumstances that negatively affect student success. (10) Promote special programs that serve local students by increasing college readiness and success.

Noncredit Initiatives continues to support the creation of zero-textbook-cost ESL courses to meet students' needs. We have five Zero–Textbook–Cost courses: all the Noncredit ESL reading and writing classes and the Intermediate and Advanced-level ESL Vocabulary classes.

Board of Trustees Annual Goals: (4) Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: Successful enrollment for first-time applicants; Persistence from first term of enrollment to subsequent term; Course success in equitized gateway courses. Board of Trustees Priorities: (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (6) Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. (7) Devote resources to assist students with personal circumstances that negatively affect student success.

SMC noncredit counselors facilitated professional development training in a variety of areas of interest, including noncredit-to-credit pathways. The Noncredit Initiatives Team continues to collaborate 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. Additionally, SMC Noncredit works with Chrysalis of Santa Monica, a partner agency in our regional consortium, to help students with job placement.

Noncredit Initiatives continues to use and update our student resource guide that outlines noncredit pathways to credit programs. It is a holistic resource guide of campus and community partners. The Noncredit Student Resource Guide is used at all marketing events on- and off-campus; noncredit counselors use it with students to help plan their educational journeys and as an onboarding tool to show students the pathways that Noncredit certificates can lead to with the credit side of the college or in the workforce. The Resource Guide is given to all new students entering the Noncredit ESL program at their new student orientation.

Board of Trustees Annual Goals: (3) Increase enrollment by 5%, (4) Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: Successful enrollment for first-time applicants; Persistence from first term of enrollment to subsequent term; Course success in equitized gateway courses. Board of Trustees Priorities: (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (6) Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. (7) Devote resources to assist students with personal circumstances that negatively affect student success.

Noncredit Initiatives participated in professional development focused on noncredit policy, career development, college preparation courses and programs, student services, student equity, and distance education; and participated in Welcome Week, Open House, VIP day, and several community-based resource fairs. *Board of Trustees Annual Goals: (3) Increase enrollment by 5%*

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

- For 2025–26, SMC was awarded \$99,843 in SWP-NC Round 10. This supports the creation and approval of allied health programs, as well as the purchase of supplies for the noncredit Pre-Certified Nursing Assistant and Home Health Aide certificate programs. *Board of Trustees Annual Goals: (6) Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.*
- Supported the updates of noncredit to credit and career pathway maps to assist students' transition to credit and the workforce.
- Supported the professional development of noncredit faculty and administrators in noncredit career development curriculum and programs, career counseling services, and noncredit ESL vocational pathways.

SMC Noncredit has kept or modified procedures that were successful in meeting student needs:

- Increased in-person services while continuing to provide online student support services, including registration, enrollment, orientation, and technical support for students accessing Corsair Connect and Canvas.
- Continued to conduct virtual visits to noncredit classes through Zoom for special announcements and “in-person” enrollments. This practice keeps our students up to date on the latest information, enhances their sense of belonging and familiarity with the Noncredit team, and helps boost enrollment for upcoming semesters.

- Developed social media and application tools to enhance virtual communication with noncredit students, community members, and partners.

Ongoing intensive noncredit marketing and outreach efforts are strongly focused on the City of Santa Monica and Santa Monica Regional Consortium members to increase enrollment in noncredit CDCP classes and programs. *Board of Trustees Annual Goals: (9) Continue to work with the Santa Monica Unified School District and feeder high schools to increase concurrent enrollment.*

Noncredit Initiatives used social media marketing in collaboration with CollegeApp. Since the Spring 2025 semester, we have marketed five noncredit CTE programs and generated over 5,000 individual leads from potential students (2024 Bicycle Maintenance, 854 English as a Second Language, 106 Sustainability, 1253 Rehabilitation Therapy Aide, and 891 Working with Older Adults). Additionally, our CollegeApp campaigns led to enrollment in credit courses, and an estimated \$391,000 increase in apportionment was attributed to these efforts. *Board of Trustees Annual Goals: (3) Increase enrollment by 5%, (6) Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.*

SMC Noncredit Counselors achieved the following significant accomplishments:

- Participated in discussions about Guided Pathways, Stellic, and GPS; noncredit counselors made sure that noncredit career education and college preparation courses and programs were included in the mapping process.
- Continued to offer academic and career development workshops in various modalities to ensure accessibility for all students. Attendance at our in-person workshops has steadily increased.
- Continued to assist noncredit students by creating How-to guides for accessing and navigating their online student portals and developing a comprehensive resource guide that connects them to free community and campus resources, such as free transportation and food available at the SMC Bodega Market.
- Noncredit counselors participated in outreach opportunities with the SMMUSD Adult Education Center, SMC Open House Events, VIP Welcome Week, and SMC Career Fairs.
- Organized field trips for students in the noncredit program who are interested in transitioning to credit.

Counseling appointments are in-person, via Zoom, or over the phone. Counseling contacts in Noncredit total (drop-in, regular appointments, and online counseling included):

- In 2018–19 - 2,002
- In 2019–20 - 1,561
- In 2021–22 - 1,149
- In 2021–22 - 1,858
- In 2022–23 - 2,413
- In 2023–24 - 3,637
- In 2024–25 - 3,647
- In 2025–26, there have been 2,870 contacts as of June 4, 2026.

This shows an increase in demand for noncredit counseling services, with most students seeking guidance transitioning to credit and career counseling.

Noncredit Initiatives held two celebrations for our students in December and June. This is done to increase student engagement and on-campus participation, and to celebrate and highlight students in our noncredit programs.

With the Workforce Innovation and Opportunity Act, Title II grant, Noncredit Initiatives has implemented procedures for our students in the noncredit English as a Second Language program. The procedures are listed below and aim to increase student success.

- Mandatory new student orientation for all students entering the program. At this orientation, students will learn about our classes, the certificates of competency they can earn, and other resources available on campus and in the community.
- All students must meet with a noncredit counselor to create their education plan, receive placement into the appropriate English level, learn about resources and support services available to them, and explore pathways into credit or the workforce, if that is the student's goal.

Board of Trustees Annual Goals: (4) Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: Successful enrollment for first-time applicants; Persistence from first term of enrollment to subsequent term; Course success in equitized gateway courses. Board of Trustees Priorities: (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (6) Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. (7) Devote resources to assist students with personal circumstances that negatively affect student success.

Noncredit Initiatives started the Noncredit Student Success Fund at the Santa Monica College Foundation. This fund collects donations and continues to support students in the noncredit program.

The Noncredit Initiatives program will pilot an ESL course at the Malibu Campus, with an emphasis on supporting members of the Malibu Community Labor Exchange. The class is supported by the Los Angeles Fire Recovery grant.

Board of Trustees Annual Goals: (3) Increase enrollment by 5%, (4) Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: Successful enrollment for first-time applicants; Course success in equitized gateway courses. Board of Trustees Priorities: (3) Ensure a supportive, inclusive, safe, and collegial environment for students and staff. (6) Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. (7) Devote resources to assist students with personal circumstances that negatively affect student success. (12) Support the Malibu Campus to help rebuild the Malibu community

The Noncredit Initiatives program offers free certificate programs and support classes that help students build confidence in their abilities to succeed in higher education and prepare them to enter the workforce. It is an equitable, low-risk way for students to start their collegiate journey at Santa Monica College. The program increases access for many students from marginalized communities and aligns with the Board of Trustees' Annual Goals and Priorities listed below.

Emeritus, a Noncredit Older Adult Program

2025–26 saw SMC Emeritus enrollment soar to the fifth-highest enrollment on record and the highest since the pandemic: 3,743 headcount, though that might increase as final attendances are submitted for some classes. The highest enrollment in our records is 3,873 in 2011–12. As of mid-June 2026, the headcount of 3,743 produced 570 FTES, the second highest within the last 16 years.

Classes continue through in-person and online modalities, and many of the in-person classes also allow some amount of student attendance remotely. Emeritus has revised a number of courses and approved new ones to best serve current and new students. Recent changes to two-factor authentication, and ongoing student difficulties with the technical proficiency required to self-enroll in Corsair Connect, or the time it takes to process paper enrollments, are often cited as a frustration among students.

- The percentage of Emeritus classes that were in-person (including hybrid) were Summer (44 percent), Fall (46 percent), Winter (40 percent), and Spring (48 percent). This represents an increase of in-person classes in all terms.
- There has been some noticeable Emeritus enrollment growth from outside of the greater Los Angeles Region, due in no small part to CollegeApp marketing.
- Enrollment is growing at Emeritus, regardless of modality. Enrollment is also increasing for the Malibu-specific sections.
- Staff have been in the office a minimum of four days a week all year, with several weeks designated as 100 percent on-ground (first week of term and enrollment weeks), with continued efforts to ensure appropriate student services online and in-person. Online student support services include registration, enrollment, and technical support for students accessing Corsair Connect, Zoom, and Canvas.
- On-ground presence will increase for both classes and staffing this coming year.
- Multiple updates to website content and enrollment protocols have been rolled out to streamline processes and communication when possible.
- To date, the total amount of funds raised for SMC Emeritus through partnership with the SMC Foundation during the fiscal year is over \$130,000. This is an increase over last year. These funds allow us a robust ability to add to the learning experience of our students. These funds pay for expenses related to the art gallery and publications, bring in guest speakers, and upgrade our A/V equipment without relying on a renewal/replacement cycle. In addition, SMC Emeritus 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.

The **50th Anniversary of Emeritus** closed out in Fall 2025. **Let's See SMC** events were field trips to bring Emeritus students to various SMC campuses to learn about various programs and find potential ways to support those programs. Visits were made to Malibu, PAC, Main Campus, Bundy, with ECLS and CMD slated for this coming year. **Fifty-Over-50** was designed as an Emeritus-specific version of Forty-Under-40 lists for business magazines – to celebrate older adult lifelong learners. Emeritus students and select SMC Emeritus faculty members and community members were photographed as individuals or couples. Their photos and quotes are used in the printed schedule and online, with hopes for press in mainstream media as well—so that Emeritus and SMC become known for celebrating the older adult learner. A **50th anniversary celebration** had been postponed to Fall 2025. The wildfires of Winter/Spring 2025 muted several of the tail-end activities, such as continuing Let's See SMC and a large 50th gala – but Emeritus will pursue ways to celebrate this anniversary alongside the SMC Centennial coming soon.

As an officially named **Age Friendly University** by the Age Friendly University Global Network (AFU Global Network) at Dublin City University (since Spring 2022), Emeritus and Noncredit will work to address some of the strategic opportunities identified by the SMC AFU Planning Team in the coming year. This

international distinction recognizes the commitment SMC has shown both to Emeritus students specifically, and to post-traditional students at SMC, for many years, but also asks us to commit further to improving the educational experiences of the aging population as we define it. SMC's credit student enrollment shows over 35 percent are aged 26 and up with sizeable 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 & 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 that are age 26 and up. This effort, though aimed at improving educational outcomes for students above traditional ages, based on the program they pursue, will also dovetail into larger equity and inclusion efforts at SMC.

The **SMC Emeritus Art Gallery** held seven art shows and opening receptions this past year, several of which were completely virtual. There have been a few in-person shows, including Charles Dickson's *The Manifestation of Form*. The show culminated in a celebration of the work from a drum circle and dance performance. Virtual art gallery exhibition launch events have seen increased attendance and viewings of both the recording and the online photo albums – all of which will stay up in perpetuity, giving Emeritus student work more permanence than previously. All are available for viewing at www.smc.edu/EmeritusGallery. Other typical student performances, such as the SMC Emeritus Concert Band, the Emeritus Acting Troupe, and other musical ensembles have either performed a well-choreographed and edited video or are soon about to.

Two SMC Emeritus literary journals were published: *The Emeritus Chronicles* and *The Ongoing Moment* (the latter being a journal of both student literature and art), and both of which have obtained ISSN numbers from the Library of Congress for proper serialization. Receptions are usually held for both journals where students read some of their work, both of which were virtual, and students could order copies of the publications, mailed out by the SMC Mailroom. **The Emeritus Voice** student newsletter was published in the Fall and Spring terms. The Emeritus Voice is available for viewing, and the literary journals available for purchase, at www.smc.edu/Emeritus and click on "Publications".

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

- Serving on the board of the Association for Continuing and Community Education (ACCE) - the statewide CCC association for colleagues working in these areas. The Dean of Noncredit & External Programs currently serves as the Secretary of ACCE and has previously served as a co-council lead for each of the areas of focus.
- The LA Age Friendly University Consortium, inclusive of all the local colleges and universities participating in the Age-Friendly initiative and helping other colleagues inside and outside our region to apply for this designation.
- Future opportunities include making stronger connections to: WISE & Healthy Aging, AARP, RAND, Milken Institute, California Institute on Aging, and MAPS, a group that is similar in function to the now defunct Westside Older Adults Services Network (WOASN).
- Work with Emeritus colleagues from around the state in the CCC EOA (Educators of Older Adults) to build an effective network of resources, and ideally an active older adult programs segment of ACCE.
- Continue to support the initiatives of the rest of the SMC Noncredit Initiatives Team, which

includes work on new Allied Health programs within Noncredit Initiatives, such as the Gerontology program.

- In response to an increase in online scams targeting seniors during the pandemic, Emeritus held a three-part cybersecurity workshop, with one of the sessions being hybrid and the rest being fully online. The sessions were attended by 100+ students and posted online.
- In addition to the cybersecurity workshop, students were provided a resource guide with information on what protocols to take if they have been or suspect they have been victims of an online scam.

Annual Goals: 3. Ongoing Board Priorities: 3, 8, 10, 11 and 12. Continued support for campus resources that assist students with personal circumstances that may negatively impact student success; Ensured a supportive, inclusive, and collegial environment for student enrolling in Emeritus remote and distance education classes, programs, and student support services; Implemented several necessary and desired facility improvements to the Emeritus campus to prepare for eventual student return; Maintained a robust offering of Emeritus classes, with relatively strong continuing and new student enrollment, with a plan to do outreach in future to those who stopped out, and connect with local community partners in fulfillment of SMC's vision and mission; and, Emeritus faculty have proposed a total of 25 courses (including many revisions and a few new courses) already slated for early Fall Curriculum committee review, as well as more courses in the pipeline for Emeritus faculty to still review before moving forward.

Community Education, a Fee-based Program

This program serves a consistent population within the community and fills an important niche. There are community members each year whose only interaction with SMC is through the programs offered by Community Education. The new Program Coordinator for Community Education has transitioned well and is bringing in new and exciting Community Education classes and facilitators, while the Dean of Noncredit & External Programs cultivates new relationships with outside education providers, several Contract Education opportunities, and third-party payment sources. The 2021–22 Corrective Action Plan is still very much forefront in department operations, and Community Education is on track to be able to increase staffing and remain revenue neutral. Community Education has expanded third-party paid enrollments (WIOA, Voc Rehav, SJDV, etc.) through increased student help, and temporary staff support.

Community Education completed one full year of active participation in the Supplemental Job Displacement Voucher (SJDV) program to help community members who have received funding to pursue a different career path to enroll through one of the education programs Community Education works with. This year has mostly been spent in leveraging this for one of our education providers, who is helping us through student referrals. This program is working very well, and we are expanding it to accept multiple forms of third-party payments with our education providers. Simultaneously, Community Education has taken on the implementation of several educational services agreements (UCLA Extension, LA County DPSS and the SMC/SMMUSD Dance Academy). Community Education has seen good results from each of these programs, and projects to see these as vital components to keeping Community Education stable and allowing it to grow.

The department will turn on partnerships with a few additional education providers in the coming year and will market heavily those providers with high productivity in terms of enrollments and net revenue. Several internal programs have been identified as well, such as strategic opportunities for Emeritus student discounts, for enrolling former Emeritus students who have left California into some popular co-enrollment classes, marketing summer camps, while developing our own potential camp in the future. The Dean has built relationships with current youth-focused classes in the Community Education schedule,

and recently established rapport with local summer camps and other community colleges with a thriving camp program.

It has long been the intent of the program to pilot a summer camp. While that has not happened for Summer 2026, the department is increasing its offerings of youth-focused programs.

Community Education staff have achieved the following additional accomplishments this year:

- Onboarded a new Program Coordinator.
- Developed several new revenue streams, with plans to expand two of the largest ones in the coming years.
- Increased the charge for one contract to market rates – and it includes revenue share to the District and funding for some academic department equipment.
- Leveraged SJDV and grew it to make SMC one of the preferred California colleges for one of our education providers.
- Manage significant web and marketing updates, for new and current education partners. This includes a branding guide for the third-party education providers websites and marketing materials.
- Develop new approaches to onboarding agreements with third-party education providers.
- Exploring pay-per-click digital marketing.
- Strategic cross-promotion of programs across Noncredit and Emeritus, to garner interest and enrollment.
- Regularly scheduling classes at Malibu campus and leveraging our facilitators and registration system for some Malibu events.

Annual Goals: 6. Board Priorities: 1, 3, 8 and 12. Resumed in-person of existing and reactivated classes proven to be historically popular; corrected some improperly set pricing strategies; cultivated new programmatic partnerships and strategically moved away from others; leveraged a staffing transition to reduce the salary liabilities for the program; developed several new classes, including some cooperative agreements with other colleges and partners for revenue sharing arrangements; and Continued cross-promotion between and among programs (namely, Emeritus, and to some extent Noncredit), which will keep SMC students connected to the District as they pursue other educational pursuits.

Scholars Program

The Scholars Program was developed to play an important role in ensuring and maintaining SMC's transfer relationship with UCLA. Due to the considerable curricular offerings and instructional faculty involvement, the program falls under the leadership of SMC's Academic Affairs. As such, the Scholars Program remains a TAP leader amongst UCLA's 55 CCC partners and maintains continuous collaborations with Melissa Nessman, TAP Director, Ffiona Rees, Executive Director of Undergraduate Admissions and Kelly Wahl, Assistant Dean of Summer Sessions and Strategic Initiatives throughout the year.

In alignment with the college's mission and vision focus on eliminating racial equity gaps and providing a more inclusive and equitable learning environment, our primary focus has been on rebranding the Scholars Program to better reflect its core purpose and rich history. This was done by addressing three

main areas: faculty orientation, gathering additional student feedback, and adjusting our marketing strategy. Through these changes, we aimed to continue to make the program more inclusive and appealing to a broader and more diverse population of students. Here are some examples:

- **Faculty Orientation:** We have been working to better orient faculty by sharing the purpose and history of the Scholars Program, with current and new faculty joining the program. Specifically, our orientations have been aimed at clarifying how Scholars is not an honors program, sharing student demographic data showing the students we serve (which we have shared below in Table 5), and emphasizing the importance of learning about students' backgrounds and needs so we can be more culturally responsive and better meet our students where they are.
- **Gathering Student Feedback:** This year we created a new exit survey, which was developed to collect meaningful feedback from students as they prepare to transfer. The survey asks about their most significant experiences in the program, what's working well, and where improvements are needed. The results are shared with both faculty and counseling staff to inform program improvements and highlight areas of success from the student perspective.
- **Marketing Adjustments:** We have also modified our in-reach and outreach strategies. For example, we revised the Scholars Program rack card to better reflect the diversity of the students we serve and to highlight key components of the program and its history. We have revisited our marketing materials/flyers as well as our website language. Additionally, we continue to visit Counseling 20 courses to help us connect with a broader and more diverse group of students.

These changes are designed to continue strengthening the Scholars Program, improving student and faculty engagement, and ensuring ongoing program growth and visibility.

Ongoing Board Priority #1 – Develop new programs and partnerships that support the strategic vision and plan for the future of the college.

In Fall 2025, **TAP students made up 28 percent of SMC's total admitted students to UCLA** (see Table 1). **1851** total SMC students applied to UCLA and **624** were admitted—an impressive **34 percent** admit rate for SMC. **More specifically, TAP certified student admissions to UCLA were 80 percent** (174 admitted/217 certified). This is an impressive statistic, and SMC's TAP admission has held strong with an average of 80-90 percent admit rate since the program first started in 1985 (with some years over 90 percent).

For reference, in Fall 2024, **TAP certified student admissions to UCLA** was 84 percent (169 admitted/201 certified). In addition, 1,703 total SMC students applied to UCLA and 547 were admitted—32 percent overall admit rate for SMC.

Additionally, 23 total TAP students were admitted to their alternate major for Fall 2025—(four 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.

Annual Goal #4 – Continue to decrease equity gaps using appropriate data and controls including measuring the effects of interventions, and increase: Completion for Vision for Success and Student Centered Funding Formula (SCFF) for all populations – Bachelor Degrees, Transfers, AAs, ADTs, Chancellor's Office Certificates.

Table 1. Admit Rates for TAP-certified and all SMC students from Fall 2017-2025

TERM	SMC Transfer Students to UCLA	SMC Rate of Admission	SMC/Scholars Certified (TAP) Students	SMC Scholars/ TAP Program Rate of Admissions	% of total SMC admits to UCLA that were TAP certified
Fall 2018	1,973 Total applied to UCLA (426 Scholars applied to UCLA) 618 Total admitted to UCLA	32%	240 certified / 214 admitted	90%	35%
Fall 2019	2,012 Total applied to UCLA (436 Scholars applied to UCLA) 593 Total admitted to UCLA	29%	241 certified / 198 admitted	82%	33%
Fall 2020	1,909 Total applied to UCLA (395 Scholars applied to UCLA) 630 Total admitted to UCLA	28%	233 certified / 193 admitted	83%	31%
Fall 2021	2,053 Total applied to UCLA (349 Scholars applied to UCLA) 543 Total admitted to UCLA	26%	234 certified / 201 admitted	86%	37%
Fall 2022	1,731 Total applied to UCLA (283 Scholars applied to UCLA) 545 Total admitted to UCLA	31%	181 certified / 154 admitted	85%	28%
Fall 2023	1,547 Total applied to UCLA (278 Scholars applied to UCLA) 564 Total admitted to UCLA	36%	186 certified / 169 admitted	91%	30%
Fall 2024	1,703 Total applied to UCLA (299 Scholars applied to UCLA) 547 Total admitted to UCLA	32%	201 certified / 169 admitted	84%	31%
Fall 2025	1,851 Total applied to UCLA (356 Scholars applied to UCLA) 624 Total admitted to UCLA	34%	217 certified / 174 admitted	80%	28%

UCLA TAP Data for Fall 2026 has not been received but preliminary data is expected in June 2026.

Completion data shows the increase in degree completers (AA/AS/ADT) at SMC as a whole and in the Scholars Program. For SMC as a whole, the increase is also quite substantial and is, in large part, a result of the auto-awarding efforts. In 2015–16, Scholars’ students represented 11 percent of total degree petitioners/completers at SMC (AA/AS/ADT only). In 2019–20, Scholar’s students represented 15 percent of total SMC 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 degree evaluation project we developed in 2015. It is also significant to note that while the Scholars Program made up only 3.5 percent of the SMC credit student population, in 2020–21 and 2021–22, Scholars represented 11.5 percent and nine percent of total SMC degree completers, respectively. **It is significant to note that in 2024–25, Scholars Program students made up 14 percent of the TOTAL degree completers at SMC, with a record high of 954 degree completions.** Completion data through 2025 is shown in Table 2 below.

Table 2. Degree Completion SMC and Scholars Total

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Scholars	248	360	426	617	495	567	453	332	340	502	954
SMC Total	2,222	3,362	2,636	3,823	3,536	3,737	3,934	3,672	5,172	7,651	6,648
%	11%	11%	16%	16%	14%	15.5%	12%	9%	6.5%	6.5%	14%

Scholars Program course modality was solely on-ground prior to the pandemic and then solely online as of March 2020. We have slowly been introducing more of an on-ground/hybrid presence since Fall 2021. In Fall 2021, 20 percent of our Scholars courses were offered on-ground or hybrid. In Spring 2022, 29% were on-ground or hybrid. **In Fall 2025 and Spring 2026, we were at 79 percent and 81 percent respectively.** We continue to increase our course offerings each term as our program has now returned to pre-pandemic size and returning to the original mission and vision of the Scholars Program.

The Scholars Program was developed to give students the opportunity to work closely with the instructors and to interact in research projects and small group discussions in an intimate setting. The classes are smaller in size and instructors are encouraged to create curriculum that feeds an in-person learning dynamic. An in-person classroom environment helps our students develop skills that are crucial to their success at research universities such as UCLA. For this reason, the Scholars Program was not created to be an online program or to offer courses in an online format. The onset of the pandemic in 2020 caused us to make the shift to online offerings as that was the only option available given the circumstances. Today, the Scholars Program is intent on maintaining the original mission of an on-ground academic experience. As our program continues to adapt to our post-pandemic environment, we are continuing to ensure students have access to a variety of course modalities while also preparing them for the predominately on-ground classroom culture they will encounter at their transfer institution.

Annual Goal #4 – Continue to decrease equity gaps using appropriate data and controls including measuring the effects of interventions, and increase: Completion for Vision for Success and Student-Centered Funding Formula (SCFF) for all populations – Bachelor Degrees, Transfers, AAs, ADTs, Chancellor’s Office Certificates.

Scholars Program counseling contacts have been consistently high and in proportion with the number of students in our program each year (see Table 3 below). The Scholars Program has the highest number of counseling contacts besides GCTS, Career and IECC (that serve the largest populations in Counseling). This is due to our high-touch approach, intentional outreach, and annual programmatic review efforts. Unfortunately, this academic year, the Scholars Program sustained a significant retirement of the only full-time Counselor (other than the Program Leader) in August 2025 and this has taken a toll on the consistent leadership efforts in the program. The program received this position in 2015 and it was not replaced. The data below shows that our Counseling contacts have continued to increase each academic year and relies solely on part-time counseling faculty. The Scholars Program is in desperate need of replacing our full-time Counselor that we lost last year.

Table 3. Number of Counseling Contacts

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
7,625	6,990	6,603	5,524	5,513	6,125	6,439

Ongoing Priority #10: Improve special programs that serve local students by increasing College readiness and success.

Headcount: As of the end of 2024–25 the **Scholars Program student headcount** was 1,056. SMC total credit student headcount for Fall 2025 was 26,373. Scholars Program students make up four percent of the SMC credit student population.

Table 4. Scholars Headcount

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Fall 2025
Scholars	1,009	739	840	1,018	1,009	1,056
Not Scholars	28,334	26,045	24,676	25,744	26,209	25,317
Total	29,334	26,784	25,516	26,762	27,218	26,373

As mentioned above, we have been actively sharing out student demographic data with instructional and counseling faculty as a reminder of the students we serve (see Table 5 below) and emphasizing the importance of learning about students’ backgrounds and needs so we can be more culturally responsive and better meet our students where they are. As seen in Table 5, nearly 75 percent of our incoming students are first generation college students, 50 percent have financial need, and we continue to serve a diverse student population.

Table 5. Cohort Data (Admitted Class Fall 2024 through Spring 2026)

Age

	Fall 2024 (TOTAL: 375)	Spring 2025 (TOTAL: 236)	Fall 2025 (TOTAL: 314)	Spring 2026 (TOTAL: 251)
Age (16-20)	320 (85%)	187 (79%)	290 (92%)	204 (81%)
Age (21+)	55 (15%)	49 (21%)	24 (8%)	47 (18%)

First Gen Status

	Fall 2024 (TOTAL: 375)	Spring 2025 (TOTAL: 236)	Fall 2025 (TOTAL: 314)	Spring 2026 (TOTAL: 251)
First Generation	265 (70%)	176 (75%)	228 (73%)	197 (78%)
Not First Generation	110 (30%)	60 (25%)	86 (27%)	54 (22%)

Financial Need Status

	Fall 2024 (TOTAL: 375)	Spring 2025 (TOTAL: 236)	Fall 2025 (TOTAL: 314)	Spring 2026 (TOTAL: 251)
Financial Need	189 (51%)	107 (45%)	150 (48%)	120 (48%)
No Financial Need	186 (49%)	129 (55%)	164 (52%)	131 (52%)

Ethnicity

	Fall 2024 (TOTAL: 375)	Spring 2025 (TOTAL: 236)	Fall 2025 (TOTAL: 314)	Spring 2026 (TOTAL: 251)
Black/African American	20 (5%)	9 (4%)	15 (5%)	7 (3%)
AAPI	36 (9%)	37 (16%)	31 (10%)	25 (10%)
White	137 (36%)	85 (36%)	119 (38%)	67 (27%)
Latine	130 (35%)	56 (24%)	115 (37%)	90 (36%)
Mixed (2+ races)	24 (6%)	7 (3%)	17 (5%)	13 (5%)
Unreported / Unknown	28 (7%)	41 (17%)	17 (5%)	49 (19%)

Annual Goal #4 – Continue to decrease equity gaps using appropriate data and controls including on measuring the effects of interventions and increase successful enrollment for first-time applicants.

Scholarships: Understanding that finances are a critical barrier to students seeking higher education, the Scholars Program has been focused on working closely with UCLA’s Financial Aid and Scholarships Office, the SMC Foundation, and with the SMC Financial Aid and Scholarships Office, to secure and increase substantial financial resources for Scholars Program students. These efforts have significantly impacted the number of scholarships available and have increased the award amounts for program participants. These efforts are especially evident when looking at Scholars students who have been chosen for the UCLA TAP Scholarships, Sharer Scholars, and the SMC Scholarships, particularly over the past two years. We awarded 31 Scholarships in Spring 2025 and six of the Sharer Scholarships were Scholars Program students. In 2026, we awarded 15 Scholarships and four of the Sharer Scholarship were Scholars Program students.

Ongoing Board Priority #6: Implement initiatives that overcome barriers based on students’ financial resources and unmet basic needs. Ongoing Board Priority #7: Devote resources to assist students with personal circumstances that negatively affect student success.

It’s important to note that **course success rates** have increased from 77 percent to 88 percent for Black students from Fall 2020 to Fall 2025. Scholars Program **Term-to-Term Persistence Rates** from Fall 2020 to Fall 2024 have hovered at or above 90 percent overall. Persistence rates for our Black students have increased from 81 percent to 91 percent and Latine students have hovered above 90 percent consistently. *Persistence rates for Fall 2025 become available in July 2026. Comparisons for both success and term-to-term persistence rates for Scholars vs. all SMC students are below for the most current year.

Scholars Program Course Success Rate

- Fall 2020: 90 percent (Black: 77% / Latine: 83%)
- Fall 2021: 96 percent (Black: 92% / Latine: 93%)
- Fall 2022: 87 percent (Black: 82% / Latine: 80%)
- Fall 2023: 86 percent (Black: 91% / Latine: 86%)
- Fall 2024: 91 percent (Black: 88% / Latine: 87%)
- **Fall 2025: 91 percent (Black: 88% / Latine: 88%) / SMC Fall 2025: 74% (Black: 67% / Latine: 68%)**

Scholars Program Term-to-Term Persistence:

- Fall 2020: 93 percent (Black: 81% / Latine: 93%)
- Fall 2021: 91 percent (Black: 97% / Latine: 94%)
- Fall 2022: 93 percent (Black: 92% / Latine: 91%)
- Fall 2023: 95 percent (Black: 95% / Latine: 93%)
- **Fall 2024: 93 percent (Black: 91% / Latine: 94%) / SMC Fall 2024: 68% (Black: 63% / Latine: 69%)**
- *Fall 2025: Unavailable until July 2026**

Annual Goal #4 – Continue to decrease equity gaps using appropriate data and controls including on measuring the effects of interventions and increase persistence from first term of enrollment to subsequent term.

STEM Program—A Collaborative Community of Belonging and Empowerment

The 2025–26 academic year marked Year Five (and the final year) of the Engage, Succeed, Advance in Science, Technology, Engineering, and Math (ESA-STEM) program, funded by the U.S. Department of Education Title III Hispanic Serving Institutions (HSI) grant. At its core, the overarching mission of this grant-funded initiative is to elevate the academic attainment of Hispanic and low-income students at SMC. The STEM Program at SMC thrives as an educational ecosystem where students are empowered to transform their futures. Over the past year, our central focus has been cultivating an environment where every student feels a deep, unquestioned sense of belonging in the sciences. By pairing rigorous academic preparation with dedicated, institution-wide advocacy and resources, the program works alongside students to clear pathways to success—demonstrating that academic excellence and educational equity naturally go hand in hand.

As of Fall 2025 the STEM MÁS Program student headcount was 682. SMC total credit student headcount for Fall 2025 was 26,373. STEM MAS makes up roughly three percent of the SMC credit student population.

STEM MÁS Program - Five Year Overview

				
6,186 Hispanic or low-income STEM students engaged in support programs or services	198 STEM course sections contained a supplemental instruction component	187 outreach events were conducted by the ESA-STEM project	12 partnerships established or maintained with STEM industry groups	4 articulation agreements established with 4-year institutions

STEM MÁS - Program Enrollment

Program Grant Year	Cohort	Admitted MÁS Participants
Yr 1: 2021-22	Cohort 11	173
Yr 2: 2022-23	Cohort 12	164
Yr 3: 2023-24	Cohort 13	170
Yr 4: 2024-25	Cohort 14	136
Total		643

STEM MÁS Program Participants' Demographic Characteristics – All Cohorts

First Generation College Student	64%
Male Gender (49% Female)	51%
Hispanic / Latino	47%

Supplemental Instruction (SI)

	Offerings by Year	Disciplines Covered	
Year 1:	32 sections	Math	Biology
Year 2:	44 sections	Physics	Engineering
Year 3:	39 sections	Chemistry	Computer Science
Year 4:	33 sections	Anatomy	Anthropology
Year 5:	50 sections		
<i>Total:</i>	<i>198 STEM Course Sections</i>		

Of Note For 2025–26:

- The STEM Program hosted the 13th annual Summer STEM Skills Week, August 18-22, 2026. The week included Math Prep Workshops each morning and sessions each afternoon covering topics ranging from Transfer & Counseling Support, Career & Internship Advising, and Student Support Services including Basic Needs, DSPS, Special Programs, etc. The week kicked off with a keynote from Dr. Melanie Bocanegra and culminated with two events showcasing STEM program alumni, a Career Panel and an Alumni Panel.
- The STEM Engineering Fabrication Lab (EFL) finalized Safety & Risk Management protocols making it possible to launch training modules for staff and faculty, and in Winter 2026 began piloting faculty-hosted open lab hours. The space is also being outfitted with safety signage and new equipment including 10+ 3D Printers, a laser cutter, and a new class set of 30 laptops. The EFL continued to serve as hub for engineering students, using the space to study, work on independent study and projects, and host STEM Club meetings & activities.
- The STEM Student Social Media Team, led by STEM PT Counselor Sheridan McArthur, continues to expand its reach and impact through activities including:
 - Publishing STEM newsletters each Fall, Winter, & Spring
 - Launched Spotlights Series videos via the STEM Instagram & YouTube channels featuring STEM Faculty (Chemistry, Earth Science, & Math); Classified Professionals (Math Instructional Tutor); and STEM transfer and alumni Students
 - The team also, with the help of Paul Trautwein, launched the [STEM Alumni webpage](#) highlighting program alumni stories and experiences.
- STEM Team continued its participation and support of campus outreach activities and efforts including tabling at SMC Startup & Resource Fairs (Fall & Spring), VIP Welcome Day, College Fair, and Transfer Toast. STEM Counselors and staff also assisted in the Transfer Counseling Center's annual Transfer-palooza event.
- *Professional Development:* STEM Program team members including managers, counseling & instructional faculty, and classified professionals attended the following conferences through a strategic effort braiding STEM grant, Equity, PDC & Management Association funding sources.
 - AACU - Fall 2025 - Attendees: 3 STEM PT Counselors, 1 STEM FT Faculty, 1 STEM Program Specialist, 1 STEM Senior Career Services Advisor
 - AHSIE - Spr 2026 - Attendees: STEM Project Manager, 1 FT & 3 PT STEM Counselors

- o MESA - Fall 2025 & Spring 2026 - Attendees: STEM Project Manager
 - o ACCCA - Spring 2026 - Attendees: STEM Project Manager
- *Optimizing Academic Momentum and Completion Through Targeted STEM Counseling:* Driven by a dedicated team of one full-time and three part-time academic STEM counselors, our advising framework provides high-impact, personalized guidance that keeps students structurally on track from their very first term. Our counselors map out strategic educational plans that actively boost first-year unit accumulation, ensure successful navigation of critical transfer-level Math and English sequences, and guide students seamlessly toward degree attainment, certification, and transfer milestones. By offering continuous, proactive outreach, this advising network directly elevates course success in critical gateway classes and ensures diverse student populations maintain strong term-to-term persistence.
- *Cultivating Research Competency and Transfer Readiness via Science 10 & the STEM Poster Presentations:* Our Science 10: Principles & Practice of Scientific Research course provides a low-stakes, equitable platform for students to apply the scientific method, collect and interpret data, and ultimately present original scientific research results via poster presentations, a high-impact educational practice that directly drives term-to-term persistence and bachelor's degree transfer rates. By demystifying the scientific process and building academic confidence, these poster showcases elevate student success in gateway courses and encourages diverse student populations to complete their associate degrees, ADTs, and transfer requirements within their first two years.
- To increase such opportunities, on May 15, 2026, the STEM MÁS Program, in collaboration with SMC STEM Academic Departments and the Career Services Center, with funding from the SMC Foundation Northrop Grumman/Elkin Chair of Excellence in Physical Science and the STEM MÁS grant, hosted our first annual STEM Student Poster Symposium. Thirty students and several groups presented their projects via poster presentations, highlighting a vast range of STEM research conducted both on- & off-campus, supported through coursework, specialized programs, and dedicated faculty mentorship.
- *Driving Milestone Success via Student-Led Academic Workshops:* Our peer mentors deliver targeted skill-building sessions and survival strategies that directly boost student performance in rigorous gateway courses and improve access & use of support resources. Ranging from foundational reviews in chemistry, calculus, and Python to specialized onboarding and club involvement tips for new and continuing students, these workshops provide actionable academic & resource tools that enhance persistence and actively help close equity gaps.
- *Building Free Accessible, Scalable, & Sustainable Math Support Resources:* In collaboration with the STEM Program, with funding support from the STEM grant, SMC Math faculty continued to revise and update the two free self-paced online Math Modules. Through these modules students have access to online textbooks, instructional videos, exercises, and self-check assessments. These modules continue to serve as a free, self-paced resource to help students prepare for, review, & succeed in their math courses. Math faculty also collaborated with the STEM program to host free Winter and Summer Math boot camps open to all students.

Alignment with 2025–26 Board of Trustees Goals & Priorities: GOAL #4. Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase: successful enrollment for first-time applicants; persistence from first term of enrollment to subsequent term; course success in equitized gateway courses; transfer level English and transfer level Math successful course completion in Year One;

units successfully completed in Year One; and completion for Vision For Success and Student Centered Funding Formula (SCFF) for all populations (Bachelor Degrees, Transfers, AAs, ADTs, Chancellor's Office Certificates).

- *Hosted the STEM Finals Study-a-Thon (each Fall/Spring):* Opened our lab doors to the entire student body for a four-day 12-hour event (10:00 a.m. to 10:00 p.m.) that paired accessible workspace with complimentary meals, coffee, and continuous staff mentorship. This initiative successfully eased academic anxiety by provisioning basic needs, accommodated diverse student schedules, and built a warm, collaborative community where students and team members worked side by side.

Alignment with 2025–26 Board of Trustees Goals & Priorities: Priority #3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

- *Advancing Equity through Comprehensive STEM Tutoring:* Our peer tutoring and mentoring program opens its doors to all Santa Monica College students without restriction, ensuring that vital academic resources are distributed equitably across the campus. Driven by a diverse team of nearly 30 student tutors, the program delivers culturally responsive, accessible academic guidance across a vast array of disciplines, including Mathematics, Chemistry, Computer Science, Physics, Biology, Anatomy, Physiology, Engineering, and Anthropology on a drop-in basis. This collaborative network actively dismantles traditional barriers to entry in STEM fields and fosters an inclusive, supportive ecosystem where students from all backgrounds thrive. Our tutors also offer their tutoring services via Zoom to bridge the gap between access and academic success.

Alignment with 2025–26 Board of Trustees Goals & Priorities: GOAL #5. Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.

- *Overcoming Socioeconomic Barriers through Contextualized STEM Courses:* We proactively address financial and structural hurdles by offering specialized sections of Science 10, Counseling 12, and Counseling 15 tailored specifically for STEM students. This targeted curriculum embeds research training, career planning, and job search strategies directly into the student experience, equipping underrepresented and international F-1 scholars with the professional tools and campus employment pathways needed to bypass expensive external barriers and remain enrolled.

Alignment with 2025–26 Board of Trustees Goals & Priorities: GOAL #6. Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies.

- *Expanded Dedicated Student Wellness Services:* Our program actively integrates two program therapists, Dr. Jennifer Bulger and Chyna Tucker, to provide clinical therapy and trauma-informed counseling tailored specifically to our STEM student community. By offering flexible in-person and virtual care to help individuals navigate anxiety, family transitions, and acute emotional stress, this initiative proactively addresses the complex external challenges that can destabilize a student's educational path and academic performance.

Alignment with 2025–26 Board of Trustees Goals & Priorities: GOAL #7. Devote resources to assist students with personal circumstances that negatively affect student success.

Malibu Campus

SMC Malibu Campus steps into its fourth year, having weathered significant challenges posed by the Palisades Fire, extended Pacific Coast Highway closures, budget cuts, and funding reductions, all of which have considerably impacted its operation in 2025. However, the campus remains resilient under the leadership of Associate Dean Alice Meyering, who continues to advocate regular scheduling of core

academic classes at the campus, actively pursuing opportunities to bring noncredit programs to the Malibu area, seeking partnerships to create meaningful events that promote networking and community engagement, while supporting the fire recovery efforts spearheaded by the Malibu-Pacific Palisade Chamber of Commerce and the City of Malibu. In a year following unprecedented challenges both at the college and in the community, SMC-Malibu continues to overcome all obstacles in its path by remaining steadfast in its commitment to its mission: serving as a vital new hub for Santa Monica College in Malibu while becoming a valued partner in the eyes of the City of Malibu, the Chamber, and local communities in both education and community services.

Fall 2025. As the campus returns to normal operations after months of road closures, and with faculty and students still reeling from the aftermath, SMC-Malibu had a total of 20 classes in Fall 2025 with total enrollment of 442 students, 62 percent of which are students enrolled in academic for-credit classes. Of the eleven for-credit classes, four were almost fully enrolled. Looking at the data of enrollment versus number of classes offered, the enrollment of 275 for-credit students indicated that the enrollment for this campus remained vibrant even in the aftermath of the fire disaster. Our data demonstrated that so long as classes are scheduled at this campus location, students will continue to enroll. One of the main objectives for this campus is to continue to advocate regular scheduling of a healthy variety of classes from which the students may choose.

Winter 2026. The 2026 Winter intercession had a total of 169 enrollments with one academic for-credit class. This is the first winter that Malibu campus was able to carry a for-credit class from beginning to end, making it an exciting start to the new year. The highlight of the intercession was a first-ever Learn and Nibble event titled “Bird, Bees, and Butterflies: Secret Lives of the Pollinators”. This collaboration between SMC-Malibu and Community Education was designed to celebrate Valentine’s Day with an educational seminar that finished with a Valentine-themed reception. This prototype event explored the potential for other similar events that the community may enjoy in the future. This is an example of how the campus is constantly seeking new ways to engage the community through learning.

Spring 2026. Due to a reduction in Weekly Teaching Hours (WTH), only seven academic for-credit classes were scheduled at the Malibu Campus. Yet, based on ratio of enrollment versus number of classes offered, the 232 total enrollments for academic for-credit classes bested even the campus’s best semester, which was Fall 2024. Of these seven classes, nearly all were at capacity and above the minimum of 18. This data accentuates the fact that the Malibu Campus remains an attractive location to students, and enrollments are healthy and vibrant, and will continue to grow with a steady offering of variety of classes. The total enrollment for the semester, including Emeritus students, stands at 396.

Looking Ahead to Summer 2026 and Fall 2026. A total of seven classes were scheduled for Summer, of which two are academic for-credit classes: Business 1 and PSYC C1000, with the latter having reached capacity for weeks and Business 1 now nearing capacity. Both classes were scheduled after Malibu High School counselors inquired about available summer classes for students. This is one more example of how effective SMC-Malibu was in promoting High School Concurrent Enrollment (HSCE) in the area. 17 classes are scheduled for Fall 2026, ten of which are academic for-credit classes. At the time of this report, 206 students have already enrolled in these ten classes, with three of them at capacity: both sections of STAT C1000, and Comm C1000.

Implementation of Noncredit ESL Class at Malibu. Another exhilarating development for Summer 2026 is the debut of a noncredit English as Second Language (ESL) class supported by the fire recovery grant, to benefit those associated with the Malibu Community Labor Exchange (MCLE). After two years of

persistent discussions and follow-ups by Associate Dean Alice Meyering and Noncredit Manager Luis Jauregui, this class is finally a reality with an enrollment of fifteen students. This inaugural class marks the efforts that the program put forth to introduce the right kind of noncredit classes at the Malibu Campus through community engagement as well as community needs.

SMC-Malibu in the Community

- SMC-Malibu hosted its first networking event, Mocktail Happy Hour, on October 3, 2025, to bring local high school counselors and SMC personnel together for a meet and greet. Counselors from Malibu High School, Thousand Oaks High School, and Oak Park High School had a chance to meet representatives from Santa Monica College's Outreach, Art, Photography, Emeritus, and Dual Enrollment programs. Local businesses like Aji Mori House and Pura Vida Malibu sponsored food and drinks to make this enjoyable event a true community partnership.
- After a successful Christmas toy drive in 2024 to benefit the Malibu Community Labor Exchange (MCLE), the MCLE again requested the campus to host the second annual toy drive in December 2025, which was another success. Many children were delighted by the generosity shown by the SMC community through a network of participating satellite campuses that included Bundy, CMD, Emeritus, and the Library. The response from the communities of Santa Monica and Malibu was overwhelming. Hundreds of toys brought joy to many children affiliated with the MCLE. Family photos were taken by SMC Photography Department instructors Ed Mangus and Josh Withers who generously donated their time to the project for the second year in a row.
- The Malibu-Pacific Palisades (Palibu) Chamber of Commerce held its first-ever Holiday Reception at SMC-Malibu on December 17, 2025, to welcome its new CEO Maryam Zar. In attendance was Senator Ben Allen, SMC Trustees Nancy Greenstein and Tom Peters, as well as Superintendent/President Dr. Kathryn Jeffery.
- SMC-Malibu supported the parking needs of the Palibu Recovery Expo that was held on May 16, 2026. Due to Malibu's geographical location and scarcity of available parking for large events, SMC-Malibu has seen an increase in parking rental requests starting early 2026 as businesses and activities return to Malibu.
- The City of Malibu held its staff retreat at SMC-Malibu on May 28-29, 2026. Approximately 30 city employees, including City Manager Joe Irvin, enjoyed the spacious facility for the two-day retreat. This is another example of how the City of Malibu and SMC-Malibu have built an amiable and reciprocal relationship. The campus, more than just a building for classes and learning, is increasingly viewed by the community and its leaders as a place available for civic usage.

The SMC-Malibu Campus aligns with the following Annual Goals 2025–26: (1) Initiate the search process for the Superintendent/President; (2) Complete a reorganization of the college by December 2026; (9) Continue to work with the Santa Monica Unified School District and feeder high schools to increase concurrent enrollment; (10) Conduct an annual meeting of the Board of trustees at the SMC Malibu Campus.

The SMC-Malibu Campus 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; (3) Ensure a supportive, inclusive, safe and collegial environment for students and staff; (5) Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College; (6) Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies; (8) seek opportunities for improved revenue generation, cost control, re-organization, and enrollment strategies to ensure a sustainable budget and efficient operations; (9)

Continue commitment to environmental sustainability in light of the continuing climate crisis; (11) Continue support of the Emeritus Program; (12) Support the Malibu Campus to help rebuild the Malibu community.

Santa Monica Early Childhood Lab School

During the 2025–26 academic year, the Early Childhood Lab School (ECLS) site served 104 children and families, an increase of 15.6 percent from the previous year. Of those served, 71 percent are Santa Monica residents and 16.3 percent received tuition assistance subsidies totaling \$106,765. Growing Place has reached full capacity with 104 children across eight classrooms. They continue to hire well qualified, experienced teachers (with a BA or higher) to ensure the center is staffed with qualified teachers who will be mentors to our SMC students.

In addition to serving Santa Monica families, the ECLS functions as a teaching and demonstration site for the SMC Education/Early Childhood Department. The ECLS includes eight early childhood classrooms operated by the Growing Place, two college classrooms, and a teacher resource room where students have access to a textbook lending library, tutoring/mentoring support, and a state-of-the art observation lab equipped with a live video feed to Growing Place classrooms. SMC ECE practicum students have the opportunity to learn from completing on-ground fieldwork in the early childhood classrooms, develop their teaching skills by working directly with children, under the supervision of highly qualified Growing Place mentor teachers.

During the 2025–26 academic year, students enrolled in a wide range of hybrid ECE college classes and benefited from opportunities for observation and hands-on fieldwork at the ECLS. The teacher resource room and observation lab served 201 students during the Fall 2025 semester and 216 students during the Spring 2026 semester. Over the course of the 2025–26 academic year, students taking ECE classes visited the teacher resource room and observation lab 1,847 times to access tutoring/mentoring support and to engage in classroom tours and observations to support their work on a wide range of key assignments. ECE practicum students, who have the most in-depth engagement with the lab school, are each required to complete five hours of observation at the ECLS as well as 60-90 hours of on-ground fieldwork in the early childhood classrooms. Over the course of 2025–26, practicum students completed 340 hours of observation and gained 2,070 hours of field experience.

Along with teaching and supporting families the Santa Monica Early Childhood Lab School made concerted efforts to plan and execute outreach strategies to community leaders and inform them of the progress Santa Monica College, the City of Santa Monica, RAND, and Growing Place have made in the first four and a half years of operating.

In July 2025, the Santa Monica City Council approved modifications to RAND’s development agreement that enabled RAND to make parking available to Growing Place teachers. Fulfilling this parking need allows Growing Place to re-allocate \$50,000 per year to tuition subsidies rather than to paying for parking spaces in the Hilton underground garage.

The Santa Monica Early Childhood Task Force observed its 40th Anniversary at the Lab School in 2025 and invited City and community leaders to tour and participate in an update about the status of advocating for access to quality early care and education in Santa Monica. The Lab School provided an excellent example of the City’s commitment to this priority.

On March 11, 2026, a specific Civic Leaders tour and meeting took place at the Lab School. It was attended by 10 local elected officials and 25 key staff members from SMC, the City of Santa Monica, Growing Place,

SMMUSD, and the Santa Monica Early Childhood Task Force. Seeing all eight Lab School/Growing Place classrooms and the two outdoor play areas buzzing with activity as infants, toddlers, and preschoolers were going about their usual school day, along with their Growing Place Teachers and SMC Early Childhood Education “practicum” students, was indeed inspiring to all and reinforcement in the most positive way of how the mission of the Early Childhood Lab School is being realized.

Santa Monica Early Childhood Lab School aligns with the Ongoing Board Trustees Priorities: (1) Develop new programs and partnerships that support the strategic vision and plan for the future of the college; (3) Ensure a supportive, inclusive, and collegial environment for students and staff. (7) Devote resources to assist students with personal circumstances that may negatively affects student success; (8) Seek opportunities for improved revenue generation, cost control, re-organization, and enrollment management to ensure a sustainable budget and efficient operations.

Education Collaboratives

Young Collegians. This will be the 19th summer the Young Collegians 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 74 Young Collegians taking classes both online and on-ground. The program also providing on-site workshops to support students and college field trips to foster a college-going culture.

Dual Enrollment. In 2025–26, the Dual Enrollment Program partnered with seven local high schools to offer 49 classes, generating 1,225 enrollments across the Fall and Spring semesters. Of these, 20 courses were offered at SMMUSD. Dual enrollment classes were delivered in either in-person or online formats, depending on the course and faculty availability, and participating students achieved high success rates. Throughout the year, the program supported both faculty and students by providing orientations, enrollment workshops, and dedicated counseling. Looking ahead, the program is focused on expanding course offerings at these seven high schools while fostering stronger collaboration between high school and college faculty to support the various academic pathways.

Concurrent Enrollment. In summer 2025, SMC accommodated SMMUSD students through the Concurrent Enrollment Program by offering biology, economics, history, and political science. While many chose these core subjects, participants also enrolled in a variety of other classes across the college. In total, over 400 students enrolled and successfully completed a summer course from SMMUSD. These students were supported by a virtual orientation and a designated concurrent enrollment counselor.

The SMMUSD partnership and Dual Enrollment align with the following Annual Goals 2025–26: (3) Increase enrollment by 5% and (4) Continue to decrease equity gaps, using appropriate data and controls. The SMMUSD partnership and Dual Enrollment 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; (6) Implementing initiatives that overcome barriers based on students’ financial resources, unmet basic need and federal policies; and (10) Promote special programs that serve local student by increasing College readiness and success.

Learning Resources

Overview. The Learning Resource Center (LRC) at Santa Monica College advances the institution’s commitment to student success, equity, and academic excellence by providing comprehensive instructional support services that promote persistence, retention, and completion for a diverse student population. Through peer tutoring, Instructional Tutor support, academic support labs, and Supplemental Instruction (SI), the LRC delivers equitable access to high impact learning opportunities that strengthen

student achievement in transfer level and gateway coursework, particularly in alignment with AB 705 and AB 1705 initiatives.

The LRC's work directly supports the Board of Trustees' goals related to equitable student outcomes, academic achievement, inclusive learning environments, and institutional effectiveness by ensuring students receive personalized academic support, skill development, and access to resources that empower them to successfully navigate their educational pathways and achieve their transfer and career goals.

Support for AB 705/AB 1705 Implementation and Guided Pathways. In continued alignment with AB 705, AB 1705, and Guided Pathways initiatives, the Learning Resource Center (LRC) continued instructional support services designed to promote equitable access and success in transfer-level coursework. Through embedded tutoring, targeted academic workshops, Supplemental Instruction (SI), and individualized learning support, the LRC provided students with timely, high-impact academic interventions that strengthened persistence, retention, and course completion.

These efforts were particularly impactful for disproportionately impacted and historically marginalized student populations by reducing barriers traditionally associated with remedial education and ensuring students received the academic support necessary to thrive in rigorous transfer-level courses. By integrating tutoring and academic support directly into the classroom experience, the LRC reinforced student engagement, confidence, and academic achievement while supporting institutional goals related to equity and student success.

Board Goal 2 – Increase student success and decrease equity gaps: The LRC's expanded support under AB705/1705 directly addresses disparities in academic achievement by ensuring all students have equitable access to high-level coursework and the necessary tools to succeed. Board Goal 4 – Ensure a supportive, inclusive, and collegial environment: The professional development and team retreat activities underscore a commitment to fostering a supportive and equity-minded work and learning environment that strengthens collaboration and inclusivity across instructional support services.

Professional Development Initiatives. The Associate Dean of Student Instructional Support continued to engage in strategic professional development opportunities focused on advancing equity-minded leadership, student success, and institutional effectiveness. Professional engagement included participation in the Association of California Community College Administrators Annual Conference, A2Mend Annual Conference, and the Nandi Annual Conference, as well as attendance at the Santa Monica Black Empowerment Association Gala.

In support of institutional equity initiatives, the Associate Dean also presented for the EPI Center's *Coffee and Equitea* series on the topic, "Equity in Action: Supplemental Instruction & Tutoring," highlighting equitable instructional support strategies designed to improve student engagement, persistence, and achievement. Additional professional development included equity-centered Human Resources and management association workshops focused on inclusive leadership, organizational culture, and equitable practices in higher education.

Equity Focused Professional Development and Inclusive Practices. In alignment with the district's commitment to equity, diversity, inclusion, and accessibility, the Learning Resource Center (LRC) integrated equity-focused professional development into the instructional tutor evaluation process. As part of this initiative, staff participate in a minimum of two campus workshops, lectures, trainings, or equity-centered activities designed to deepen awareness and understanding of the diverse student populations served by the college.

Following participation, instructional tutors reflect on their learning through written summaries that identify key insights gained and outline strategies for incorporating equity-minded practices into their daily interactions with students. This reflective practice strengthens tutors' ability to foster welcoming, inclusive, and culturally responsive learning environments that support student engagement, belonging, and academic success.

Board Goal 4 – Ensure a supportive, inclusive, and collegial environment: The professional development and team retreat activities underscore a commitment to fostering a supportive and equity-minded work and learning environment that strengthens collaboration and inclusivity across instructional support services. Learning Resources aligns with the following Ongoing Board of Trustees Priorities: (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.

Consistency of Tutoring Practices and Caring Campus Implementation. The Learning Resource Center (LRC) continued strengthening consistency and quality across all tutoring centers through ongoing collaboration among tutoring coordinators and instructional support staff. Efforts remained focused on establishing aligned practices, shared expectations, and student-centered approaches that enhance the overall tutoring experience and support equitable student outcomes.

In addition, tutoring coordinators and staff continued implementation of the Caring Campus Initiative, reinforcing the college's commitment to fostering a welcoming, supportive, and student-focused environment. By embedding the initiative's core principles into daily interactions and service delivery, instructional support teams worked to strengthen student engagement, connection, and sense of belonging across learning support spaces.

Through these collaborative and equity-minded efforts, the LRC continues to enhance the effectiveness of tutoring services while cultivating an inclusive and nurturing learning environment that supports student persistence, achievement, and overall success.

Learning Resources aligns with the following Ongoing Board of Trustees Priorities: (7) Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

Online Education and Support Services

In 2025–26, the Distance Education (DE) program at Santa Monica College continued to provide flexible and engaging learning experiences to students across a variety of instructional modalities. A total of 3,684 online course sections were offered, reflecting the continued importance of online education in supporting student access and success.

To strengthen online teaching and learning, the DE team hosted the seventh annual Online Teaching Winter Institute, themed *From Ideas to Implementation: A Hands-On Institute for Course Innovation*. This one-day event brought together full-time and part-time faculty for sessions focused on course innovation, accessibility, artificial intelligence, student engagement, instructional technology, and effective online teaching practices. SMC faculty and campus partners facilitated interactive sessions that provided practical strategies faculty could immediately implement in their courses, while fostering collaboration and innovation across disciplines.

The Peer Online Course Review (POCR) program continued to provide individualized support and structured course design feedback using the California Virtual Campus-Online Education Initiative (CVC-OEI) Course Design Rubric. Faculty received support in improving course accessibility, enhancing student

engagement, and implementing Universal Design for Learning (UDL) principles. During the year, the DE team also worked closely with faculty to address accessibility barriers and prepare for upcoming changes to statewide accessibility standards and course quality expectations.

Following its Spring 2025 soft launch, the Faculty Studio Lab continued to expand as a resource for faculty innovation and content creation. The studio provides access to video and audio recording equipment, editing software, and instructional design support to help faculty create engaging and accessible learning materials. During its first year of operation, the Faculty Studio Lab supported nearly 50 faculty visits for recording, consultation, and multimedia content development, demonstrating strong early engagement with this new resource.

In preparation for evolving federal and state accessibility requirements, the DE team collaborated with campus stakeholders to increase awareness of Web Content Accessibility Guidelines (WCAG) standards and support faculty efforts to create more accessible digital learning environments. Through professional development, course reviews, accessibility consultations, and resource development, faculty were provided with tools and guidance to improve accessibility and promote equitable access to online learning.

The DE team also supported several institution-wide initiatives, including coordination of the online proctoring service transition, faculty professional development related to artificial intelligence and academic integrity, and exploration of emerging instructional technologies designed to support teaching and learning. These efforts helped position SMC to respond proactively to a rapidly evolving educational landscape while maintaining a focus on innovation, accessibility, and student success.

Distance Education continues to play a critical role in SMC's academic mission by supporting innovative instructional practices, expanding access to learning opportunities, and providing comprehensive support services for faculty and students. This ongoing development reinforces SMC's dedication to advancing innovative, student-centered, and equity-driven online education.

Online Education and Support Services aligns with the following Annual Goal 2025–26: (3) Continue to decrease equity gaps and improve outcomes across key metrics. This work supports equitable student outcomes through accessibility initiatives, equity-minded professional development, Universal Design for Learning practices, inclusive course design, and data-informed improvements to online teaching and learning.

Online Education and Support Services 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; (3) Ensure a supportive, inclusive, and collegial environment for students and staff; (4) Support participatory governance in College decision-making; and (5) Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College. Distance Education advances these priorities by fostering collaboration, innovation, accessibility, equity-minded teaching practices, and inclusive faculty and student support that promote student success and high-quality online classes.

Athletics

The Athletic Program at SMC serves 18 men's and women's collegiate teams that participate and compete in California Community College Athletic Association (3C2A) comprised of the greater California region. The program has served over 400 full-time student athletes this year and continues to be one of the most diverse programs on campus. We serve students from all over the United States and abroad, with representation from nations throughout the world including Mongolia, Italy, Mexico, and Malaysia.

SMC Athletics continues to be a leader in transfers on and off the field with several athletes going on to play sports at the university level, and others earning scholarships to compete. Our athletes have earned accolades academically and collegiately from their perspective organizations and state recognition for their accomplishments. Our program continues to push the value of education first and foremost and our students are such great representatives of the greater SMC community.

Football. The 2025 Santa Monica College Football season was a historic turnaround for the program. Under Head Coach Kelly Ledwith, the Corsairs finished 8-3 overall, captured a Southern California Football Association (SCFA) league championship, and secured their first postseason berth in a decade. The team featured a high-octane offense that averaged 40.2 points per game.

Home Dominance & Season Summary. The foundation of the Corsairs' season was their perfect 5-0 record at home. SMC dominated its home turf, outscoring opponents by a cumulative margin of 259 to 80. This home-field advantage, combined with resilient road wins, includes two overtime victories that propelled the team to the postseason.

Postseason Honors. The team's success resulted in significant postseason recognition for its local Southern California talent:

- **Coach of the Year:** Head Coach Kelly Ledwith was honored for leading the program's best season in 10 years.
- **All-American & American Division Defensive Player of the Year:** Linebacker Carson Cox earned All-American honors and named the American Division Defensive Player of the Year.
- **All-Region & All-League:** Four players made All-California Region 4 selections, and 11 players made the All-League rosters. Reflecting the program's local recruiting focus, all 11 All-League selections graduated from Southern California high schools.

Next-Level Opportunities & Academics. Coach Ledwith's program successfully advanced its student-athletes both athletically and academically:

- **Athletic Advancements:** One player signed with a professional league, and seven players signed to play at four-year colleges next fall.
- **Academic Success:** Even more players were accepted to four-year universities to continue their education. The team's academic discipline also earned eight individual academic postseason awards and three Academic All-State selections.

While the run ended with a loss in the American Division Championship Bowl Game, the 2025 campaign successfully restored Santa Monica College to the upper echelon of California community college football.

Women's Soccer. This year was another outstanding chapter in the continued success of our student athletes, both on the field and in the classroom.

The team finished the season with an impressive overall record of 13-5-4 and earned a United Soccer Coaches Regional Ranking of 17th. Our student athletes secured the program's third consecutive Western State conference championship, marking our fifth conference title in the past eight seasons. The team also qualified for the postseason for the eighth consecutive year, demonstrating the consistency and competitiveness that have become hallmarks of the program.

Individual recognition was equally impressive. Twelve student-athletes earned Western State Conference honors, including:

- Five First Team All-Conference selections
- Four Second Team All-Conference selections
- Two Honorable Mention selections
- One Conference Goalkeeper of the Year Award

In addition, the program received significant recognition at the state and national levels. One of our student-athletes was named State Goalkeeper of the Year, and two players earned United Soccer Coaches Academic All-American honors, reflecting their excellence both academically and athletically.

Academic achievement remains a cornerstone of our program. The team finished the year with a cumulative GPA of 3.18, demonstrating our student-athletes' commitment to success in the classroom while balancing the demands of collegiate athletics.

The program also continues to serve as a pathway for educational and athletic advancement. Six members of this season's team have already transferred to four-year institutions, and several additional student athletes are continuing the recruitment process and pursuing opportunities to compete at the next level while furthering their education.

These accomplishments are a testament to the dedication, resilience, and hard work of our student-athletes, as well as the support provided by our coaching staff, athletic department, faculty, and campus community. We are proud to represent Santa Monica College and remain committed to fostering excellence in academics, athletics, leadership, and personal growth.

Men's Soccer. The 2025 SMC men's soccer team won the Western State Conference for the 3rd time in a row and 4th time in the past seven seasons. The team finished the season losing in the second round of the playoffs for the 2nd consecutive year. The team finished with an overall record of 16-2-5 and were ranked 7th in the country for Junior College Division III. The team held the number 1 spot in both the state and National polls for several weeks throughout the season. Bladimir Coto committed to CSUN NCAA D1 Program, Jefferson Parada committed to CSU East Bay NCAA D2 program, and many more are getting looks.

WSC All-Conference: Conference Defensive Player of the year: Omar Nieto

Coach of the Year: Tim Pierce (5th overall)

1st Team All-Conference: Jefferson Parada, Bladimir Coto, Gabe Mejia, Andy Salazar, and Zach Shayne

2nd Team All-Conference: Leo Blanchet, Osvaldo Escobedo, Danny Spindler, and Adrian Garcia

Honorable Mention All-Conference: Miguel Cano and Michael Chavarri

CCCAA All-Region: Jefferson Parada and Omar Nieto

CCCAA All-State: Omar Nieto

United Soccer Coaches All-West Region: Jefferson Parada 1st Team and Omar Nieto 2nd Team

United Soccer Coaches All-American: Jefferson Parada 1st team and Omar Nieto 2nd Team

Cross Country. The SMC Men's Cross-Country team qualified for the Southern California Regional Championship, and Jairo Zamora qualified for the State Championships. Alberto Bravo earned First Team All-Conference honors, and Jared Garcia and Jairo earned Honorable Mention All-Conference honors.

Alberto received an athletic scholarship to Emmanuel College, two other men are transferring to UCLA, and a fourth is going to Loyola Marymount University.

Lisa Servin and Victoria Tapia qualified for the Southern California Regional Championships, and there, Lisa qualified for the State Championships. Lisa earned First Team All-Conference honors, and Victoria earned Honorable Mention All-Conference honors. The team had two second-year athletes, one is transferring to UCLA, and one is headed to UC Davis.

Women's Basketball. Freshman Guard Ellen Jonnson (Stockholm, Sweden) was selected to the first team All WSC team as she led the team in both points and assists. The team celebrated with five athletes who were on the SMC Academic Deans list as well. One of the five dean's list students, Freshman Guard Mika Kato (Culver City) will be transferring to UC San Diego!

Men's Basketball. Despite all of the struggles during the year, the SMC Men's Basketball team competed and played hard night in and night out. Lots of lessons were learned and growth took place throughout the year. All six of our current sophomores will have an opportunity to play at the next level whether it be NCAA Division 2 or Division 3 basketball. Jerrell McCready was named 1st Team All-Conference and Ka'mari Johnson earned an All-Conference Honorable Mention.

Men's Water Polo. The season started slowly without a goalie and missing a few players early in the season. We improved throughout the season, especially once we added our Elisabeth Marcot as our goalie. The team ended 4th in the WSC with an 8-20 record, beating teams late in the year that we lost to early in the season.

All-WSC: Ronan Maynes-First Team, Mac McKinney-First Team, Kenji Gonzalez-Second Team, Landon Ito-Second Team, Masao Gonzalez-Honorable Mention, Daine Lira-Honorable Mention

Team Awards: Most Valuable Playerr-Ronan Maynes, 3D (Desire, Dedication, Determination)-Daine Lira, Most Improved-Landon Ito, Save of the year-Elisabeth Marcot-One on no One vs Citrus

School Records: Single Season Goals-Ronan Maynes (105), Single Season Ejections (tied)-Kenji Gonzalez (50), Single Game Goals-Ronan Maynes (10), Single Game Assists (tied)-Ronan Maynes

Women's Water Polo. The women's program was cancelled due to injuries that prevented them from being able to compete as a team.

Women's Volleyball and Beach Volleyball. *Both programs are coming off the best calendar year in program history!* Off the court, genuine scholarship and athletic transfer opportunities have been opening up for student athletes in our programs. Multiple players have been offered NCAA D1, D2 and NAIA College Beach and Indoor opportunities at the next level.

The programs started the season with service at Westside Neighborhood Food Bank. This has been a continued partnership for the last three years. On 14th Street, the team put together 10 pallets of food to start the season!!! That much teamwork directly translated on to the court.

As an entire Volleyball program, we helped Ferris Kavar and the Office of Sustainability to partner with Heal the Bay for a large community beach clean-up. The team continued with community service and helped with the 35th annual WNFB Hunger Walk & 5K. We also helped in the San Fernando Valley at the Family Rescue Center Thanksgiving food packing event right before playoffs.

Woman's Beach Volleyball. The beach program has qualified for regional playoffs in the last three seasons. Last spring we were 21-2, Conference Champions. In 2025 we were the #2 overall seed in 2025, and we followed that up with a 7th place finish in the state in 2026. The team played powerhouse NCAA D1 Nebraska a couple of times very close and our top pair won State Championship! Both players ended up transferring to strong D1 beach programs.

Blocker Nicole Lankton is now at Long Beach State (Big West) as they made the NCAA Championships. The Defender Annah Legaspi went to St Mary's (West Coast Conference) with Taylor Crabb/Janice Harrer. The SMC-to-SMC connection remained strong as St Mary's had a record-breaking season while falling just short of the NCAA Championships. Alumni Prior Borick (2022) also made an appearance at the 2026 NCAA D1 Beach Championships with Texas A&M Corpus Christi, while alumni Maiella Riva (2023) announced her NCAA D1 Beach commitment to University of San Francisco this fall after completing her degree indoor career at NCAA D2 Florida Tech.

2025 alum Kyla Dothard competed at the 1s pair for Hope International University, while her former SMC teammate Madison Schweitzer completed her degree at Hope this spring and is transferring to Cal State Northridge to complete her Master's. Alumni Mackenzie Wolff (SMC 2022) completed her degree at Cal State LA and transitioned to their coaching staff after winning an NCAA D2 National Championship. Seven players from our Beach team got D1 interest in 2025, and another 5 in 2026. Our top four pairs received AVCA Topflight national recognition in 2025, and we had three receive national honors this season.

The team finished 15-10, tied for 7th in the state. We again made it to the regional playoff and went 1-1, dropping a close match to SD Mesa but beating Conference rival Moorpark for the second time this season. Sadie Town and Eden Lorin (both from Piedmont, California) took 9th overall in the state. They qualified for State Championships by taking 5th in Southern California at Regionals, and 3rd in Conference. Sadie and Eden both received first team All-Western State Conference, while freshmen Ava Salvo (Iowa) and Mia Whitlock (Washington) were selected for the second team All-Conference honors.

Women's Indoors Volleyball. Over the last few seasons, we've been Elite 8 2022 & 2023, Conference Champs 2023, Sweet 16 2024, multiple Conference Player of the Year, multiple Conference Libero of the Year and multiple D1, D2, high NAIA transfers. During the 2025 season the team continued to ascend and took 3rd in the State in 2025 finishing with a record of 27-5 (12-0 undefeated Conference Champions, 17-0 at home).

Men's Volleyball. It was another exciting year for Santa Monica College Men's Volleyball. The team ended the season with a 16-9 record and won a second straight Northern Region Central League Title. The Corsairs also reached the state quarterfinals for the second year in a row. Demian Anisimov, freshman outside hitter, was named Northern Region Most Valuable Player and was joined by three Second Team All-Northern Region selections - freshman middle blocker Jayden Lyons, sophomore libero James Ban, and sophomore setter Ethan Lo. Sophomore opposite Samanu Hanneman and sophomore middle blocker Soorya Raman earned honorable mention.

The Corsairs say farewell to eleven sophomores who made a profound and lasting impact on the program. They have helped build a strong foundation for the student athletes that will proudly represent SMC Men's Volleyball next season and beyond. There is already great excitement amongst the 2026–27 squad to carry the banner and keep striving towards excellence together. Stay tuned and be sure to come out and support the Corsairs in 2027!

Track and Field. The 2026 track season posed to be a challenge before the actual track season even began. Due to the stadium renovation which began in mid-December, the team did not have access to an adequate training facility. This reality brought forth an ever-changing practice schedule for all our athletes, which expands to 18 events.

The throwing crew was led by first-year thrower, sophomore Brandon Mahoney, freshman Abdoni Zamora, freshman Lincoln Wallace and freshman Jose Gonzalez-Mayo. The women's throwing crew was led by international student and freshman Petra Rocchini, sophomore Eva Palafox and freshman Alexa Juanillas. Although we did not have a runway to practice on, Brandon qualified to the Southern California Championships in the Javelin, the Men's 4x100 relay and the 4x400 relay.

The women's sprints, jumps, relays, and distance team suffered tremendously from lack of team members this year. We started out with a decent number of participants over the winter break, but as the practice locations shifted from place to place along with our meeting times, it became difficult to accommodate the needs of all, and interest began to wane. The Corsairs women's sprinters were represented by sophomore Floriana Marzouk, who qualified for Southern California Championships in the 400 meters. Our Corsair women's jump crew was led by freshman Alexa Janillas, who also threw the discus and the Javelin.

The Corsair Men competed exceptionally well this season in spite of all the unavoidable difficulty of not having a proper training facility in which to train and develop. Our men were led by returning sophomore, Kaleb Dawson, who had a record-breaking season, and international student, sophomore Pierre Valenti.

The season began with a surprising bang! Freshman sensation Seven Harris opened the season with a stunning 10.86 time in the 100 meters, which put him at the top of the leaders' board for the first four weeks of the season. Kaleb Dawson also opened with an impressive 400-meter mark that put him on top of the leader's board. Our 4x400 relay team also ran very impressively through the season, establishing themselves in the top three in the Western State Conference.

The men's team was represented at Southern California Championships by our 4x100 relay, 4x400 relay, Brandon Mahoney in the 400 meters, Javelin and both relays. Jeff Martinez in the 4x100 relay and 4x400 relay, Joshua Lesley in the 400 meters, 4x100 relay and 4x400 relay, Pierre Valenti in the open 400 meters, 4x100 relay and 4x400 relay. The men's distance crew was led by stand-out returning international student, Alberto Bravo. Alberto was our lone State Championships qualifier in the 3000 Steeple Chase.

In closing, although it was a difficult and challenging season to manage, the team rose to the occasion. They showed up and showed out like champions and represented SMC in a very proud and positive light! We are only losing Kaleb, Pierre, and Brandon to matriculation, so we anticipate making a solid run for the state championships in 2027.

Men's Swim & Dive. This was the largest team we have had since 2019, and they worked hard every day to keep pushing each other, so we all improved as a team. They finished 3rd at the Western State Conference (WSC) Championships (could have been second but one of our swimmers was sick and missed the meet) and 27th at the CCCAA State Championships.

CCCAA State Qualifiers: Riley Taizo Amis-200 Individual Medley, 100 Breaststroke, 200 Breaststroke, 200 Medley Relay; Rohan Lee-50 Freestyle, 100 Butterfly, 100 Individual Medley, 200 Medley Relay; Anton Olsson-200 Medley Relay; Zinadin Rosales-200 Medley Relay

WSC Champions: Riley Taizo Amis-100 Breaststroke

All-Americans: Riley Taizo Amis-100 Breaststroke, 200 Medley Relay; Rohan Lee-100 Butterfly, 200 Medley Relay; Anton Olsson-200 Medley Relay; Zinadin Rosales-200 Medley Relay

School Records: 50 Butterfly-Rohan Lee (22.52)

Women's Swim & Dive. The team was a hard-working, dedicated group of swimmers and divers that got better each and every day. They finished 5th at the WSC Championships and 21st at the CCCAA State Championships.

WSC Champions: Karla Perez-1-Meter, Karla Perez-3-Meter, Karla Perez-WSC Diver of the Year

CCCAA State Qualifiers: Karla Perez-1-Meter and 3-Meter, Cindy Canseco-1-Meter and 3-Meter, Izzy Montgomery-200 Individual Medley, 100 Butterfly, 200 Butterfly

All-Americans: Izzy Montgomery-200 Butterfly, 200 Individual Medley, Karla Perez-1-Meter, 3-Meter

Women's Tennis. Academic Highlights: All three sophomore members of the women's tennis team are transferring to four-year institutions. Yulia Klokova (#1 singles and #1 doubles) has been accepted to both UCLA and USC; she will be a Trojan majoring in Political Science major. Zoé Allais (#2 singles and #2 doubles) will attend UC Riverside as a Biochemistry/Pre-med major. Victoria White (#7 Singles and #3 doubles) has been accepted to NYU, CSUDH, CSUN and plans to study kinesiology and has not yet decided which school she will attend.

The doubles team of Sarah Ashby and Samantha Karns qualified for post-season competition and lost in the second round of the regional playoffs. Zoé Allais qualified for post-season competition in singles and lost in the first round. Allais also qualified for the post-season competition in doubles with fellow Frenchwoman and partner Héléne Lambret; Allais and Lambret reached the second round of the regional playoffs.

Women's Softball. While the 2025–26 Santa Monica College Softball Corsairs were in rebuilding mode and often had to play shorthanded, there were many outstanding team and individual performances. The team had a solid offense with unique power—hitting more home runs than they have in over a decade. There were many close competitive games, and the players grew significantly throughout the season.

There were three players that were awarded Western State Conference Honorable Mention—Meridian Cordova, Katrina Olmedo, and Alexa Escobar. Meridian is transferring to Catholic University America to continue to playing softball and study nursing, while Alexa is transferring to Loyola Marymount University to study law. Danaly Santos won the SMC “Sharer Scholarship” and Academic of Excellence award. Danaly is transferring to Fullerton College to study Business Administration.

Congratulations to all the women, and the team has high aspirations for 2026–2027!

Equity, Pathways, and Inclusion (EPI)

Overview. During the 2025–26 academic year, the Equity, Pathways, and Inclusion (EPI) division played a central role in advancing Santa Monica College’s strategic priorities related to student success, equity, institutional effectiveness, and organizational excellence.

The year marked a significant transition from planning to implementation. Building upon the division’s establishment under permanent leadership in 2024, EPI strengthened institutional infrastructure, expanded cross-divisional collaboration, enhanced accountability systems, and advanced data-informed decision-making to support equitable student outcomes. Through strategic leadership and coordinated implementation efforts, the division successfully embedded equity, belonging, and student success into institutional planning, governance, resource allocation, and operational practices.

Despite staffing vacancies, fiscal constraints, leadership transitions, and an evolving federal landscape related to diversity, equity, and inclusion initiatives, the division achieved all major annual objectives while expanding its capacity to serve as a strategic partner across the institution. Key accomplishments included successful development and Board approval of the 2025–2028 Student Equity Plan (SEP); implementation of new accountability and monitoring systems; transitioning and revitalization Guided Pathways leadership and planning structures; expansion of strategic partnerships; advancement of equity-centered professional development initiatives; completion of major state and institutional reporting requirements; and strengthened fiscal stewardship of Student Equity and Achievement Program (SEAP) resources.

Collectively, these efforts strengthened the college’s capacity to identify and address equity gaps, improve institutional effectiveness, support student belonging and engagement, and advance Santa Monica College’s commitment to equitable access, opportunity, and success for all students.

Student Equity and Achievement Planning. A major accomplishment during the year was the successful development, Board of Trustees approval, and submission of the college’s 2025–2028 Student Equity Plan (SEP). The EPI Working Group continued to serve as the college’s primary structure for equity planning, implementation, and accountability. Through extensive engagement with faculty, staff, administrators, and students, the plan established a comprehensive framework for addressing equity gaps and improving student outcomes across successful enrollment, persistence, transfer-level English and mathematics completion, transfer, and Vision 2030 completion metrics. By bringing together representatives from across the institution, the group strengthened cross-divisional collaboration, increased transparency, and promoted shared ownership of student equity goals and outcomes.

To support implementation, the division institutionalized new accountability and monitoring systems, including the development of a SEP Progress Tracker that provides ongoing visibility into goals, expenditures, activities, and outcomes. These systems significantly strengthened the college’s capacity to assess effectiveness, make data-informed decisions, and ensure that equity investments remain aligned with measurable student success outcomes and Board priorities.

During the first year of implementation, the EPI Working Group prioritized four high-impact strategies aligned with two SEP metrics:

Metric 1: Successful Enrollment

- Develop marketing strategies centered on Black student success at Santa Monica College.

- Establish strategic partnerships with Black Collegians and other identity-affirming programs to serve as cultural ambassadors within the college’s outreach, recruitment, and onboarding efforts.

Metric 2: Completion of Transfer-Level English and Mathematics

- Develop a faculty guide that promotes culturally affirming communication practices in mathematics courses.
- Redesign English 28 using a race-conscious and culturally responsive instructional framework.

At the Spring 2026 implementation retreat, strategy leads reported substantial progress and outlined implementation plans for each initiative. Successful enrollment strategies have been fully implemented through a partnership between Outreach and Recruitment, Black Collegians, and other campus stakeholders. Strategies supporting transfer-level English and mathematics completion have progressed into implementation under the leadership of the Mathematics and English department chairs.

In addition to advancing the 2025-2028 SEP from development to implementation, the division successfully fulfilled all required state and institutional reporting obligations, including California Community Colleges Chancellor’s Office expenditure reporting, annual reporting requirements, and Vision-Aligned Reporting mandates. The division also completed its inaugural Comprehensive Program Review for the division, strengthening institutional accountability and positioning the division to better assess impact, align resources, and support continuous improvement.

Guided Pathways and Student Success Mapping. During the 2025–2026 academic year, EPI successfully reengaged Guided Pathways through renewed leadership, strengthened cross-divisional collaboration, and a strategic focus on improving the student experience from recruitment through completion. In partnership with Academic Affairs, Student Success, Counseling, and instructional faculty, the initiative entered a new phase centered on identifying and reducing institutional barriers, strengthening onboarding and matriculation processes, and creating more coordinated systems of support that promote student persistence, belonging, and completion.

The selection of two new faculty Guided Pathways leads provided an opportunity to assess previous efforts, identify institutional strengths and gaps, and establish priorities aligned with the college’s student success and equity goals. During the fall semester, the leads conducted a comprehensive review of existing Guided Pathways work and developed a framework for advancing the next phase of implementation.

To support this effort, the leads convened a cross-functional Guided Pathways Collaborative during the winter and spring semesters. The Collaborative brought together Counseling Area of Interest leads, Equitizing Gateway Courses alumni representing instructional faculty, and classified professionals with expertise across outreach, recruitment, onboarding, and student services. This structure strengthened institutional coordination and elevated multiple perspectives on the student journey, helping to identify opportunities for systems-level improvement.

Several significant accomplishments emerged from this work. Most notably, the college institutionalized program mapping within the Curriculum Committee governance structure, ensuring that pathway design and student navigation tools become embedded within ongoing curriculum review and development processes. The division also supported conversations around strategic enrollment and onboarding initiatives, including VIP Day, and provided recommendations to improve student engagement and connection to the college prior to enrollment.

Additionally, the Guided Pathways Collaborative explored strategies aimed at improving student navigation, increasing students' sense of belonging, strengthening persistence, and supporting completion outcomes. Collectively, these efforts established a stronger foundation for integrating Guided Pathways principles into institutional planning and decision-making while advancing the college's commitment to creating clear, equitable, and student-centered pathways to achievement.

Strategic Partnerships and Institutional Capacity Building. Throughout the 2025–26 academic year, EPI expanded strategic partnerships that strengthened institutional capacity, advanced equity-centered practices, and enhanced support for both students and employees. These collaborations leveraged internal expertise, external resources, and statewide partnerships to advance student success and institutional effectiveness.

EPI partnered closely with Institutional Research to develop the NACCC Survey Consultation Tool, an innovative resource designed to translate campus climate findings into actionable planning and decision-making. Drawing upon findings from the National Assessment of Collegiate Campus Climates (NACCC), the tool provides departments, committees, and leadership groups with a structured framework for examining climate data and identifying opportunities for improvement. Following a soft launch in Spring 2026 with the Institutional Effectiveness Committee and the Management Association, feedback is being incorporated to strengthen the tool and support broader campus implementation in future semesters.

In partnership with the Marketing Department, EPI launched the Mattering Campaign, a college-wide initiative designed to strengthen student belonging, engagement, and connection to the institution. The campaign established a unifying framework that reinforces the college's commitment to student equity and success and served as a foundational element supporting both the 2025-2028 Student Equity Plan and the NACCC Survey Consultation Tool. Implementation efforts will continue into the coming academic year as the campaign expands its reach and impact across the college community.

EPI also collaborated with Human Resources and the EpiCenter to strengthen equity-focused professional learning opportunities for employees. This work included reimagining the Classified Professionals Equity Certificate (CPEC) and identifying sustainable approaches for expanding professional development focused on equity-minded practices. Recognizing the importance of long-term institutional investment in employee learning and development, EPI partnered with the EpiCenter to secure a highly competitive California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) award totaling \$250,000.

In addition to providing significant financial resources, the award brings a statewide Partnership Resource Team (PRT) to Santa Monica College during Fall 2026, offering technical assistance, expertise, and strategic guidance to support the development of a comprehensive equity-centered professional learning ecosystem. This initiative will strengthen institutional capacity, support employee growth, and advance the college's ability to improve student outcomes through equity-minded practices.

EPI further strengthened relationships with key statewide organizations, including Immigrants Rising and EdTrust-West, positioning Santa Monica College as an active contributor to statewide conversations regarding student success, equity, and institutional transformation. These partnerships expanded access to emerging research, promising practices, and policy discussions that inform local planning and implementation efforts. Additionally, EPI secured participation in the Vision-Aligned Reporting (VAR) Academy, providing the college with opportunities to align planning, assessment, and accountability efforts with statewide student success priorities.

Collectively, these partnerships expanded the college’s capacity to leverage data, strengthen professional learning, enhance student belonging, and connect institutional efforts to statewide initiatives that support equity, effectiveness, and student achievement.

Fiscal Stewardship and Accountability. Recognizing the fiscal challenges facing the college and the importance of responsible resource management, EPI prioritized strengthening fiscal stewardship, accountability, and transparency throughout the implementation of the 2025-2028 SEP. Working collaboratively with college leadership and program stakeholders, EPI conducted a comprehensive review of Student Equity and Achievement Program (SEAP) expenditures, priorities, and resource allocations to ensure alignment with Board priorities, institutional goals, and measurable student success outcomes. As part of this effort, EPI successfully balanced the SEAP budget, aligning ongoing expenditures with available funding while preserving the college’s capacity to invest strategically in initiatives that address equity gaps and advance student achievement.

To support long-term sustainability and effective resource utilization, EPI institutionalized enhanced budget review processes, expenditure monitoring systems, and accountability structures that provide greater visibility into how equity resources are allocated and utilized. These systems strengthened the college’s ability to assess the effectiveness of investments, monitor progress toward established goals, and make data-informed decisions regarding future resource allocation.

Through these efforts, EPI reinforced a culture of fiscal responsibility and continuous improvement, ensuring that SEAP resources remain strategically aligned with programs, services, staffing, and initiatives that directly support student access, persistence, completion, and success. The division’s focus on accountability and sustainability has strengthened the college’s capacity to maximize the impact of equity investments while advancing institutional priorities during a period of fiscal uncertainty.

Policy Development, Governance, and Institutional Leadership. Throughout the 2025–26 academic year, EPI provided sustained leadership in policy development, participatory governance, and institution-wide planning, working in close partnership with Academic Senate committees, classified professional governance structures, and administrative leadership to advance shared institutional priorities.

Key accomplishments were achieved through collaborative governance processes that ensured broad engagement, transparency, and alignment with academic and professional matters. EPI partnered with Academic Senate leadership and relevant committees to successfully implement the revised Affirmed Name Policy and associated procedures, strengthening institutional practices that support student identity, belonging, and access.

In addition, EPI contributed to cross-functional institutional response and planning efforts through active participation in the Federal Action Impact Analysis Team (FAIAT), supporting coordinated analysis and guidance related to evolving federal policy impacts on students and programs. The division also provided leadership within the Professional Development Committee, working in partnership with governance stakeholders to advance equity-centered professional learning opportunities aligned with institutional goals.

EPI further supported institutional leadership and shared governance through service on multiple executive-level search committees, ensuring that hiring processes reflected institutional values, equity commitments, and student-centered priorities.

Collectively, these efforts reflect EPI's role in strengthening shared governance, advancing policy implementation through collaborative processes, and supporting institutional decision-making structures that promote equity, transparency, and organizational effectiveness.

Looking Ahead. As Santa Monica College prepares for continued organizational transition and implementation of the newly approved 2025-2028 SEP, the EPI Division remains focused on strengthening institutional effectiveness, improving student outcomes, and advancing equity-centered systems change.

Priorities for the coming year include implementation and monitoring of SEP, continued integration of Guided Pathways and institutional planning efforts, support for Vision-Aligned Reporting initiatives, implementation of the IEPI Partnership Resource Team recommendations, expansion of strategic partnerships, and enhancement of assessment and accountability systems that support student success.

The work of the Equity, Pathways, and Inclusion division directly supported the Board of Trustees' 2025–26 Annual Goals and Ongoing Priorities. Through leadership of the Student Equity and Achievement Plan, Guided Pathways initiatives, student belonging efforts, and equity-focused professional development, the division advanced Annual Goal #3 (Increase Enrollment) and Annual Goal #4 (Decrease Equity Gaps and Improve Student Success Outcomes) by strengthening onboarding, persistence, completion, and student support systems. Through fiscal oversight of Student Equity and Achievement Program resources, implementation of accountability systems, and strategic resource alignment, the division supported Annual Goals #6 and #7 related to fiscal stewardship and sustainability.

The division also contributed to Annual Goal #2 (Organizational Effectiveness and Reorganization) through institutional planning, program review, governance participation, and implementation of systems that improve accountability and operational effectiveness.

Additionally, the division advanced several Ongoing Board Priorities by promoting equity-minded academic and student support practices across the institution; strengthening participatory governance and cross-divisional collaboration; supporting professional development and capacity building for employees; advancing initiatives that improve student belonging, access, persistence, and completion; developing strategic partnerships that support institutional effectiveness and student success; and ensuring that equity considerations remain integrated into planning, policy development, and decision-making processes. Through these efforts, the Equity, Pathways, and Inclusion Division continued to support Santa Monica College's mission of ensuring equitable access, opportunity, and success for all students.

Guided Pathways

Overview. During 2025–26, Guided Pathways entered a new phase of leadership and strategic alignment under the Equity, Pathways, and Inclusion (EPI) division, in partnership with the Academic Senate, Academic Affairs, and Student Success. Building upon several years of institutional redesign efforts, the work focused on assessing previously implemented Guided Pathways initiatives, identifying opportunities for continuous improvement, and establishing a shared vision for the future of student success at Santa Monica College.

Throughout the Fall semester, the new Guided Pathways co-leads engaged in a transition process with former leadership, reviewed institutionalized practices, and examined areas requiring additional attention to better support student achievement and equity outcomes. This reflective process informed the development of a renewed Guided Pathways framework aligned with the Student Equity Plan and California Community Colleges Vision 2030.

In Winter and Spring, the college launched the Guided Pathways Collaborative, a cross-functional body composed of Area of Interest (AOI) Counseling leads, Equitizing Gateway Courses (EGC) instructional

faculty alumni, classified professionals from outreach and student services, and other campus stakeholders. Through a series of micro-learning sessions and collaborative inquiry activities, participants examined the first-year student journey and identified institutional barriers, promising practices, and opportunities to strengthen coordinated support systems.

Key areas of exploration by the GP Collaborative included outreach and onboarding, counseling and academic planning, career and transfer services, and student support resources. The GP Collaborative centered its work on a core Guided Pathways principle: shifting the burden of navigation from students to the institution by creating more intentional, coordinated, and equity-minded pathways to success.

Key accomplishments during 2025–26 included:

- Partnered with Academic Affairs to institutionalize program mapping within the Curriculum Committee governance structure to ensure students have clear and sustainable pathways to degree, transfer, and certificate completion.
- Supported enrollment and onboarding initiatives, including VIP Day, to strengthen students' connection to the college and improve successful enrollment for first-time students.
- Developed recommendations to enhance the summer onboarding experience and orientation process, helping students transition more effectively into college.
- Identified strategies to build belonging and engagement through gateway courses and first-year experiences.
- Advanced recommendations to centralize student communications and information-sharing, reducing barriers to accessing critical services and resources.
- Explored approaches to better equip faculty and staff with tools and practices that support student persistence, academic planning, and completion.
- Convened the Guided Pathways Collaborative, bringing together instructional faculty, classified professionals, counselors, and administrators to examine the first-year student experience and identify opportunities for institutional improvement.
- Facilitated cross-functional learning sessions with Outreach, Counseling, Career Services, the Transfer Center, the EpiCenter, and the Program Mapping Team to align efforts and strengthen student support systems.

These efforts directly support Santa Monica College's 2025–26 Annual Goals to increase enrollment, reduce equity gaps, and improve student completion outcomes. Guided Pathways continues to serve as a foundational framework for advancing student success, strengthening institutional effectiveness, and ensuring that all students—particularly those disproportionately impacted by systemic barriers—have access to clear, equitable, and supportive pathways toward their educational goals.

Alignment with Board Annual Goals: Guided Pathways directly supported the Board's 2025–26 Annual Goals by advancing strategies to increase enrollment and improve student success outcomes. Efforts to strengthen onboarding, orientation, program mapping, and coordinated student support services contributed to Goal #3 (Increase Enrollment) and Goal #4 (Decrease Equity Gaps and Increase Student Success Metrics), particularly in the areas of first-time student enrollment, persistence, course success, and completion.

Alignment with Ongoing Board Priorities: Guided Pathways advanced the Board's ongoing priorities by fostering cross-campus collaboration, strengthening participatory governance, promoting equity-minded practices, enhancing

student support systems, and improving college readiness and student success through a more coordinated and student-centered experience.

Institutional Research

In January 2024, the Accrediting Commission for Community and Junior Colleges (ACCJC) reaffirmed Santa Monica College's accreditation for a full seven-year term following their site visit and comprehensive review process. The ACCJC's approval was based on the Institutional Self-Evaluation Report (ISER), the evidentiary materials submitted by the college, and a Peer Review Team site visit conducted in September 2023.

The Office of Institutional Research (IR) played a central role in the development of the college's 2025–2028 Student Equity Plan. IR provided historical trend data, equity gap analyses, and baseline performance measures for each of the plan's key metrics, including Successful Enrollment, Persistence, Transfer-Level Math and English Completion, Course Success, and Completion outcomes. These analyses helped the college assess progress, identify disproportionately impacted student populations, and establish new equity-focused goals for the next three years.

In addition to providing data, IR partnered with faculty, staff, and administrators to conduct research and inquiry that informed the strategies included in the Student Equity Plan. For example, strategies within the Successful Enrollment goal area were informed by a Data Coaching project conducted with Outreach and Marketing staff that examined barriers contributing to lower enrollment rates among Black/African American students. Likewise, strategies related to transfer-level Math and English were informed by a qualitative inquiry conducted by mathematics faculty that explored the experiences of Black/African American and Latine students in transfer-level math courses. Together, these efforts helped ensure that the college's equity strategies were grounded in both quantitative evidence and student-centered inquiry, supporting the Board's commitment to reducing equity gaps and improving outcomes for disproportionately impacted students.

These efforts align with Board Goal #4: Continue to decrease equity gaps. The analyses and inquiry conducted by IR informed the development of the college's 2025–2028 Student Equity Plan, helping campus leaders establish equity-focused goals and implement targeted strategies to improve student success outcomes.

The Office of Institutional Research conducted several analyses to inform the college's advocacy efforts related to the Student-Centered Funding Formula (SCFF). This included a statewide study examining the implications of alternative SCFF funding methodologies, specifically comparing the use of a three-year average versus the highest-performing year within a three-year period for calculating student success metrics. In addition, IR provided data analyses, institutional context, and supporting language for legislative advocacy letters and policy communications. These materials incorporated Santa Monica College performance data and aligned key messages with the goals and priorities outlined in the California Community Colleges Vision 2030 framework. Through these efforts, IR helped strengthen the college's ability to advocate for a funding model that more accurately reflects institutional performance, promotes stability during periods of enrollment recovery, and supports long-term student success.

These efforts align with Board Goal #7: Work with state and federal allies and legislators to increase and stabilize funding and the Student-Centered Funding Formula (SCFF) at a level that sustains the work of the College. By providing data-driven analyses and evidence to support legislative advocacy efforts, IR helped the college advance policy positions that promote funding stability and ensure continued investment in programs and services that support student success.

The Office of Institutional Research partnered with campus stakeholders to administer, analyze, and disseminate findings from two collegewide student surveys: the Healthy Minds Study and the National Assessment of Collegiate Campus Climates (NACCC). The Healthy Minds Study is a nationally recognized survey that examines student mental health, well-being, help-seeking behaviors, and basic needs challenges, while the NACCC, developed by the USC Race and Equity Center, assesses students' experiences of belonging, mattering, inclusion, and campus climate.

Beyond conducting the surveys, IR worked collaboratively with college stakeholders to engage the campus community in understanding and applying the findings. The office developed a variety of tools and resources, including data summaries, infographics, presentations, and a reflective workbook designed to guide departments and committees through structured discussions of the results. IR also facilitated data review and sensemaking sessions that encouraged employees to examine student experiences, identify areas of need, and consider how existing programs, services, and practices can better support students facing challenges related to mental health, basic needs insecurity, belonging, and campus climate.

These efforts support Ongoing Board Priority #7: Devote resources to assist students with personal circumstances that negatively affect student success. By helping the college better understand students' experiences with mental health, basic needs, belonging/mattering, and campus climate, IR provided actionable insights that can inform the development of programs, services, and interventions designed to reduce barriers and improve student success.

Faculty Accolades (as submitted by Department Chairs)

Earth Sciences

On-Campus SMC Weather Station Launch. Santa Monica College has officially launched its own on-campus weather sensor, located atop the Math and Science building. This initiative provides students and the community with real-time microclimate data.

- Public Access: Users can track live conditions via [Weather Underground](#) (Station ID: KCASANTA5146) or the [SMC Weather Station Webpage](#).
- Academic Impact: This resource offers invaluable, hands-on opportunities for student meteorology research, local weather tracking, and microclimate monitoring.

Wildfire Preparedness Collaborations (Santa Monica Canyon Alliance). Since last year, our geography students have collaborated on fire recovery and emergency preparedness projects with the Canyon Alliance, which included three specific phases:

- Project Kick-off: A group of geography students visited the [Canyon Alliance Gallery 169](#) to establish the project aimed at aiding the Canyon in wildfire preparedness.
- Ground Survey: Students conducted a detailed field survey to [track and analyze the Canyon's geography](#), mapping narrow roads, intermittent staircases, and other unique features critical for emergency response.
- 3D Spatial Modeling: The group synthesized these survey results to develop a [3D map of the Canyon](#) to assist with local hazard mitigation.

Community Forestry Project (Palisades Forestry Committee). This semester, we are partnering with the [Palisades Forestry Committee](#) on an active project to identify suitable environmental locations for replanting native trees within the El Medio Community in the Pacific Palisades.

New OER textbook for Intro to Environmental Studies. Joy Fritschle, Earth Sciences, has completed an OER textbook now available as a free, online resource for SMC’s ENVRN/GEOG 7: Introduction to Environmental Studies. With contributing chapters by Victoria Charles and Gillian Grebler, *People, Place, and Planet: An Introduction to Environmental Studies and Environmental Geography* connects today’s big environmental problems (e.g., climate change, biodiversity loss, environmental racism) with actionable solutions through the lens of the UN Sustainable Development Goals. This work was supported by the OER Committee and the 2025–26 OER/ZTC Stipend award.

Teaching Ethnographic Methods to IxD Students. Anthropology Faculty Eric Minzenberg & Gillian Grebler co-chaired a panel presentation, “Where Anthropology Meets Design: Teaching Ethnographic Methods to Interaction Design Students” at the Southwestern Anthropological Association Conference on March 27, 2026. Two IxD students, Rommell McKenzie and Sandi Piorek, presented their final semester projects from the Anthro 300 Fall 2025 course.

Commissioning of State-of-the-Art Rooftop Observatory and Planetarium. The Department of Earth Sciences wishes to recognize Professor Simon Balm in Astronomy for hundreds of hours of effort spent over the last several years on the design, construction, and commissioning of the new state-of-the-art SMC rooftop observatory and planetarium. Simon’s technical expertise played an absolutely essential role in rising to meet the ongoing engineering challenges, troubleshooting, and maintenance for both of these new science facilities on our campus. His patience and determination have enabled the college to allocate the resources available in an efficient manner to procure and implement many of the necessary pieces of software and hardware needed to begin making the equipment practical for use in laboratory courses, public outreach, and potentially even student research. Simon’s impressive leadership skills have also proven invaluable in coordinating with technical personnel both on-campus and off-campus to tailor these systems to function as advertised in the context of SMC’s new Math and Science Building. Going forward, the Earth Science department hopes to expand the user base of these facilities beyond Astronomy to other related disciplines such as Geophysics and Physical Geography among many others. Thanks to the dedicated efforts and grand vision of Professor Balm, the college is uniquely poised to serve not only our own students, faculty, and staff with enriched interdisciplinary experiences in STEM fields, but also to inspire curious minds of all ages among the layfolk families in our diverse Westside communities of Los Angeles for decades to come.

English as a Second Language (ESL)

- The ESL department created a new department certificate entitled *Intermediate English Language Skills*. Students will be awarded this department certificate upon completion of ESL 10G, ESL 10W, and ESL 11A.
- The ESL department, with the support of SMC Institutional Research, has begun a self-review of our ESL Guided Self-Placement (GSP) process to determine the efficacy of the ESL GSP for students.
- Four determined students have earned U.S. citizenship amid increasingly challenging circumstances. We commend their perseverance and celebrate this significant achievement.

Physical Sciences

- Successfully transitioned Physics and Organic Chemistry departments to the new Math and Science Building, achieving full operational status for all laboratory and instructional spaces.

- Secured formal approval for the college's first CTE Certificate of Achievement in Chemical Technology, directly aligning our curriculum with industry demand.
- Launched the inaugural STEM Poster Symposium, providing a high-visibility platform for student scholarship and interdisciplinary collaboration.
- Dr. Timothy Dong (FT faculty member in Chemistry, Physical Sciences Department mentors SMC students in Organic Chemistry research as part of the Science 10 Drug Discovery Lab course. Three of those students presented a research poster at the 2025 Southern California Conference for Undergraduate Research (SCCUR) held at CSU Channel Islands on 11/22/25.

Design Technology

- Three Animation students designed and entered two animated shorts into the Student Academy Awards Competition.
- Andrei Elizarov and Wyatt Hittleman made LOG IN THE WATER.
- Miles Collymore made SHELL OR HIGH WATER.

Kinesiology

The Kinesiology Department is delighted to announce the launch of its inaugural Pilates Reformer Teacher Training Certificate Program in Fall 2026. This remarkable journey has been underway for at least four years, and it has already achieved its class capacity within just a month of the program's official announcement.

Karen Huner, a dedicated faculty member, has meticulously crafted a comprehensive Reformer Teacher Training manual, featuring captivating photographs of current students, past students, faculty members, and international students. These images were skillfully captured and edited by a current student from the photography department, while the final touches of edits and proofreading were provided by the former dean of Facilities.

This collaborative effort within SMC has resulted in the creation of a valuable resource that will undoubtedly benefit future Pilates Reformer teacher-trainees at Santa Monica College. A copy of the manual can be viewed in the office of the Kinesiology administrative assistant.

STUDENT SUCCESS—ENROLLMENT DEVELOPMENT

Outreach and Recruitment

The office of Outreach and Recruitment uses a hub-and-spoke model to connect with local high schools, community organizations, and out-of-state students. The office plays a vital role in supporting students' transition to college by engaging with middle and high schools, community agencies, and prospective students from beyond the state. The office also contributes significantly to the college's strategic enrollment management efforts, working in close collaboration with departments such as Admissions, Counseling, Financial Aid, Noncredit, Dual Enrollment, and Concurrent Enrollment.

In Fall of 2025, Community and Academic Relations joined with the Welcome Center team to become the Office of Student and Community Outreach. Falling within this department were the Welcome Center functions, the SMC Promise Program, as well as in-state and out-of-state Outreach and Recruiter teams.

Our outreach and onboarding programs deliver essential matriculation services through multiple channels, including phone, email, internet, social media, and in-person engagement.

Equity Plan Recruitment Goal. The team focused on increasing Black student enrollment through the following recruitment strategies: creating targeted marketing materials, working closely with the Black Collegians/Latino Center to develop specific outreach and retention events, and partnering closely with the Athletics department to support their outreach efforts.

Discover SMC program. Outreach and Onboarding, in close collaboration with Career Services, continues to actively engage prospective high school students. With Career Services leading campus visits, students participated in interactive activities that introduced the distinction between majors and careers. They also explored their personal interests and how those align with potential career paths. Students then shared and presented their findings, gaining insight into how this self-awareness can inform their academic and career decisions. Following the presentations, they received a comprehensive campus tour and learned about the various academic programs available. This successful initiative was made possible through the collaborative efforts of Outreach and Onboarding, Career Services, and AOI faculty and counselors.

Board Goal: 3 and 4 (Increase enrollment by 5%, Continue to decrease equity gaps, using appropriate data and controls, including on measuring the effects of interventions, and increase successful enrollment for first-time applicants; persistence from first term of enrollment to subsequent terms.

The following Welcome Center activities create a culture of support and care for our prospective and new students as they learn to navigate the application and enrollment processes at Santa Monica College. Each element provides just-in-time support for students throughout the application and onboarding journey so they feel valued and welcomed as new members of the campus community.

All of the following are important pieces of supporting Board Goal: 3 (Increase enrollment by 5%)

Campus Tours & Welcome Desk. Student Ambassadors lead daily campus tours and staff the Welcome Desk in the Student Services Center. Visitors are welcomed through scheduled or walk-in tours. Tours also support high school groups visiting the Main Campus.

HubSpot Live Chat. Live chat enables real-time communication with prospective and current students through remote access. Student ambassadors provide information, refer students to specialists, and help navigate the SMC Promise and financial aid resources. This peer-driven approach supports accessibility and belonging.

Outreach CRM – HubSpot Integration. HubSpot’s CRM platform is used to support personalized outreach and engagement. Workflows target California residents and domestic nonresidents, helping track and guide prospective students through their onboarding steps efficiently. The design and implementation of customized workflows enable student ambassadors and staff to make outreach calls to students in the pipeline and assist them with onboarding.

Student Ambassador Program. Student Ambassadors play a valuable role in Santa Monica College’s recruitment, outreach, and onboarding efforts, providing peer-to-peer support that fosters a sense of belonging and empowers students to take the next step in their educational journey.

As dynamic members of the Outreach team, Ambassadors meet prospective students during campus tours, enrollment labs, high school visits, college fairs, and SMC-hosted events. They share their stories,

promote inclusion, and facilitate meaningful peer-to-peer connections that foster a sense of belonging. Whether greeting visitors at the Welcome Center, staffing the computer lab to assist with applications and class registration, or hosting virtual Welcome Cafés via Zoom, Ambassadors create inclusive spaces where students feel welcomed and informed.

They are often the first point of contact for prospective, new, returning, and non-traditional students—and they help set the tone for how SMC is experienced. Their peer-to-peer interactions bridge the gap between interest and enrollment, offering access to practical information, personalized support, and encouragement at pivotal decision points.

Ambassadors are trained and supervised to share accurate information, connect students to vital resources, and uphold a welcoming environment. Most importantly, they help their peers navigate the college experience—connecting them with the people and programs who can support their goals. Through every interaction, they demonstrate a steadfast commitment to authentic engagement, ensuring that students feel seen, supported, and confident that their presence at SMC truly matters.

Ask Us: Anytime Support. Students need help along the application and enrollment journey. The Welcome Center has worked to normalize the help seeking behavior by having an “Ask Us” campaign that offered support for students in person, online, and via the phone. These spaces are hosted by Ambassadors and provides prospective and new students with a welcoming space to ask questions and be guided directly to departments and services.

Call Center Campaigns. Student Ambassadors and clerks respond to inquiry forms, follow up with tour attendees, and conduct outreach to nonresident applicants. In-reach campaigns help connect current students with events, academic departments, and services, reinforcing engagement and community. Ambassadors and Student Services Clerks conduct coordinated outreach and in-reach campaigns that include:

- Request for Information: Calls to individuals who submit inquiry forms on the SMC website, typically within 24 to 48 hours.
- Nonresident Applicant Support: Calls to out-of-state and domestic nonresident applicants and admits guiding them through next steps and offer personalized support.
- Tour Follow-ups: Outreach to students who RSVP and attend campus tours.
- In-reach: Partnering with academic and student service departments to invite currently enrolled students to events and support programs (e.g., onboarding activities, AOI mixers).

Social Media (Instagram, TikTok). Ambassadors collaborate on content creation for Instagram and TikTok in partnership with International Education and Peer Mentors. They contribute to SMCGo and SMC College Hacks campaigns, expanding the reach of onboarding and student support messaging.

Enrollment Labs. Outreach and Onboarding supports students with just-in-time enrollment services by offering an enrollment lab to assist students with course registration. These sessions are conducted by Outreach Recruiters and staffed with counselors, financial aid staff, admissions staff, and Student Ambassadors to help students through the enrollment funnel. Students will learn about navigating Corsair Connect, the financial aid portal, and creating educational plans. Students will enroll in their courses and have a better understanding of how to access support services at SMC.

SMC Promise. Students participating in the SMC Promise program receive dedicated onboarding and ongoing support from the Welcome Center. The program offers financial assistance to eligible students who meet the requirements during their first and second years at the college. In addition to financial support, SMC Promise participants benefit from priority enrollment, personalized educational planning, access to career services, and connections to special counseling programs. Students also receive regular email updates about enrollment periods, counseling availability, financial aid deadlines, and campus events.

Promise-eligible students are invited to an online orientation, where they can meet student ambassadors and Welcome Center staff while learning about available services. They are also welcomed to the VIP Welcome—an in-person orientation designed to help them connect with faculty, staff, and fellow students, setting the stage for a successful college experience.

The goal of the SMC Promise Strategic Enrollment Management Plan is to increase student participation by 2.5 percent annually. In four years, from Fall 2021 to Fall 2025 semesters, the Promise Program reported a positive increase of **64 percent** in program eligibility, an increase of **40 percent** awarded, and an increase of **35 percent** in book vouchers used, with an overall average payout of **71 percent**. From Spring 2022 to Spring 2026 semesters, the Promise Program recorded a positive increase of **181 percent** in eligibility, an increase of **135 percent** awarded, and an increase of **81 percent** in book vouchers used, with an overall payout average of **72 percent**.

Note: During said time, the short-term semesters have also produced an average increase of **105 percent** in awarded students. Please note that due to unit enrollment limitations during the short-term semesters, most students that qualify for the SMC Promise Program benefits are part of the DSPS program which demonstrates our continued efforts to support our DSPS student population.

Promise Program Impact on Retention. It was found that there is a higher persistence among SMC Promise students than non-Promise students. From Fall 2018 to Fall 2024, the persistence rates for the SMC Promise group consistently remained high, hovering around 88 percent to 93 percent. For example, in Fall 2023, 91 percent of the Promise cohort returned, indicating strong student retention possibly linked to program benefits. This persistence data helps inform institutional strategies on student retention and the effectiveness of support programs like the SMC Promise.

Board Goal: 3 and 4 (Increase enrollment by 5%, Continue to decrease equity gaps, using appropriate data and controls, including on measuring the effects of interventions, and increase successful enrollment for first-time applicants; persistence from first term of enrollment to subsequent terms.)

Online Orientation. As defined in Title 5, Section 55521, orientation is a process that introduces students and prospective students to essential college information. At a minimum, this includes college programs, student support services, facilities, academic expectations, institutional procedures, and other relevant topics. Onboarding orientation helps students transition smoothly into college by providing critical information about available services. These include academic counseling to support educational and career planning, health and psychological services, financial aid and scholarships, tutoring, and programs for students with special needs.

Each year, approximately 20,000 students complete online orientation. In 2019-20, as part of the Pathway Redesign initiative, faculty reviewed the online orientation to ensure equity, accessibility, ease of use, and engagement across different student demographics. Updates included the addition of “Areas of Interest”

and a direct link to Orientation+ to enhance usability. We continue to expand content by highlighting the college's special programs and regularly update the online orientation with current and relevant information.

Board Goal: 3 and 4 (Increase enrollment by 5%, Continue to decrease equity gaps, using appropriate data and controls, including on measuring the effects of interventions, and increase successful enrollment for first-time applicants; persistence from first term of enrollment to subsequent terms.)

SMC Orientation+ Webinars. This webinar series is designed to share essential information with prospective and committed out-of-state students. Live and targeted online presentations enable broad outreach and allow for timely, personalized follow-up with this population.

Participants can ask questions, share comments, and learn about important relocation considerations. All sessions are recorded and made available on YouTube for future reference. Topics include housing, application and enrollment procedures, transfer counseling, residency requirements, and financial aid. Specialized webinars on financial aid and residency have been recorded and shared with attendees via YouTube.

Board Goal: 3 and 4 (Increase enrollment by 5%, Continue to decrease equity gaps, using appropriate data and controls, including on measuring the effects of interventions, and increase successful enrollment for first-time applicants; persistence from first term of enrollment to subsequent terms.)

Next Step Webinars. To improve enrollment, access and support, Outreach recruiters invited students who had already applied to attend a webinar designed to guide them through the next steps. During the session, students received step-by-step assistance with verifying their email addresses and setting up their Corsair Connect and student email accounts. After completing these steps, students moved on to begin their educational planning in Stellic, preparing them to meet enrollment requirements.

Board Goal: 3 and 4 (Increase enrollment by 5%, Continue to decrease equity gaps, using appropriate data and controls, including on measuring the effects of interventions, and increase successful enrollment for first-time applicants; persistence from first term of enrollment to subsequent terms.)

New Student Online Orientation

During the 2025–26 academic year, 5,784 students completed the New Student Online Orientation at Santa Monica College (SMC) as of June 2, 2026. This was coupled with six in-person enrollment lab seminars and a Super Saturday catch-all orientation/enrollment sprint—providing onboarding and counseling for first year students—servicing approximately 532 students combined.

Additionally, online orientation content and design edits were completed at the start of the academic year. New modules and videos were implemented into the domestic version of the new student online orientation, which serves as the primary orientation for all first-time college students at the college. Moreover, content and design changes were also recently completed for the International-F1 version of the SMC new student orientation. The launch of a Spanish-language version of the online orientation was also introduced as a supplemental option, functioning similarly to the “Guest” login feature. This option is geared towards native-Spanish speakers, and in particular, parents who wish to gain more knowledge of SMC programs and services. Lastly, at the end of the academic year, the online orientation switched to SSO single sign on, as part of the college's migration process to Microsoft Entra network access.

New Student Online Orientation, fully supports 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.”

Enrollment Services

Commencement Ceremony. The 96th Commencement was held on Tuesday, June 16. The core planning team from Enrollment Services and Admissions & Records was joined by campus partners from Community and Academic Relations, Events, Maintenance & Operations, Marketing, and Campus Police in the planning and execution of the event. Over 100 college employees from across the campus, and 50 enthusiastic students and community volunteers assisted the day of the event.

Visit the [Commencement](#) website for photos and playback of the ceremony video.

2025–26 Preliminary Graduating Class Profile

Degrees & Certificates To Be Conferred

- 13,264 degrees and certificates awarded to 7,068 students
- 3,050 students graduate with more than one degree or certificate
- 60 percent of all degrees and certificates conferred without petition
- 23 Bachelor of Science in Interaction Design degrees
- 7,821 Associate degrees, including 1,995 Associate Degrees for Transfer
- 4,554 Certificates of Achievement
- 409 Noncredit Certificates of Completion and 457 Certificates of Competency

Class of 2026 Profile:

- 28.5 percent graduate with honors, 15.4 percent with high honors, and five percent with highest honors.
- The youngest graduate is 16 years old and graduates with an Associate of Science in Computer Science. The oldest graduate is 85 years old and graduates with three Noncredit Certificates of Competency in English as a Second Language.
- The average age for all graduates is 26 years.
- The graduating class includes 702 international students (F1 and online foreign), 690 students with disabilities, 375 Scholars students, 197 EOPS students, and four foster youths.

The Graduating Class is:

- 58.4 percent female; 38.6 percent male; three percent nonbinary/unreported
- 7.6 percent African American/Black students
- 9.5 percent Asian/Pacific Islander students
- 38 percent Latine students
- 24.4 percent White students
- 4.3 percent Multiracial
- 16.2 percent Unreported/Other

Top 15 Associate Degree Programs

1. General Science
2. Liberal Arts: Social and Behavioral Science
3. Liberal Arts: Arts and Humanities
4. Business Administration (AS-T)
5. Economics
6. Psychology

7. Communication Studies
8. Business Administration (AS)
9. Political Science
10. Art (AA)
11. Sociology
12. Mathematics
13. Art (AA-T)
14. Registered Nursing
15. Computer Science

Mission, Vision, Goals. The 96th Commencement and the awarding of over 13,000 degrees and certificates showcase SMC’s dedication to empowering students with skills for transfer, careers, and lifelong learning. The Commencement ceremony’s inclusive participation and the diverse graduating class reflect the College’s commitment to equity, intellectual exploration, and nurturing an environment where students are seen, affirmed, and valued.

Board Goals & Priorities: Goal 4—The diversity in awarded credentials and demographic profiles reflects efforts to increase persistence to degree completion as set forth in Vision 20230, thereby positively impacting the Student Centered Funding Formula and transfer, particularly through the SMC Awards Without Petition Initiative. Priority 7—The robust graduating class profile underscores sustained completion trends, while removing barriers for students, including the need to petition for degrees and certificates.

Awards Without Petition Initiative: 12 Years Strong. Now completing its 12th year, the Awards Without Petition Initiative (AWPI) continues to boost student completions like no other effort.

Since Fall 2014, **52,961 additional degrees and certificates recognized by the California Community Colleges Chancellor’s Office have been awarded at SMC by Admissions and Records through the AWPI.** This constitutes 51 percent of the 103,187 awards conferred upon students between 2014–15 and 2025–26, and 62 percent in 2025–26.

Initiative awards ranged from a low of 22 percent to a high of 67 percent in a given year. For 2025–26, the numbers may change after Spring 2026 awards are conferred. Some students may become ineligible for a petitioned degree/certificate due to not completing pending coursework in Spring.

The AWPI is only possible because of the great work that our SMC Management Information Systems partners have done in support of the project, and now for the past two years through a collaboration with our Stellic partner. The Senior Academic Records Evaluator and Academic Records Evaluators do a great job at confirming those degrees/certificates conferred without petition are indeed completed—on top of their regular evaluation workload. They are an outstanding team!

The initiative has transformed the way we celebrate student achievements, making the path to recognition smoother and more accessible for our equity populations, including Black and Latinx/e students. Additionally, the Initiative positively impacts the Student-Centered Funding Formula, as more and more of our degrees and certificates are conferred within the year of the students’ attendance, a key objective outlined in the SMC Strategic Enrollment Management Plan, and in Board Goals and Priorities. It is also in full alignment with Vision 2030 seeking to expand the number of graduates with a bachelor’s degree.

Focusing on 2025–26, the data show that the AWPI accounts for the majority of awards conferred, with 62 percent of all awards awarded through the initiative compared to 38 percent awarded outside of the initiative.

The largest impact is seen in Associate Degrees (AA) and Certificates of Achievement (CA). Together, these two award types represent 72 percent of all awards conferred, and most of that volume came through Awards Without Petition. Specifically, AA awards accounted for 28 percent of all awards through the initiative, while CA awards accounted for 25 percent. This suggests the initiative is especially effective in identifying and conferring high-volume awards that students may have earned but did not formally petition for.

Overall, the data demonstrate that Awards Without Petition is a significant contributor to credential completion, particularly for AA degrees and Certificates of Achievement.

Mission, Vision, Goals. The Awards Without Petition Initiative exemplifies SMC’s commitment to supporting student achievement by reducing barriers to degree and certificate completion, including for historically underserved populations. By leveraging technology and cross-departmental collaboration, the initiative fosters an inclusive, equity-minded, and innovative approach that aligns with SMC’s mission to prepare students for transfer, careers, and lifelong learning.

Board Goals & Priorities: Goal 4 and 7, Priorities 5 and 8—The Awards Without Petition Initiative advances the Board of Trustees’ 2025–26 goals by using data and technology to remove barriers, increase completion, and support equity-minded student success. In 2025–26, AWPI accounted for 62 percent of all awards conferred, with its largest impact in AA degrees and Certificates of Achievement. By ensuring students receive timely recognition for credentials they have already earned, the initiative strengthens completion outcomes, supports Student Centered Funding Formula priorities, and makes credential attainment more accessible and student-centered.

Combating Admission, Enrollment, and Financial Aid Fraud. Santa Monica College continued to experience a rise in fraudulent activity in admission applications, enrollment, and financial aid. An analysis encompassing the year 2025 (January through December) revealed:

- Fraudulent applications increased by approximately 45 percent, rising from 13,217 in 2024 to 19,163 in 2025.
- Fraudulent enrollment (unduplicated headcount) increased by approximately 55 percent, from 539 to 836.
- The share of fraudulent applications that converted into unduplicated fraudulent enrollments rose slightly from 4.08 percent to 4.36 percent.
 - Fraudulent FAFSAs that successfully resulted in disbursed aid increased by 38 percent year over year, from 516 to 710.
 - California College Promise Grants awarded to fraudsters increased by 49 percent year over year, from 479 to 712.
 - The total amount in California College Promise Grants awarded to fraudsters increased from \$247,424 in 2024 to \$277,398 in 2025, or 12 percent, but the average value of the award declined from \$517 to \$390. This change may reflect differences in enrollment patterns, course loads, or the composition of fraudulent cases.

- A total of \$314,917 of federal aid was disbursed to fraudsters in 2025, of which \$109,880 (35 percent) was recovered through cancellations and returned funds, and \$205,067 (65 percent) was slated for “write-off” as it could not be recovered.

The Admissions and Records Supervisor and the Senior Enrollment Services Specialist in Admissions and Records continued to work through the majority of the suspected fraud cases and completed investigations. All instances of confirmed fraud were reported on a monthly basis to the Chancellor’s Office.

Although fraud went up, Admissions and Records was successful in blocking the great majority of fraudulent applications, which in turn resulted in the inability of bad actors to enroll at the college. This is in part due to systematic review of suspected applications and the implementation of LexisNexis Risk Solutions (Emailage and FlexID) to help detect fraudsters or high-risk applicants.

Given fraud losses exceeding \$10 million across the California Community College system, the Tech Center, in collaboration with the Chancellor’s Office implemented California DMV Wallet as an additional means for applicants to verify their identities. Unfortunately, only about a third of all applicants verify through either CA DMV Wallet or ID.me, which we implemented in 2024.

Locally, Santa Monica College changed its policy, and now requires that any student eligible for federal aid (e.g., Pell grant, loan) must submit proof of identity before any aid is released. While inconveniencing students, this was very much needed.

Since hundreds of millions of dollars are awarded to fraudsters across thousands of colleges and universities across the country, the U.S. Department of Education changed its policy and now every FAFSA applicant must undergo identity verification directly through the FAFSA platform. While suspected FAFSAs will not be stopped at that point, colleges like SMC now get a fraud status. Colleges must then verify identities before any aid can be released. It is our expectation that this requirement will address the vast majority of fraud at SMC since it is precipitated by an interest on “easy dollars.”

In the next few months, we expect that SMC will also add to its fraud prevention portfolio the so called “Model 3” from N2N Lightleap AI to help us further identify fraudsters submitting FAFSAs. The Chancellors Office will also soon require that all CCCApply/CCCStart (new application) applicants verify identities at the time of account creation—meaning, that step won’t be optional. The Chancellor’s Office has yet to release details but it has been stated at meetings addressing the fraud issue. An integral component to this is availing young persons the ability to verify through alternate means since they cannot do so through ID.me or CA DMV as minors. This will likely be accomplished by having the student’s parent verify themselves on their behalf—details to come in Summer.

Mission, Vision, Goals. The work to combat admission, enrollment, and financial aid fraud aligns with SMC’s Mission, Vision, and Goals by protecting access, preserving resources, and ensuring that student support systems serve legitimate students pursuing their educational goals. Fraud prevention efforts reflect SMC’s values of ethical behavior, research-based planning, evaluation, and responsible use of technology. These efforts also advance SMC’s goals related to comprehensive student support services, stable fiscal stewardship, sustainable operations, and effective collegewide collaboration.

Board Goals: Goal 3, 4, 6, 7 and Priorities 6, 8—This work aligns strongly with the Board of Trustees’ 2025–26 goals and ongoing priorities related to enrollment, equity, fiscal stewardship, and efficient operations. By strengthening fraud detection, identity verification, and financial aid controls, SMC is protecting legitimate students’ access to

classes, financial aid, and support services while reducing the enrollment displacement and fiscal harm caused by fraudulent activity. These efforts support the Board's goals to increase enrollment, decrease equity gaps using data-informed interventions, stabilize SCFF and overall funding, and pursue cost control and efficient operations. They also align with ongoing priorities to overcome barriers tied to students' financial resources and federal policies by ensuring that aid and enrollment opportunities are preserved for real students with legitimate educational goals.

Enrollment-Related Updates. Between Fall 2025 and early Spring 2026, several key policy and practice changes were implemented to support improved access, successful enrollment, and reduce administrative barriers for students.

Creation of Class Auto-Enrollment Waitlists. In collaboration with a Waitlist Workgroup composed of representatives from Enrollment Services, Academic Affairs, Enrollment Development/Student Success, and Academic Senate leadership, a class auto-enrollment waitlist process was developed. Thanks to the expedited work of the MIS team, the new waitlist process went into effect in April 2026, beginning with Summer/Fall 2026 enrollment.

As of June 12, 2026:

- **Summer 2026:** 9,257 students had added themselves to a waitlist. Of these, 2,018 were successfully auto-enrolled, including 715 who were enrolled into at least one class immediately following the Summer nonpayment drop on June 10.
- **Fall 2026:** 6,840 students had added themselves to a waitlist. Of these, 945 were successfully auto-enrolled.

Increase in Maximum Number of Units Allowed. To increase access and progression, and better align with practices across California Community Colleges, Enrollment Services, with support from the Vice President of Student Success, the Interim Dean of Counseling, and the Counseling Department Chair, adjusted the maximum unit limitation policy. The maximum number of units students may enroll in was increased from 16 to 18 units in a regular semester and from 8 to 9 units in an intersession.

Previously, only about four percent of students enrolled above the prior unit limits through counselor authorization. This change makes additional enrollment capacity more accessible to students without requiring an exception process for most cases.

Fee Imbalances. In collaboration with Enrollment Services, Admissions, Financial Aid, the Cashier's Office, SMC Promise, and MIS, the refund policy was adjusted to exclude fee imbalances from future semesters where the payment deadline has not yet passed, regardless of when the financial aid disbursement process runs. This change allows students to receive timely refunds for courses dropped in the current term and reduces confusion caused by future-term balances affecting current-term refunds.

Missions, Vision, Goals: These enrollment-related updates align with SMC's Mission, Vision, and Goals by improving access to affordable education and strengthening the systems that help students achieve their educational goals. The auto-enrollment waitlist reflects innovation, research-based planning, and responsive student support by using technology and collaboration to connect students with available seats. Increased unit limits provide greater flexibility for timely progress, while the fee imbalance policy reduces financial and administrative barriers. Together, these efforts support comprehensive student services, improved enrollment practices, fiscal stability, and more effective collegewide decision-making.

Board Goals: Goals 3, 4 and Priorities 5, 6, 8—These enrollment-related updates align with the Board of Trustees’ goals and ongoing priorities by expanding access, reducing administrative barriers, and improving the student enrollment experience. The auto-enrollment waitlist process helps students secure seats as space becomes available, the increased unit limits provide greater flexibility for students seeking to complete more coursework, and the fee imbalance policy change supports timely refunds and reduces financial barriers. Together, these changes advance successful enrollment, equity-minded student support, operational efficiency, and enrollment strategies that help students make timely progress toward their educational goals.

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships continued to process financial aid awards for students who submitted Federal FAFSA or California Dream Act applications, and who met the criteria for federal and/or state funding. The department committed to support students attending school in an on-campus, hybrid remote/on-campus, or fully remote modality. This year continued to show students transitioning to attending more classes on-ground, and the department provided financial aid counseling and assistance in person, over the phone, via email, and via Zoom. During the 2025–26 award year, the staff worked through and resolved various issues with the federal and state financial aid applications due to unexpected consequences from the “Simplified FAFSA”. The department continued to realize a huge increase in federal Pell Grant and state Cal Grant awards from the 2024–25 to 2025–26 award years. Unfortunately, the office continued to experience issues with fraudulent students which caused financial losses to the institution. Through collaboration with IT, Cashiers, and Admissions/Records departments, we continue to implement system, procedure, and policy upgrades to mitigate the fraudulent student concerns.

Furthermore, the department hosted countless webinars, in person, and through zoom presentations to support in-reach and outreach activities for Equity Group students, with concentration on African American and Latinx students. The Financial Aid team worked closely and served as liaisons to the SMC Equity Group Departments including, but not limited to: Black Collegians, Adelante, Veterans Resource Center, Disability Resource Center, EOPS, Foster Youth, as well as partnered with the IDX program, Nursing, and Non-Credit departments to provide financial aid workshops and counseling.

The Office of Financial Aid and Scholarships also hosted scholarship application workshops, held both in person and through Zoom, and staff worked with the SMC Foundation to support scholarship donor relationship initiative events. Finally, the department continued to support students by presenting to Counseling 20 classes, hosted drop in webinars to answer questions with our special programs groups and partnered with the Welcome Center to attend various recruitment events at high schools and other community events in our service area.

Total number of 2025-26 Federal Aid Applications: 34,116 (as of June 8, 2026)

Total number of 2024-25 Federal Aid Applications: 37,874 (as of June 12, 2025)

Total number of 2023-24 Federal Aid Applications: 34,167 (as of June 20, 2024)

Total number of 2022-23 Federal Aid Applications: 32,716 (as of June 8, 2023)

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 2025-26 California Promise Fee Waiver Receivers: 21,311 (as of June 8, 2026)

Total number of 2024-25 California Promise Fee Waiver Receivers: 25,615 (as of June 12, 2025)

Total number of 2023-24 California Promise Fee Waiver Receivers: 22,677 (as of June 17, 2024)

Total number of 2022-23 California Promise Fee Waiver Recipients: 21,656 (as of June 8, 2023)

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 2025-26 Pell Grant Recipients: 8,039 (\$34,486,399 as of June 8, 2026)

Total number of 2024-25 Pell Grant Recipients: 7,594 (\$34,283,821 as of June 12, 2025)

Total number of 2023-24 Pell Grant Recipients: 6,864 (\$29,639,091 as of June 17, 2024)

Total number of 2022-23 Pell Grant Recipients: 6,752 (\$26,262,927 as of June 8, 2023)

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 2025-26 SMC Promise Recipients: 3632 (1,183,365.00 as of June 8, 2026)

Total number of 2024-25 SMC Promise Recipients: 2684 (936,896.00 as of June 12, 2025)

Total number of 2023-24 SMC Promise Recipients: 2786 (866,322 as of June 17, 2024)

Total number of 2022-23 SMC Promise Recipients: 2,646 (\$465,649.50 as of June 8, 2023)

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 Financial Aid “Paid” for 2025-26: \$59,085,416.00 (as of June 8, 2026)

Total Financial Aid “Paid” for 2024-25: \$57,596,308.00 (as of June 12, 2025)

Total Financial Aid “Paid” for 2023-24: \$47,865,147 (as of June 17, 2024)

Total Financial Aid “Paid” for 2022-23: \$40,342,701 (as of June 8, 2023)

Note: Pell maximum and SSCG awards doubled contributing to the increased amount paid

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 amount of Santa Monica College Foundation Scholarships awarded for 2025-26: \$1,093,800 to 463 students totaling 418 scholarships

Total amount of Santa Monica College Foundation Scholarships awarded for 2024-25: \$922,080 to 334 students totaling 418 scholarships

Total amount of Santa Monica College Foundation Scholarships awarded for 2023-24: \$835,020 to 398 students totaling 481 scholarships Note: According to the Foundation, the decrease in the available amount of scholarships to award from last year to this year was attributed to the department’s investment portfolio for scholarships not performing at the same level as it did in previous years.

Total amount of Santa Monica College Foundation Scholarships awarded for 2022-23: \$1,351,501 to 582 students totaling 826 scholarships

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

Fiscal and Facilities-Board Priority #8-Continue efforts in revenue generation, cost control, reorganization, enrollment management to ensure a sustainable budget. The dissemination and disbursement of financial aid contribute directly to enrollment management by providing financial assistance to support students' successful enrollment into Santa Monica College. The funding received on the students' behalf contributes to the District's goal in sustaining a fiscally sound budget.

Emergency Disaster Relief Fund. For this academic year, the California Community College Chancellor's office provided SMC with one emergency fund for the CADAA (CA Dream Act application) applicant population totaling \$431,085. This funding was provided as Direct Aid to students. The funds provided emergency grants to students who filed a CADAA application with the maximum amount totaling \$1,400 for the academic year.

Student Life-Priority #6-Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs. The State and Federal Government provided emergency funds to assist students who were facing food and housing insecurity in addition to other financial hardships. This greatly contributed to solving financial barriers that could've negatively impacted students' completion rate.

Global Citizenship

The Global Citizenship initiative was established in 2007 through an Academic Senate Joint Presidents' Task Force, with a mission to integrate global citizenship into programs that enrich the academic and personal development of Santa Monica College students. The initiative is guided by a faculty and staff committee that establishes biennial themes, sponsors campus programming, funds faculty-led events, and coordinates study abroad opportunities.

Faculty and Staff Development. Every two years, the Global Citizenship Committee surveys faculty and staff to select a theme that guides its programming and outreach. The 2024-26 theme, "Mobility, Migration and Movement," has informed all committee-sponsored activities and encouraged faculty to explore these ideas across disciplines and in the classroom.

Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

SMC Community Teach-In. On October 30, 2025, the Global Citizenship Committee hosted its annual Community Teach-In, open to faculty, students, and staff. This year's event, titled "Hope in Hard Times: Moving Forward Together," was held in a HyFlex format to maximize accessibility and participation. The program featured student and faculty presenters delivering lectures, poetry, and video in an educational, participatory forum designed to connect the campus community around the annual theme.

Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Student Life: Devote resources to assist students with personal circumstances that negatively affect student success. Student Life: Infuse anti-racist equity minded academic and non-academic support in all areas of the college.

Global Citizenship Symposium. The 17th Annual Global Citizenship Symposium was held on May 7, 2026. The symposium showcases student class projects completed during the academic year, spanning a wide range of disciplines and formats including research papers, visual art, poetry, and design. More than 20 students submitted work this year, and eight finalists were selected to present their projects to the SMC community at an in-person event attended by faculty, staff, parents, and students. Top finalists received certificates and three students received scholarship awards.

Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Student Life: Infuse anti-racist, equity-minded academic and non-academic support in all areas of the college. Student Life: Infuse anti-racist equity minded academic and non-academic support in all areas of the college.

Global Citizenship Grants. The Global Citizenship Committee’s grant program supports faculty in hosting events that help students and the broader SMC community explore global citizenship themes beyond the classroom. In 2025–26, the committee funded the following programming.

“Concrete Hope” featured a round-table discussion with Latinx/e artists William Camargo and Aydinaneth Ortiz in conjunction with a campus art installation displayed in the SMC Art Gallery from August 2025 through May 2026.

The Cross-Cultural Mental Health Education Theater Project collaborated with local and student actors to present realistic mental health scenarios to students, supporting awareness and community connection.

Native American Heritage Month programming brought four speakers to campus: Charles Sepulveda, discussing his book on the spiritual and physical violence of California Missions; Mona Recalde, speaking on her activism and work with the City of Santa Monica’s Landback and Reparations Task Force; Mandy Lamere, addressing sustainable design; and Christine Taitano DeLisle, presenting her research on Chamoru women and indigeneity under U.S. colonialism in Guam.

Filipino American Heritage Month programming featured four speakers from the APIA community: Joyce Pualani Warren on Indigenous Pacific science fiction; Yuriko Gamo Romer presenting her film on Japanese American incarceration; Nenita Pambid Domingo screening her documentary on indigenous beliefs in the Philippines; and Lan Duong discussing poetry drawn from her family’s experience as refugees following the Vietnam War.

An investigative journalism event featured award-winning journalist Fariba Nawa presenting online on her work documenting the Iranian government’s persecution of dissidents abroad.

Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Student Life: Infuse anti-racist, equity-minded academic and non-academic support in all areas of the college. Student Life: Devote resources to assist students with personal circumstances that negatively affect student success.

Study Abroad Programs. Santa Monica College recognizes international immersion as a meaningful pathway to global citizenship development. The Global Citizenship Committee continued its two-year study abroad planning model in 2025–26, allowing students to plan and fund participation earlier. The committee also surveyed students to better understand program preferences and accessible price points and has identified scholarship sources to reduce costs for all participants and provide additional support for students with greater financial need.

In Winter 2026, Professor Taneka Washington led 24 students on a study abroad program in Madrid, Spain, offering immersive exposure to the city’s history, art, and multicultural identity. Eight of the 24 participants received scholarships through the Art Verge Study Abroad scholarship program, reflecting the committee’s ongoing commitment to access and equity.

In addition, five students completed independent study abroad programs during 2025–26, traveling to London, Merida (Mexico), Buenos Aires, and Milan.

Ongoing BOT Priorities: Student Life: Infuse anti-racist, equity-minded academic and non-academic support in all areas of the college. Student Life: Implement initiatives that overcome barriers based on students' financial resources and unmet basic needs. Student Life: Devote resources to assist students with personal circumstances that negatively affect student success.

International Education Center

All International Education Center (IEC) functional and engagement updates for 2025–26 are listed below and paired to match the Board of Trustees Annual Goals and On-going Priorities.

International Student Enrollment. Fall 2025 enrollment declined by approximately seven percent compared to Fall 2024 (1,751 vs. 1,797), reflecting the accelerating downward pressure that had been forecast. Spring 2026 enrollment continued this trajectory, settling at 1,714 students—a further decline of approximately two percent from Fall 2025 and remaining more than 50 percent below the program's 2016 peak of 3,492 students.

Several interconnected federal policy actions continue to exert downward pressure on international enrollment and are likely to adversely impact future enrollment cycles. In 2025 and continuing into 2026, the federal government enacted a series of proclamations to revoke F-1 visas, terminate SEVIS records, enact travel bans, establish enhanced visa interview standards, and pause visa appointment interviews at U.S. consular offices worldwide. These actions have increased uncertainty among current international students while precluding potential new students from obtaining F-1 visas, entering the U.S., and enrolling at U.S. institutions. The IEC is actively developing strategies to keep current and prospective students informed. IEC admission officers, immigration team members, and counselors are proactively connecting with students and offering guidance on compliance, visa application processes, interview booking strategies, and online study options in the event that entry into the U.S. is delayed or entirely precluded.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

IEC Student Recruitment Efforts. Throughout the 2025–26 academic year, the IEC has undertaken comprehensive international recruitment efforts that demonstrate both strategic expansion and operational innovation. This academic year marked the continuation of a more ambitious global outreach campaign.

In 2025–26 key personnel from the International Education Center and the Department of Admission and Records traveled extensively to cultivate relationships and expand the college's international presence to current and new markets. The Associate Dean embarked on a strategic tour that included traditional markets like Sweden, Norway, Canada, and France, while also expanding our recruitment efforts to less established markets like Turkey, Mexico, and Brazil. She participated in numerous student and agent fairs to connect directly with prospective students and educational partners while abroad and attended agent fairs domestically. Simultaneously, IEC's Director of Development focused our recruitment efforts in the Asia-Pacific region, traveling to Taiwan, Korea, Singapore, Malaysia, China, Vietnam, and Japan to strengthen relationships with both new and existing global partners while also actively participating in student recruitment fairs.

Planned travel to Dubai and Abu Dhabi was cancelled due to the ongoing conflict in the Middle East. Both the Dubai and Abu Dhabi markets attract large numbers of students from the surrounding Gulf nations and India. The cancellation of the recruitment trip to this market was a significant blow to our efforts to tap into the affluent middle eastern student populations and to the expatriate Indian students living in the region who seek to study abroad. We plan to return to the region when the geopolitical situation improves.

To address budgetary constraints while maintaining effective recruitment practices, the IEC has continued its innovative cost-sensitive approach to marketing and outreach. Under the Associate Dean's leadership, IEC has successfully secured funding to hire SMC alumni as recruitment representatives, creating a unique model that reduces expensive travel costs while providing authentic peer-to-peer connections between prospective students and recent graduates who can share genuine experiences about SMC programs in the students' native languages.

Looking toward future growth, the IEC has identified India as a promising market and has committed to increasing the frequency of travel to this region. While India presents significant access challenges and market entry barriers, it stands alone among global markets in offering the advantageous demographic and economic student profiles that justify the substantial costs of development. This strategic focus reflects the department's recognition that India should serve as a cornerstone of future recruitment efforts requiring sustained engagement to establish strong institutional presence in this vital but challenging market.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

International Contract Education. This academic year witnessed continued growth across IEC's Contract Education programs. Under the leadership of IEC's Director of Development, the Novel Prep partnership delivered exceptional results, clearing the \$2,000,000 revenue threshold. Looking ahead, Novel Prep is scheduled to bring its first on-ground cohort of 40 students in Fall 2026, further augmenting both enrollment and revenue for the district. In 2026, IEC also expanded the contract education portfolio by adding two new partners. Beecoming and IPERC have both signed contracts and are scheduled to begin enrolling students in Fall 2026, reflecting the IEC's continued commitment to growing non-traditional revenue streams and broadening the college's international academic partnerships.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

Global Partner Training and Support. IEC continues 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 continues to be that SMC is a leader in international education capable of delivering our core services on-ground and in remote modalities. Additionally, our global partners receive training in admission requirements, Admission Portal utilization and regulatory changes that may impact their recruitment efforts.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

Technology and Marketing. IEC continues to be at the forefront of adopting new technological platforms to augment our marketing efforts. In 2025–26, the IEC has continued to infuse authentic student voices in the recruitment of new students by employing the Unibuddy platform. The IEC has also continued to

implement, operationalize, and integrate the Terra Dotta Database system to maximize our internal student tracking, outreach, communications, report generation, and Real Time Integration with the SEVIS system. The Terra Dotta Platform continues to optimize our operations by automating SEVIS student registration protocols and decreasing student SEVIS registration times by hundreds of staff hours per semester, allowing IEC professionals to focus more on student support and time spent on processing admission applications.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

Student Admissions and Onboarding. In 2025–26, 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 District and government regulations. The admissions team supports F-1 students throughout the admissions process and pre-enrollment steps.

To maximize new student enrollment, the IEC has implemented several strategic initiatives. The department continues to extend admission deadlines for new students and has developed expedited processes to ensure that admitted students facing delays due to extended visa processing times and consular understaffing and appointment delays can begin their educational programs online while awaiting entry to the U.S.

The IEC admission team has shifted focus to actively pursue students who have begun but not completed their applications. This targeted outreach strategy involves direct outreach with prospective students to guide them through the remaining application steps, provide assistance with required documentation, and address any barriers preventing completion. By concentrating efforts on converting these partially completed applications into full submissions, IEC aims to maximize enrollment yield from the existing applicant pool.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

New Student Seminar. In 2025–26, the IEC continued to offer the new student seminar in 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. This year we are looking to move the seminar experience to an electronic platform that will free up staff time and allow students to complete the onboarding process on their own timeline ensuring 100 percent pass rates while also more thoroughly testing for content knowledge.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance.

IEC Counseling. In 2025–26, IEC counselors continue to provide on-ground services four days per week. Counseling services are also available online five days per week through Zoom Express appointments and ASKIECC email inquiries. For maximum convenience, students can come in person, schedule Zoom appointments or pose inquiries through the ASKIECC dedicated email box. New students are given dedicated counseling services through Zoom platforms to facilitate enrollment before entering the U.S.

In 2025–26, SEAP and IEC direct budget support helped to increase counseling hours during Winter, Summer, Fall, and Spring terms to offset budget cuts that impacted counseling availability. The additional funding has allowed access to counseling services by hundreds of hours during critical periods of the Summer, Fall, Winter, and Spring enrollment cycles and has greatly contributed to the enrollment of new students and the retention of our continuing student populations. The IEC counseling team and the IEC immigration team have also worked tirelessly with Academic Affairs to secure course substitution options for students impacted by a lack of on-ground or hybrid course offerings. These efforts have saved hundreds of students from falling out of status and leaving the college for institutions with greater on-ground course availability.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance. Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Ongoing BOT Priority: Student Life: Devote resources to assist students with personal circumstances that negatively affect student success.

IEC Immigration Team. In 2025–26, the IEC immigration team continued to offer comprehensive services through multiple modality options to all international students. The immigration team members play a crucial role in international student retention by ensuring that students under their care maintain their legal standing in the U.S. and can pursue their academic goals to fruition.

International 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 continue to increase the ease and accessibility of immigration-related support for all international students.

A central component of the immigration team’s retention work is proactive enrollment monitoring. Throughout each semester, the team ran weekly reports to identify students at risk of falling out of F-1 status due to enrollment deficiencies. In 2025–26, the team identified and conducted multiple rounds of outreach to approximately 265 students in Fall 2025 and 317 students in Spring 2026, with an additional 28 students monitored across the Winter 2026 and Summer 2025 terms. Outreach efforts are individualized: each student’s schedule is reviewed to determine the date and course from which they were dropped, allowing advisors to provide specific, targeted guidance. Outreach methods include mass emails, individual emails, and for approximately 25 to 30 percent of identified students, direct calls, Zoom meetings, and in-person appointments covering enrollment requirements, Reduced Course Load options, counseling referrals, and resources related to basic needs, on- and off-campus employment, tutoring, and supplemental instruction.

The results of this sustained effort are significant. In Fall 2025, the team successfully helped 67 percent of identified students maintain their F-1 status without termination. In Spring 2026, that figure rose to 76 percent—the strongest single-term outcome on record—with 231 of 302 identified students retaining active status. Across the full 2025–26 academic year, including Winter and Summer terms, the team resolved cases for 580 students, maintaining active status for 410 of them. For the approximately 123 students whose records required termination in Fall or Spring, the team provided detailed reinstatement guidance and extensive follow-up assistance.

Enrollment monitoring represents one component of the immigration team’s broader responsibilities, which also include processing Check-Ins, Transfer Outs, OPT and CPT applications, program extensions,

and Reduced Course Load requests; conducting individual immigration advising appointments; presenting at New Student Seminars; and coordinating tax, employment, and post-OPT webinars. Taken together, the immigration team's work in 2025–26 was directly responsible for the successful retention of hundreds of students who would otherwise have lost their F-1 status and their place at the college.

BOT Annual Goals: The Future of the College: Increase enrollment by 5%. Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirement for a 5% fund balance. Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Ongoing BOT Priority: Student Life: Devote resources to assist students with personal circumstances that negatively affect student success.

Student Engagement. Recognizing the lasting need for international students to be engaged and integrated into the campus community, the IEC continues to offer fun and interactive in-person and on-ground student engagement activities. In 2025–26, the IEC organized trips to Dodger games, visits to Magic Mountain, Disneyland, the Los Angeles Zoo, shopping trips, and visits to multiple museums and cultural centers. IEC staff also organized speed friending events, hikes to the Hollywood Sign, whale watching expeditions, visits to the Long Beach Aquarium, gaming events, and other interactive activities designed to connect students to each other and to the campus community with a focus on increasing connections between students and retention and persistence from one semester to the next. In both the Fall and Spring semester, IEC also arranged two beach events for new and continuing students that were attended by over 100 students.

Ongoing BOT Priority: Student Life: Devote resources to assist students with personal circumstances that negatively affect student success. Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

Housing and Health Insurance Services. The IEC continues to provide comprehensive housing and health insurance support services to our international student population. The IEC also continues to house a mental health professional dedicated to the needs of the international student population.

Ongoing BOT Priority: Student Life: Devote resources to assist students with personal circumstances that negatively affect student success. Ongoing BOT Priorities: Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

In 2025–26, the International Education Center remains deeply 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.

STUDENT SUCCESS—COUNSELING

General Counseling

The SMC Counseling Department remains one of the most robust in the state, offering a wide range of services and student support through academic, transfer, and career counseling. The department is committed to increasing accessibility for both current and incoming students by maintaining counseling services in both in-person and remote modalities.

Stellic. During the 2025–26 academic year, the Counseling Department, in collaboration with Admissions and Records, continued the implementation and expansion of Stellic as Santa Monica College's primary educational planning and degree audit platform, replacing MyEdPlan and Degree Audit in WebExtender.

Key implementation milestones included the launch of two new features within Stellic: the Transfer Module and the Review Plan feature. These enhancements support the college's commitment to innovative student services, streamlined educational planning, and transfer readiness.

- The Transfer Module allows counselors to upload external transcript data into Stellic and conduct course evaluations aligned with students' academic and transfer goals. To support this initiative, Santa Monica College provided Stellic with more than 500,000 course articulation rules derived from ASSIST.org and counselor-reviewed evaluations through MyCAP and TER processes. Together, these articulation rules enable automated course evaluation results for counselors and students when appropriate, improving efficiency, consistency, and access to information. All counselors were trained to utilize the Transfer Module with students beginning in Spring 2026.
- In Winter 2026, the College launched the Review Plan feature, which allows students to modify their unofficial educational plans and submit them electronically for counselor review. A team of five counselors was trained to provide this service, expanding students' access to counseling support through an online review process. Santa Monica College has continued to partner with Stellic by providing feedback and recommendations to improve the functionality of the tool, including enhancements that provide counselors with more comprehensive information about student requests at the time of submission. Ongoing refinement of this feature is expected to continue throughout the 2026–27 academic year.

Stellic has now been fully implemented as the Counseling Department's primary advising platform. The implementation team facilitated multiple in-person, synchronous online, and asynchronous training opportunities to ensure all academic counselors were equipped to transition their advising practices to the new system. With continued collaboration between Counseling and Admissions and Records, Stellic offers integrated educational planning, degree progress tracking, and transfer evaluation resources to help students meet their academic goals on time. The ongoing collaboration between Santa Monica College and Stellic represents a strategic partnership that supports the college's long-term vision for modernized student services, scalable advising practices, and improved pathways to transfer and degree completion.

Stellic Implementation and training fully support 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."

Counselor Classroom Visitation/Embedded Counseling. In Fall 2025, due to budget cuts, a modified version of the Embedded Counseling Initiative (ECI) was implemented with a total of 15 sections participating (12 English, three math) and assigned to eight counselors. In this version of ECI, counselors completed two 20-minute class visits and presented topics such as campus resources, enrollment, and study skills. There were no one-on-one appointments or follow-ups scheduled for Fall.

In Spring 2026, the Counseling Department piloted a reimagined Embedded Counselor Initiative program in collaboration with the Math department that centered equity by focusing on culturally responsive practices and building authentic relationships in the classroom. Due to the limited funding available, the reimagined program was only able to focus on pre-calculus and calculus 1 courses (math 6/6c & math 7). Overall, only four sections of math, two instructors, and two counselors were tasked with this project. This redesigned model is intended to close equity gaps while fostering a stronger sense of belonging and connection.

The new framework emphasizes creating authentic relationships among students, their math instructors, embedded counselors, and tutors. The reimagined model increases the counselor role in the classroom

from three visits to a coordinated semester long structure of support that includes group counseling sessions, one-on-one check ins and regular collaboration between instructional faculty and counselors. Throughout the semester, all four faculty members met a minimum of six times to discuss the progress of the class and plan visits. The goal was to create a tailored experience for students. The new framework involved three one-hour visits, which centered on building community and connection in the classroom while discussing the navigational capital, the hidden curriculum, and academic strategies to succeed in the classroom. In addition to the classroom visits, counselors reached out to students who were struggling in the classroom to provide individualized support and counseling. Lastly, at least one one-on-one meeting was conducted with most of the students in and out of the classroom. The Spring 2026 pilot demonstrated a shift from transactional support to relationship-centered engagement, creating intentional opportunities for students to build connections, access resources, and develop the confidence and skills needed to persist in their academic journey.

The Math/Counseling Embedded Program fully supports Board of Trustees Annual Goal: Educational Advancement, Quality, and Equity. #4 Continue to decrease equity gaps, using appropriate data and controls including on measuring the effects of interventions, and increase persistence from first term of enrollment to subsequent term. It also fully supports 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.”

Enrollment Labs. During the 2025–26 academic year, Counseling collaborated with Outreach & Onboarding to conduct enrollment labs during peak Summer and Fall enrollment periods. These labs took place in the form of Orientation+ Seminars, which are optional in-person orientations supplemental to the mandatory new student online orientation for first-time college students. Additionally, enrollment labs were offered during Super Saturday, which is a catch-all enrollment sprint for all new students, including those previously attending another college or university.

Working with Outreach & Onboarding, Admissions & Records, and Financial Aid to create a one-stop shop experience provided new students an opportunity to meet with a counselor in a group environment during non-traditional hours (evenings past 5 p.m., Saturdays) to focus on course selection, enrollment, and ample time to have their questions answered.

Approximately 532 students were serviced between both Orientation+ Seminars and Super Saturday offerings. Moreover, additional enrollment labs are provided during VIP Welcome Day, which is the opening kick-off event to the Fall semester for new students.

The Enrollment Lab Initiative fully supports Board of Trustees Annual Goal: Educational Advancement, Quality, and Equity. #4 Successful enrollment for first-time applicants. It also fully supports Ongoing Board of Trustees Priorities: Community and Government Relationships #10 Promote special programs that serve local students by increasing college readiness and success.

GPS-Starfish & SAS Collaboration – Academic and Progress Notice intervention. The Strategies for Academic Success (SAS) workshop has been coordinated through the General Counseling and Transfer Services Center for 24 years. It is targeted to students who have an Academic and/or Progress Notice status. The Canvas-based SAS workshop includes information on the Academic and Progress Notice policies at SMC, understanding student records, reviewing the different support services, and learning how to set realistic goals with an Action Plan for the next semester.

During the 2025–26 academic year, the GPS (Starfish) leadership team collaborated with the Strategies for Academic Success (SAS) initiative to contact the Academic and/or Progress Notice students who did

not complete the workshop during the Fall 2025 semester. All students on Notice status who enrolled in the workshop, but did not complete it, were downloaded into GPS during Week 8 of the Fall semester.

The GPS leadership team, the SAS lead counselor, and SMC counselors contacted students via phone with an offer of academic counseling, support, and available resources (e.g., tutoring, personal counseling, etc.). The counselors also encouraged these students to complete the online workshop.

The GPS counselors reached out to students starting Week 9 of the Fall semester and continued through Week 18. From Week 3 to Week 18, 60 additional students completed the workshop.

The Summer/Fall 2025 SAS cohort included all students whose last semester of attendance was an academic and/or progress notice status as of Spring 2025.

- 1,976 emails/alerts were sent in July 2025
- 1,004 (51 percent) students self-enrolled in the workshop
- 63 percent of the students who enrolled in the workshop completed it (as of Fall week 18)
- 568 (29 percent) students completed the Canvas workshop (as of Fall week 3)
- 628 (32 percent) students completed the Canvas workshop (as of Fall week 18)

GPS Implementation Team and “Strategies for Academic Success” collaboration, fully supports Board of Trustees Annual Goal: Educational Advancement, Quality, and Equity. #4 Persistence from first term of enrollment to subsequent term. It also fully supports Ongoing Board of Trustees Priorities: Community and Government Relationships #10 Promote special programs that serve local students by increasing college readiness and success. Moreover, it also supports The Future of the College #1 Develop new programs and partnerships that support strategic vision and plan for the future of the college.

Transfer

For 2024-25, 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 35 years in a row!
- #1 in African American (59) transfers to the UC system.
- #1 in Chicano/Latino (214) transfers to the UC system.

Santa Monica College transferred 995 students to the UC system in 2024-25. UCLA was the most popular campus (437), followed by UC San Diego (162), with UC Santa Barbara third (112) and UC Berkeley fourth (96).

SMC was the 17th largest feeder to the CSU system, sending 996 students, which decreased by 75 from the previous year.

Moreover, SMC continues to be:

- #1 in transfers to USC (126).
- #1 in transfers to LMU (90).

Santa Monica College also continues to transfer more students to Columbia University’s School of General Studies than any other community college outside of New York.

During Fall 2025, SMC’s Transfer Team conducted several activities to bring support and awareness regarding the transfer process to the SMC campus community. In addition to a college fair, workshops on various transfer topics and presentations to classrooms, clubs, and special programs, we continued to offer “SMC After Hours” – an opportunity for students to connect with a counselor virtually from 8 p.m.-10 p.m. on several dates to receive help with their transfer applications.

“Transferpalooza” was offered once again, during the last week of November to help students with last minute questions about their transfer applications and provide feedback on their transfer essays. Assistance was provided in-person and remotely by faculty, staff, and administrators from various departments across SMC in addition to a collaboration with the Writing & Humanities Tutoring Center on campus.

Several transfer events took place during Spring 2026. Art, Business and Nursing School Panels gave SMC students an opportunity to hear directly from transfer institutions who shared information about their respective programs and transfer processes. Once again, “On-The-Spot Admissions Day” provided an opportunity for transfer-ready students still seeking a transfer school to meet with admissions representatives from seven schools (e.g., CSU Northridge, LMU, etc.) and potentially receive an admission decision immediately (if specific stated criteria were met). This spring, we partnered with other support services and programs on campus to continue our “Tea Time with Transfer” series– a relaxed, supportive and welcoming space in the Transfer Lounge for students to access valuable information about transfer resources. Lastly, “Transfer Toast” was held once again, in collaboration with several special programs across campus, along with invited colleges/universities, to celebrate SMC students graduating this Spring and/or transferring to a four-year college or university in the Fall.

Overall, SMC’s Transfer Team continues to be proactive in providing transfer services and activities for students who desire to transfer to a four-year institution.

All of the efforts above align with the Board’s goals and priorities related to Educational Advancement, Quality and Equity: #3 Ensure a supportive, inclusive, and collegial environment for students and staff (and) The Future of the College: #1 Develop new programs and partnerships that support the strategic vision and plan for the future of the college.

STUDENT SUCCESS—STUDENT HEALTH AND WELLBEING

Basic Needs

Basic needs continue to be a huge issue impacting students today with recent Healthy Minds data suggesting that 52 percent of students are food insecure, 54 percent are financially stressed, and 36 percent are housing insecure. Basic needs support includes services like food, housing referrals and support, financial support and financial literacy, access to technology, legal support, essential childcare items for parents and caregivers, clothing, connection to mental health services, and so much more. Our Basic Needs department team members work with students to address a myriad of needs, using a strength-based, wraparound approach. This year, the department saw a five percent increase in students reaching out for support compared to last year.

Important accomplishments in Basic Needs include:

- Bodega Marketplace is scheduled to open in Fall 2026, a centralized free food market inside the cafeteria which will include food, clothing and space for service providers (MediCal and Cal Fresh sign-ups)
- Engaged in a department re-organization and hired a new full-time case manager, who is a licensed clinical social worker with a wide range of experience supporting students at SMC in special programs. This position has helped to provide continuity for students needing case management support and replace the two part-time adjunct positions of basic needs counselor.
- Operate an ongoing California Community Colleges Chancellors office basic needs grant as well as several other food and financial relief related grants through our SMC Foundation that support different aspects of basic needs.
- Operated and enhanced the process for a Basic Needs Student Emergency Fund for students. This grant is aid given to students and helps them stay in school by paying for things like rent, medical bills, car repairs/car payments, and more. The Basic Needs team worked with Institutional Research on some data collection for this program and learned that students who received this fund have higher persistence and retention rates that the college average, suggesting we are moving in the right direction to support student success.
- Operate a Center for Health Communities Grant to support Cal Fresh and exceeding annual grant goals of Cal Fresh enrollment.
- Collaborating with community agencies such as Safe Place for Youth (SPY), Opportunity House, Connections for Children, and dozens more to support students with their basic needs.
- Coordinated monthly resource fairs and connect students with both new and established community partners to increase access to housing, food, health, and other essential support services.
- Continued to partner with the SMC Foundation to support a variety of initiatives including food for Bodega, Bodega Bites, clothing giveaways, Giving THANKS(giving), emergency relief, and more.
- Implemented a new virtual case management platform to assist with the increase in students self-referring. UWill is a virtual platform that helps connect students to resources as well as assists with students self-navigating various public benefit programs.

Board Priority: Student Life – Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College; Implement initiatives that overcome barriers based on students’ financial resources, unmet basic needs and federal policies. Board Priority: Student Life - Devote Resources to assist students with personal circumstances that negatively affect student success. Board Priority: Educational Advancement, Quality, and Equity - Hire and support a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

Care and Prevention Team

The **Care and Prevention Team (CPT)** is an interdisciplinary cross-departmental team that works together to keep SMC safe. We receive referrals from our campus community about students of concern and take a proactive, preventative approach to mitigate challenges on campus. The CPT saw an increase of 18 percent this year compared to last for student cases.

The Case Management Coordinator is the only full-time staff dedicated to a team of 13 people and they continue to supervise up to three social work interns each year to support the growth in referrals. The social work perspective is valuable because it helps the team to take a student-centered holistic approach. We take a preventative approach and use discipline as a last resort. The CPT assesses threat (harm to self or others) and works closely with our other team members to mitigate risk. This helps to keep the campus safe and helps to reduce the likelihood of students facing more extreme financial, mental health, and basic needs barriers.

The departments represented on the team, drawn from administrators, 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. This year the team partnered with the Department of Mental Health's (DMH) School Threat Assessment and Response Team (START) to offer de-escalation and suicide prevention trainings which were offered to staff throughout the course of the year. Additionally, we brought in D-PREP, a consulting firm that works with school threat assessment teams, for Professional Development Day and advanced professional development for the CPT.

Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Board Priority: Student Life - Devote resources to assist students with personal circumstances that negatively affect student success. Board Priority: Student Life - Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.

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 mental and emotional support need. Additionally, our own data from the Healthy Minds Survey administered Spring 2025 to SMC students, indicate that 65 percent of students report their mental health is not flourishing, 45 percent are at risk for depression, and 37 percent are at risk for anxiety. Students who pay their health fee have access to free individual therapy through the Center for Wellness and Wellbeing (CWW). The CWW served approximately 558 students with nearly 2,500 therapy appointments. This was lower than the number of students served last year, which was 612 unique students, suggesting a need to do more intentional outreach across the campus community. 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 in person and remotely in our Center for Wellness and Wellbeing.
- Continue our partnership with graduate schools (including UCLA, USC, Cal State LA, Cal State Dominguez Hills, Columbia University online, and, most recently, Cal State Long Beach and Walden University) to support our social work internship program, which allows us to be able to offer additional mental health support for students.
- Continuing to provide mental health services to the Nursing Program at the Bundy Campus and the following special programs: Dream, STEM, Latino Center, Center for Students with Disabilities, Guardian Scholars, EOPS, International Education Center, and Black Collegians, and LGBTQIA+ students in the Pride Center. These services are in addition to our Center for Wellness and Wellbeing located in the Pearl Annex, which serves all students.
- Continue partnering with Uwill, a leading virtual therapy service that provides SMC students with free access to mental health support without requiring payment of student health fees.

- SMC's 24/7 emotional support hotline continues to see strong utilization, averaging over 50 student calls per month —over 650 calls annually—with each call answered by a licensed mental health professional. Faculty and staff also have access to the hotline for consultation and support regarding student mental health concerns.
- Continue to offer workshops to students, faculty, and staff on topics such as mindfulness, grief, stress, burnout, anxiety, depression, and much more.
- Facilitated the Healthy Minds Survey and developed a results workbook through a collaboration between Institutional Research and Student Health & Wellbeing. The initiative aimed to build a deeper understanding of student mental health trends and concerns, and to identify ways faculty and staff can better support student wellbeing and success.

Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Board Priority: Student Life - Devote Resources to assist students with personal circumstances that negatively affect student success. Board Priority: Educational Advancement, Quality, and Equity - Hire and support a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. Board Priority: Student Life - Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.

Student Health Services

Student Health Services (SHS) is available to students year-round for enrolled students who have paid their health fee (\$28 Fall/Spring and \$23 Summer/Winter). Among a variety of health-related initiatives, SHS has focused on keeping the campus community healthy post-pandemic serving 1,599 students with 3,104 appointments, a seven percent decrease from the previous academic year. We believe the decrease has to do guidance changing for institutions of higher education from Los Angeles County around COVID-19 protocols, which resulted in the SHS reaching out to less students and staff for activities like contact tracing. Some notable achievements for SHS include the following:

- Continuing to provide in-person and telehealth for students seeking services for myriad concerns including immunizations and TB testing, birth control, pregnancy testing, HIV testing, STI screening, emergency contraceptives, and much more.
- Free skin dermatological screenings and treatment are provided by a board-certified dermatologist through a partnership with Ava MD which was supported through the SMC Foundation.
- Supporting staff by providing TB testing for new hires and existing employees.
- Providing assessment and support for students, faculty, and staff experiencing COVID-19 symptoms or who test positive for COVID-19.
- Supporting the testing of students and staff who were exposed to COVID-19 either in-house or through referrals.
- Collaborating with Los Angeles County Department of Public Health (LACDPH) regarding COVID-19.
- Conducting physical exams for students in the nursing program.
- Continuing to provide orientations for incoming nursing students.

- Continuing to provide healthcare workshops upon faculty request (Counseling 20 classes, etc.).
- 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.
- Partnered with Los Angeles County Department of Public Health to install a health kiosk on main campus offering family planning products, as well as fentanyl test strips and COVID tests.
- Collaborated with the Latino Center/Adelante and Black Collegians to do intentional outreach with Latinx/e students, including bilingual presentations to parents and creating bilingual Student Health materials.
- Collaboration with Basic Needs in holding monthly resource fair events on main campus.
- Weekly outreach tabling event outside the Health Center/Bodega to increase awareness.
- Collaboration with dozens of community agencies to facilitate students' access to preventative sexual health, wellness, and other specialty services.

Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Board Priority: Student Life - Devote Resources to assist students with personal circumstances that negatively affect student success. Board Priority: Student Life - Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.

Student Judicial Affairs

The Office of Student Judicial Affairs (SJA) continued to balance immediate operational demands with long-term programmatic transformation. Despite increased case volume, a 57 percent increase in student conduct cases, heightened case complexity, staffing transitions, and limited resources, SJA continued to advance meaningful changes that support students, assist faculty and staff, promote accountability, protect the learning environment, and align student conduct work with the broader educational mission of the college.

A few noteworthy trends and changes this year:

- SJA received 535 total reported cases during the 2025–26 academic year, compared to 436 cases in 2024–25, representing an overall increase of approximately 23 percent. The most notable trend was the increase in student conduct/behavioral cases, which rose from 159 to 250 cases, a 57 percent increase. This reflects a continued shift toward more complex behavioral concerns, classroom disruption, targeted conduct, and matters requiring immediate intervention.
- Current staffing includes two full-time staff members (one director and one Student Judicial Affairs Specialist) and one part-time academic counselor assisting with academic integrity cases for eight hours per week. The addition of the new Student Judicial Affairs Specialist to the office has been especially important in helping move initiatives forward while maintaining office efficiency. This staffing stability and support we have is critical given the office's high report volume, the increased complexity of cases, and the need to continue advancing long-term departmental goals while responding to urgent conduct matters.
- Academic integrity reports remained relatively stable, increasing slightly from 277 cases last year to 285 cases this year. At the same time, the office reduced reliance on formal adjudication by working with faculty to initiate and expand alternative resolution pathways. This year, SJA assigned 236 restorative resolutions, including 157 academic reengagement/educational

workshops, 74 reflective practices, and student support referrals. These efforts reflect the office's continued movement toward an educational, restorative, and developmentally appropriate approach to student conduct and academic integrity.

- SJA continued to use restorative and educational responses whenever appropriate while reserving more serious sanctions for cases involving significant misconduct or ongoing disruption. During the 2025–2026 academic year, 15 cases resulted in suspension from Santa Monica College, one case resulted in suspension from class, and nine cases resulted in disciplinary probation.
- Several data trends point to opportunities for continued targeted support. Academic integrity referrals were highest in English, Business, and Mathematics, and SJA continues to partner with departments and department chairs to provide education, consultation, and support related to academic integrity, including AI-related guidance.
- SJA continued to support due process and student rights through hearings, appeals, presidential reviews, and readmission processes. This year, students initiated 31 appeals, including 11 academic appeals and 20 conduct appeals; 11 cases proceeded to presidential review; and the office processed six readmission requests from students seeking eligibility to return following suspension.
- In addition to case management and adjudication, SJA expanded training and consultation for faculty and staff, including de-escalation training in partnership with the Care and Prevention Team, academic integrity and AI-related presentations during Flex days and department meetings, classroom management support, and informal drop-in opportunities for employees seeking consultation before situations escalate.
- The office continued to refine student-facing correspondence and conduct process materials to make communication clearer, more open, and more educational. These updates are intended to better support student understanding, reduce confusion, and reinforce the office's commitment to fairness, accountability, and learning.
- SJA made substantial progress on its broader departmental transformation by finalizing a proposed new office title, Office of Student Conduct & Restorative Practices, along with a revised mission statement, guiding pillars, and student learning outcomes. The proposed guiding pillars—Educate, Restore, and Reflect—more accurately capture the office's dual responsibility to uphold community standards while supporting reflection, accountability, restoration, and learning.
- SJA continued strengthening the Honor Council and restorative justice framework. In partnership with the Honor Council and with student input, the office developed student-facing workshops that provide an alternative to formal adjudication for appropriate violations. These workshops allow students to reflect on their choices, understand the impact of their actions, and complete an educational response while supporting the office's continued efforts to formalize restorative justice as a sustainable component of the student conduct process.

Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Board Priority: Educational Advancement, Quality, and Equity - Hire and support a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. Board Priority: Student Life - Devote resources to assist students with personal circumstances that negatively affect student success. Board Priority: Student Life - Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.

STUDENT SUCCESS—STUDENT SUPPORT PROGRAMS

Black Collegians Program Umoja Community

Umoja Conference. A team of approximately 20 students, staff, counselors, and instructional faculty attended the statewide Umoja Conference this year in San Jose. This conference is attended by over 1,000 people representing the Umoja programs across the state with workshops specific to students, instructional faculty and support staff. During the closing ceremony, we were surprised with two awards:

- Award for Student Success and High Achievement—recognizing the program’s outcomes for students.
- Award for Most Degrees Conferred in Umoja History—a historic recognition of the program’s unprecedented degree attainment by our students.

Board Goal #4 – relates to educational advancement and equity goals by equipping faculty and staff with culturally responsive pedagogical strategies and community-building that directly advance equity gap reduction; Board Priority #3, 5 – the conference provides a supportive environment as well as infuses anti-racist and equity-minded pedagogy.

Degrees Conferred and Transfers. Between Summer 2025 and Spring 2026 (to date), 49 students have been awarded degrees (with a total of 87 degrees amongst the 49 students awarded). We also have 31 students who have confirmed their transfer destinations which include several UCs (including UCLA); CSUs (including CSUN, CSULB and CSULA); California privates (including USC and LMU); three HBCUs (Hampton University, Bowie State, and Morgan State) and two students attending Columbia University.

Board Goal #4 – meets the goals of Vision for Success and SCFF

Black Serving Institution Designation. Santa Monica College has been officially awarded the Black Serving Institution (BSI) designation. This recognition was achieved through a collaborative effort led started by Sherri Bradford, Program Leader, Black Collegians Umoja Community and Silvana Carrión-Palomares, former Project Manager, EPI Division. We were joined in the application process with Tracy Beidleman, Director of Grants, Institutional Advancement and Nane Zadouri, former Project Manager Grants, Institutional Advancement.

The BSI designation is awarded to colleges that demonstrate either 10 percent or at least 1,500 Black students enrolled and provide robust resources and services to support their success. SMC’s application highlighted programs such as Black Collegians, MOCAN, and additional services that directly support Black students in achieving their educational goals.

Implementation of the strategic plan proposed as part of the application is scheduled to begin Fall 2026.

Board Goal #4 - relates to educational advancement and equity goals by providing a strategic plan to assist Black students in meeting Vision for Success and SCFF goals. Board Priority #3, 5 – the goal is to provide a supportive environment and equity-minded support for Black students.

Staff Award—Student Services Celebration. Daniel Rocha, Math Instructional Tutor for both the Black Collegians Program and the Adelante Program, was voted Staff of the Year at the Student Services Celebration. This honor was conferred by student vote, reflecting his exceptional dedication and impact on students in both programs.

Board Goal #4 – based on student feedback, this award relates to educational advancement and equity goals by providing academic support that leads to successful completion of transfer-level math courses, completion of Vision

for Success and SCFF metrics. Board Priorities #2, 3, 5 – hiring a supportive staff, ensuring a supportive environment for students and infusing equity-minded support.

The Black Student Success Week (April 20–24, 2026). The Black Collegians Program Umoja Community and the SMC Pan African Alliance co-sponsored Black Student Success Week, a statewide initiative honoring Black students within the California Community Colleges System. Each day, the statewide initiative offers Zoom sessions that anyone can participate in. Campuses are also encouraged to host their own activities. We chose to host activities Monday through Thursday of that week. The week featured the following activities:

- **Monday:** Speed Networking—Black employees and Black students engaged in structured professional networking where students had developed prompts to ask the Black employees about their professional and educational experiences
- **Tuesday:** Umoja Games—Black students and employees participated in fun and engaging community-building activities.
- **Wednesday:** Play Black Wall Street—Black Wall Street is a board game (somewhat similar to Monopoly). The inventor of the game, De’Von Walker, provided a historical lesson on Black Wall Street followed by a board-game experience with students and employees.
- **Thursday:** “Whole, Worthy and Well”—A Black mental health workshop facilitated by a licensed Black mental health therapist.
- **Thursday afternoon:** Sista to Sista—A special session designed for and dedicated to the women of the program held via Zoom.

Board Goal #4 -the provision of activities such as these give a sense of community and show a community of care that helps students to persist. Board Priority #3, 5 – the provision of a supportive environment and equity-minded and intentional activities designed for Black students.

Yancey Edgely Fellowship. Former Black Collegians student Darlene Edgley has long been a contributor to scholarships for our students who are transferring, particularly to the UC system. Three Black Collegians students transferring to UCLA were each awarded \$1,000 in scholarships through the Yancey Edgely Fellowship, providing meaningful financial support as they advance to UCLA in the Fall. Ms. Edgley made the announcement at the Black Collegians Program Umoja Community’s Rites of Passage Ceremony and Banquet.

Board Goal #4 – this helps students with their transfer goals per the Vision for Success. Board Priority# 6, 7- this scholarship helps to remove some of the financial barriers associated with transfer and to help devote resources that can negatively impact student success.

The Rites of Passage Event. The Rites of Passage event is the culminating celebration of the academic year for the Black Collegians Program. Held as a semi-formal ceremony at the Proud Bird Banquet Facility near LAX, the event honors student leaders, students who are transferring, and students earning their Associate of Arts degrees.

The event is free to participants with funding provided through the statewide Umoja grant, with additional co-sponsorship from Associated Students. This year, faculty members Ming Lu and Trisden Shaw were specially honored for their dedicated service to students in the Black Collegians Program.

Board Goal #4 – this helps to celebrate those who are meeting the Vision for Success and SCFF funding formulas as well as provide encouragement to the continuing students when they hear the stories of those who are transferring. Board Priority #3, 5 – ensures a supportive environment and one where race-conscious, equity-minded support is provided.

Collaboration with Accounting Professor Ming Lu. Professor Ming Lu continued his series of evening Zoom financial literacy workshops for Black Collegians and Adelante students in both the Fall and Spring semesters. Topics covered included home ownership, personal finance, investing in stocks, and taxation rules and strategies. Professor Lu conducts these workshops entirely on his own time, representing exceptional commitment to student success beyond the classroom.

Board Goal #4 – provides encouragement for students to continue to persist to ultimately be in a space where they can build wealth for themselves (and actually, the workshops show them how to begin building wealth while they are a student). Board Priority #3, 5 – ensuring that they learn this information in a space where they feel encouraged and supported to ask questions and provide support for them as they are learning new things outside of the classroom environment.

Kwanzaa Celebration. The Black Collegians Program hosted its annual Kwanzaa celebration in December to honor the seven principles of Kwanzaa. The ceremony was student-led and held within the Black Collegians/Latino Center office area. Colleagues from a variety of campus areas were invited to participate, fostering cross-community connection and cultural celebration.

Board Goal #4 – providing culturally responsive activities that encourage students to continue to persist towards their goals. Board Priority #3, 5 – providing a supportive environment and infusing equity-minded support.

Next Gen Mentorship Program. Black Collegians/Latino Center Counselor Chris Baccus once again partnered with the Santa Monica Chamber of Commerce to facilitate the Next Gen Mentorship Program for both Black Collegians and Adelante students. Running in the Fall and Spring semesters, selected students participate in weekly seminars led by businesspeople of color from the Santa Monica area. Topics have included:

- Navigating racism in the workplace
- Professional networking strategies
- Internship and career pathways
- A range of professional development subjects

The spring culminating ceremony was held at the Jonathan Club on the beach in Santa Monica, providing students with a distinctive and inspiring professional environment.

Board Goal #4- provision of career-based support to help them towards successful completion of Vision for Success and SCFF goals. Board Priority #3, 5 – provision of a supportive environment and equity-minded support.

Collaboration with Black Women’s Health Project. The California Black Women’s Health Project is the only statewide, non-profit organization that is solely committed to improving the health of the state’s Black women population. This is the second time that they have collaborated with us to provide a series called “Mindful Mondays” where our women meet weekly in sessions provided by a licensed therapist. These are not therapy sessions but more of teaching our women ways to be healthy mentally and be in community with other Black women. They also provided lunch each week and will provide a stipend for the students who attended as well.

Board Goal #4 – addressing how to attain mental wellness which leads to persistence and completion of Vision for Success and SCFF goals. Board Priority #3, 5, 6, 7- the provision of a supportive environment and equity-minded support. This also provides support and resources free to students that would cost outside of the college.

Collaboration with Basic Needs & Health Center. This year, we were able to have a social work intern in residence within our center to provide assistance to Black Collegians and Adelante Students. The social work intern was able to do case management and meet with students to help them with food and housing resources and connect students to other on-campus and off-campus resources. In addition, the Health Center provided a pop-up health check table in our office during the spring semester for students in Black Collegians and Adelante. They were able to provide blood glucose checks, blood pressure checks, and learn more about what services are provided in the Health Center.

Board Goal #4 - addressing wellness which leads to persistence and completion of Vision for Success and SCFF goals. Board Priority #3, 5, 6, 7- the provision of a supportive environment and equity-minded support. This also provides support and resources free to students that would cost outside of the college.

Latino Center/Adelante Program

Mr. Chris Baccus, an Adelante and Black Collegians Counselor, has continued to spearhead various business and career related collaborations with off-campus entities and our Career Center to offer opportunities for program students to participate in various programs and internships.

Santa Monica Next Gen Mentorship exposes students to learning opportunities outside the classroom and to increase career and major decisions early. For Spring 2026, 25 students were selected to participate. These mentees had a total of 11 mentors, and the program was from March to April 2026. Students had an opportunity to hear from professionals in the field and to talk with them and ask them questions. Students from both programs (Adelante and Black Collegians) raved about their experience with this amazing program.

Noche de Familia was held in person during Fall 2025 and Spring 2026 semesters. During the 2025–26 academic year, we continued to offer gift cards through a drawing to parents who attended, improving parent attendance.

The **Hispanic Heritage Month** activities that the Latino Center, the Equity Center and other Latinx Colleagues planned for Fall 2025 were the following:

- Mesa de Cultura – Adelante Club members had tables with information on different Latinx Countries and shared candy from the different countries with the SMC community.
- Presentation by Soudi Jimenez- Culture, Identity, and Resilience: Taking a look at the migrant experience in L.A.
- Film Screening: Unseen
- Focus Group: Understanding Mental Health and Support for Latine students.
- A theatre production screening: Los Valientes that portrayed the lives of Diego Rivera, Archbishop Oscar Romero and Joaquin Murrieta.
- Student, staff and faculty mixer.

- Performance by Camila Fernandez: Granddaughter of Vicente Fernandez and daughter of international star Alejandro Fernandez.
- Wellness: Body Movement & Salsa Dancing.
- Dash Harris: Black Latin American Contemporary Topics Talk.
- Alkaid Ramirez & Felix Quintana Artist Talk.

Dia de los Muertos. The Latino Center in collaboration with the Adelante Club and the Art Department, offered an opportunity for Adelante students to learn to make alebrijes (spirit animals) for Dia de los Muertos in the Art Department Complex. The Art Department contributed by purchasing all the materials needed and bought pizza and soft drinks for the students who participated in the fun event.

To continue to encourage Adelante Students to take on-ground classes and spend more time on campus, the Latino Center hosted a “Convivio”, (**Meet and Greet**) event for Program Students during the Fall and Spring semesters. The purpose of the events was for students to meet each other and the Latino Center staff. The events were well attended and fun for everyone involved. Lunch from Casablanca Restaurant was served.

Ms. Ann Wang Donation. Thanks to the generous donation of Ms. Ann Wang and the interest gained from those funds, it was possible to provide Adelante students with book vouchers for both the Fall and Spring semesters in addition to funding food for the Adelante Program Meet and Greets, food for cultural events such as Hispanic Heritage Month, Noche de Familia, and Farm Workers Recognition Day.

The Latino Center in collaboration with the Adelante Club and Casablanca Restaurant, held a **food fundraiser** during the College Fair in Fall 2025 and Spring 2026 and were able to fundraise a little over **\$3,000 including other donations** for Adelante Program Scholarships.

Camino al Exito Summer bridge program was NOT offered in Summer 2025 due to ongoing college budget cuts.

The Latino Center participated with Special Programs and the Transfer Center to host Grad **Transfer Toast**, in which students were able to pick up their Adelante graduation stoles along with other special programs. Students also had an opportunity to decorate their caps. Latino Center faculty and staff volunteered to participate in the in-person pre-SMC Graduation event.

The Latino Center, the Equity Center, and other Latinx colleagues collaborated to offer the Third Annual Latinx Student Graduation Celebration at Santa Monica College in 2026. The event had live SMC Corsarios Band, delicious food, and of course the celebration of our graduating Latinx students and their families. This event was well attended and a huge success. Our Latino Center Staff once again volunteered.

The Latino Center and Black Collegians were able to retain the position of the **full-time Math Instructional Assistant** which was originally on the list of personnel to be cut at the end of Spring 2026.

The Latino Center was able to provide all program students with a free Latino Center t-shirt which had the new Latino Center logo designed by EOPS Specialist, Aaron de la Torre. Funds were provided by (now retired) V.P. of Student Services, Mike Tuitasi from SEAP carry-over funds. These t-shirts were able to provide a sense of belonging and pride for students and staff in the Latino Center/Adelante Program.

The Latino Center has continued to collaborate with the Business Department and Professors Jenny Resnick and Ming Lu to provide Personal Finance and Personal Wealth workshops for our program students. Our students are so grateful for the information because many of them are learning this information for the first time in their lives but are young enough where it will make a big impact on them in the long run. In addition, Professor Ming Lu regularly provides our students with information for opportunities for internships with big accounting firms and the yearly accounting conference that he holds at SMC.

The Latino Center and Black Collegians continue to be blessed with English Professor Manuel Gonzalez, and recently, also Professor AK Sterling who provides free **English tutoring** twice a week for our program students.

The Latino Center continues with the monthly **Mujer a Mujer** and **Hombre a Hombre** workshops.

The Latino Center and Black Collegians held a celebration of Program graduates in the Spring 2026 semester with soul food and cake.

The Latino Center will soon be launching a Canvas Homeroom for our Program students. This will serve the purpose of an additional way to communicate with program students and not flood their email inbox. Program information will be readily available. We have been piloting the homeroom with our student workers during Spring 2026. The Latino Center will continue to send select emails, and social media (Instagram).

In collaboration with Basic needs, beginning Spring 2026, an intern from Basic Needs will be seeing student appointments and drop-ins at the Black Collegians/Latino Center to make students feel more at ease and comfortable seeking assistance and resources from Basic Needs.

In Collaboration with the Health Office, Nurse Maria Arango was offering information at the table in the Black Collegians/Latino Center again, to invite and increase the number of students seeking services from the Health Office. She offered services at the table such as blood pressure readings and offered condoms to 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

CalWORKs Program

The CalWORKs program at Santa Monica College is committed to providing supportive services and financial assistance to student-parents receiving Cash-Aid (TANF) through the GAIN – CalWORKs program. The goal of the CalWORKs program is to assist students achieve self-sufficiency through education and career training, while taking into consideration their unique experiences and challenges.

County Communications: The CalWORKs team maintains a strong partnership with the Los Angeles County Department of Public and Social Services (DPSS) to support and advocate for CalWORKs students. This includes monthly attendance reports, ancillary requests, and responding to time-sensitive requests from GAIN Workers to release student funds.

The CalWORKs counselors process ancillary requests, which can be a detailed and lengthy process requiring full itemization of all requested items. Additionally, the counselors process GN 6006 forms from the county, reviews termination of services notices, and contacts GAIN to confirm current eligibility. When a student is no longer eligible, an exit is processed in WebISIS, the case is closed, an exit notification goes out to the student, and the eligibility list is updated accordingly.

Retention Efforts: To support students in their academic journey, the CalWORKs program collects data on students who have dropped courses, have not enrolled, does not have an updated student education plan, or have not submitted a Verification of Benefits (VOB). An ongoing outreach is conducted via email and phone, ensuring accurate reporting to WebISIS, the Chancellor's Office, and active status for all participants. Upon receipt, VOBs are entered into WebISIS and documented in both counseling notes and the eligibility list.

Outreach Efforts: The CalWORKs program conducts proactive outreach by obtaining data from the Office of Admissions to identify students who self-reported as TANF recipients on the 2025–2026 Santa Monica College application. Identified students are contacted by telephone and followed up with an email detailing CalWORKs services and enrollment information. To expand awareness beyond the enrolled student population, CalWORKs flyers and intake forms are distributed to Los Angeles County Department of Public Social Services (DPSS) offices, SMC departments, and at campus tabling events.

Partnerships with Departments: To deliver parent- and career-focused workshops, the CalWORKs program actively builds partnerships and collaborations with other programs on campus. The collaboration with the SMC Cosmetology department has allowed CalWORKs students and their children 13 years and older to receive free haircuts and facials. The Early Childhood Education (ECE) department facilitated several workshops and is eager to continue partnering with the CalWORKs program to create a supportive space where parent students can openly share their experiences, thoughts, and emotions. In addition, we participated in the SMC Transfer Toast/EOPS Suite Grad Fest Event, where we gifted CalWORKs graduates, graduation stoles, journals, USB drives, and highlighters that will help them in their next chapter.

CalWORKs Student Events: The CalWORKs program had the opportunity to plan and organize several workshops and events open to all parenting students, which involved a range of logistical responsibilities including securing locations, arranging parking, coordinating food, and managing invite lists, among other details. Additional duties included designing flyers through Canva, planning activities and ordering necessary supplies, and promoting upcoming events. Below is the list of events held through our program:

- Fall 2025 Holiday Mixer – for CalWORKs and ECE Parents.
- Parent Scholars – A Discussion on Thriving in College and Parenthood Workshop.
- Working in Early Childhood Education – With our Without a Degree Workshop.

New Implementations:

- Monthly newsletters—identifying content and creating via Canvas.
- Development of a new CalWORKs application Waiver.
- Physical to electronic conversion of files.
- Development of workshop procedures and documentation.
- Created Discontinuance letter for students exiting from the SMC CW program.
- Created liability waiver (minors) for on-campus events.

Professional Development:

- Attend LAC-5 meetings monthly to stay up to date with the county policy changes and updates.
- SMC CalWORKs monthly meetings to discuss student issues, current and future projects, protocols and recruitment/outreach efforts.
- Quarterly CalWORKs and public social services meetings in LA County.

Data:

- The program allocated **\$42,700** in direct aid to CalWORKs participants from federal TANF funds, in addition to **\$7,960** in funding to support work-study salary and benefits for CalWORKs participants.
- 45 CalWORKs students either submitted a petition for graduation or were awarded an associate degree and/or certificate of completion during the 2025–2026 academic year.
- Our current program enrollment stands at 181 students, reflecting our enrollment numbers remain steady. Showing that our students remain resilient, despite the ongoing economic pressures our parenting students face. As the cost-of-living edges upward, some families are forced to recalibrate their schedules, occasionally prioritizing immediate work hours over their coursework to maintain financial stability.

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 (CSC) provides services both in-person and remotely. The full-time Career Counselors are in-person 50 percent of their assignment and part-time Career Counselors work 100% in person. Two of the three Senior Career Services Advisors are in-person four days per week.

Board Priority: 3, 5, 7—The CSC’s hybrid service model ensures equitable access to career support regardless of student schedules. Connecting students with AOI-aligned staff fosters an inclusive environment and addresses barriers to student success.

Student Development. The CSC connects academic exploration to career readiness through counseling and course offerings, workshops and collaboration with student services programs.

Board Priority: 4, 5, 7—These services support equity-minded student development and help students especially undecided or at-risk students connect their coursework to career goals and improve persistence and completion outcomes.

Industry Partnerships & Internship Opportunities. The CSC connects students with employers and has expanded partnerships this year:

- Various companies seek to hire SMC students for internships and jobs. Classroom-based Career Speakers and AOI-specific industry recruitment are offered for both internships and employment.

- The CSC expanded partnerships with Student Services programs campus-wide, creating more integrated pathways for students to access career resources alongside other support services.

Board Priority: 1, 3—Expanding employer partnerships and embedding equity into hiring processes supports the College’s strategic vision. These partnerships ensure SMC’s diverse students are valued by employers and have access to meaningful career opportunities.

Job & Internship Fairs. The CSC hosted Job and Internship Fairs in both the Fall and Spring semesters. Each fair welcomed 30 or more employers, giving students direct access to companies actively seeking SMC talent. Students could network, interview on the spot, and explore opportunities across multiple Areas of Interest.

Board Priority: 1, 6—Biannual fairs create tangible opportunities for students to secure employment and address financial barriers. These events support the College’s goal of building new partnerships while directly helping students with unmet financial needs.

Collaboration with Career Education. The CSC continued its collaboration with Career Education (CE), aligning career counseling with technical and vocational program pathways. This helps CE students receive advising that bridges their training with employment outcomes, certifications, and industry opportunities.

Board Priority: 1, 4—Collaboration between Career Services and Career Education strengthens integrated student pathways and supports cross-departmental coordination in service of student success.

Student Outreach. The CSC actively partners in campus-wide outreach, with a focus on underrepresented communities:

- Partners with Outreach and Onboarding to attract prospective students to SMC.
- Presents to high school students during campus visit days.
- Staffed all Discover SMC Days in Spring
- Presented at Orientations, introducing incoming students to career services early in their SMC experience.

Board Priority: 3, 9, 10—These efforts support the Board’s commitment to feeder high school relationships and increasing concurrent enrollment. Proactive outreach to underrepresented students works to close equity gaps and promote College readiness from the first point of contact.

Equity in Career Services. Equity-minded practice is central to all CSC work:

- Staff attend conferences and on-campus training to deepen equity-focused advising skills.
- Employer partners have updated hiring and interview practices to better serve SMC’s diverse student population.
- Integrate with equity programs

Board Priority: 2, 5—The CSC’s equity commitment supports the Board’s priority to infuse anti-racist values across all College areas. Staff development also aligns with the goal of supporting a diverse, innovative workforce equipped to serve all students.

The Center for Students with Disabilities

The Center for Students with Disabilities (CSD) served over 1,950 students in 2025–26 and realized many notable achievements.

SMC launched a new noncredit Art class, Art E99 - Special Studies in Art, through the Emeritus Pathfinders Program in collaboration with the Center for Students with Disabilities Acquired Brain Injury program. The course is specifically designed for students with an Acquired Brain Injury (ABI), providing them with the opportunity to develop artistic skills, learn about notable artists, and explore creative expression through a variety of art mediums. Designed to encourage artistic growth, self-expression, and skill development, the class also helps students build confidence in an inclusive and supportive learning environment. The class is capped at 20 students and is currently full for the Summer 2026 session, with a waitlist established. The hope is to increase the class size for the Fall term.

Board Priority: The Future of the College – Develop new programs/partnerships that support the strategic vision and plan for the future of the College. Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Board Priority: Community and Government Relationships - Promote special programs that serve local students by increasing College readiness and success.

Faculty and staff actively presented at various outreach events and high school college fairs and SMC campus visits including but not limited to:

- In-Service at Rancho Los Amigos ABI Rehabilitative Center to inform and recruit community members for the ABI program at SMC (6/13/25)
- JLA Trust Disability Resource Fair (9/14/25)
- Alexander Hamilton High School and University Charter High School (10/23/25)
- In-Service at Rancho Los Amigos ABI Rehabilitative Center to inform and recruit community members for the ABI program at SMC (Fall 2025)
- In-service with DSPS Director of Coastline College regarding SMC ABI program (10/30/25)
- Tri-City SELPA Resource Fair (1/31/26)
- Manuel Arts (3/4/26)
- University High School (3/19/26)
- El Camino Real Charter High School (4/21/26)
- Information session with Clinical Neuropsychologist Bryce Erich, PsyD from California Rehabilitation Institute to promote the SMC Acquired Brain Injury Program (4/29/26)
- Centinela Valley Union High School District Post-Secondary Transition Event (4/30/26)

Board Priority: Community Relations - Continue to work with the Santa Monica Unified School District and feeder high schools to increase concurrent enrollment.

CSD participated in many campus events to promote services and support students with disabilities:

- STEM Skills Resources Workshop (8/21/25)
- VIP Welcome Day (8/26/25)
- SMC Start Up Resource Fair (9/16/25)
- Student Ambassadors DSPS Training (10/17/25)
- Midterm Motivation (10/21/25 & 4/21/26)

Board Priority: Student Life - Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College. Board Priority: Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. Board Priority: Devote resources to assist students with personal circumstances that negatively affect student success. Board Priority: Community and Government Relationships - Promote special programs that serve local students by increasing College readiness and success.

CSD provided the following workshops and in-service disability training:

- AIM drop-in sessions for students to learn the new process for self-requesting accommodations.
- Philosophy and Social Science Department meeting (DSPS Coordinator provided informational session) (9/18/25)
- Title II Applies to You: New 2026 Accessibility Requirements for Your Courses, Websites, and Digital Content (SMC Professional Development Day 3/17/2026). Presenters: Denise Henninger (DSPS Manager), Paul Trautwein, Dan Rojas, Christine Miller, Juan Ramos (DSPS HTTC Faculty)
- Title II presentation/discussion at Math Department meeting (4/23/26)
- Title II presentation/discussion - Department Chairs Meeting (4/24/26)
- New Instructional Department Chair Training (DSPS Coordinator provided informational session for new department chairs at SMC) (5/22/26)

Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff. Board Priority: Student Life - Infuse anti-racist, equity-minded academic and non-academic support in all areas of the College.

In Summer 2025, the program's long time DSPS Coordinator retired. A full-time faculty member from our High-Tech Training Center was selected to take over her position beginning on July 1, 2025.

Board priority: Educational Advancement, Quality, and Equity - Hire and support a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time.

- CSD continues to participate in statewide DSPS chats to keep apprised of the latest updates or best practices on providing services.
- The DSPS Manager and DSPS Faculty Coordinator attended the 2025 All Directors Training conference in Sacramento (9/8/25).
- CAPED Annual Convention attended by one full time DSPS Counselor (10/12/25 – 10/15/25).
- DSPS Team Building event sponsored by the EpiCenter and Firefly: Level Up- Communication focused workshop that levels up teams through fun challenges (11/25/25).
- The DSPS Manager, DSPS Coordinator, ABI Specialist and one full-time DSPS Counselor attended College of the Canyon's Spring Flex Day training with presenters Attorneys Paul Grossman and Jamie Axelrod, two national experts, whose insights are typically reserved for major annual conferences (2/2/26). Workshops topics were "Duties and Limits for Implementation of Disability Accommodations" and "The Law (ADA & Section 504), Accommodation Implementation, and Clinical Placements".
- American Occupational Therapy Association Conference attended by one adjunct HTTC faculty member (4/22/26 – 4/26/26).

- ABI Full-Time Faculty attended workshop: More Than Just Lonely. Evidence-based strategies for addressing social isolation and loneliness in rehabilitation after Traumatic Brain Injury (5/6/26)
- California Community Colleges Accessibility Center: Global Accessibility Awareness Day (GAAD) workshop attended by one full-time and one adjunct HTTC faculty members (5/21/26).
- Participated with the Student Affairs Committee in the updating of Administrative Regulation 5140 for services relating to students with disabilities (in progress).

Board Priority: Educational Advancement, Quality, and Equity - Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

- DSPS rolled out a feature in their student database system, AIM, allowing students to self-request certain pre-approved academic accommodations allowing students more efficient access to services (Winter 2025).
- DSPS partnered with Basic Needs to host a Basic Needs counseling intern during Winter & Spring 2026 at the Center for Disabilities. The intern provided drop-in sessions once a week for 3 hours for DSPS students with basic needs issues or concerns.
- CSD houses a Bodega Bites cabinet where SMC students experiencing food insecurity can stop by for a snack, allowing the opportunity for staff to promote the Bodega and other Basic Needs resources to students.

Board Priority: Student Life – Implement initiatives that overcome barriers based on students’ financial resources, unmet basic needs and federal policies. Board Priority: Devote resources to assist students with personal circumstances that negatively affect student success.

- CSD has continued implementation of a new database management system called AIM, designed specifically for DSPS departments in education. The program streamlines office workflow procedures as well as the distribution of student accommodations. The Faculty Coordinator and Alt Media Specialist built out a framework best suited for our students at SMC. CSD rolled out the first phase of AIM in Summer 2025 and an additional module where students can self-request previously approved accommodations in Winter 2026.
- Alternate Media, HTTC, DSPS Staff created a QR code Linktree to point to the AIM application, AIM login, and Test Proctor Reservation form. The QR code is posted online and physical cards in the office to allow students easy access to their DSPS student profile.
- Applying for and utilizing DECT grant funding for technology-related student resources and CART captioning services for students to utilize alternative funding sources to preserve District/DSPS budget.

Board Priority: Fiscal and Facilities - Seek opportunities for improved revenue generation, cost control, re-organization, and enrollment strategies to ensure a sustainable budget and efficient operations.

DREAM Program/Dream Resource Center

- Provided support services to 160 program participants throughout the year, in addition to assisting prospective students through office visits and outreach events.
- Held over 736 individual counseling sessions focused on academics, career, transfer, and referrals to key campus and community resources to promote retention, address equity gaps, and foster a supportive environment for students.

- A total of 87 program participants earned degrees/certificates or transferred throughout the academic year. The DREAM Program supported the Dream Resource Center in its coordination of a celebration event at the end of Spring 2026.
- Continued partnership with CARECEN to offer free immigration legal services to students, faculty, and staff.
- Direct financial assistance was made available to program participants to cover eligible educational and immigration-related expenses. Also collaborated with Financial Aid & Scholarships to identify eligible students and implement a state-funded one-time emergency grant during Spring 2026 for enrolled Cal Dream Act applicants.
- Engaged students in mental health support through individual counseling, open forums, workshops, support groups, and community spaces, in collaboration with various campus partners and with attention to intersectionality within our special program population.
- Continued partnership with Noncredit programs to expand legal service awareness and support undocumented students transitioning to credit courses.
- Conducted virtual UndocuOrientation to support onboarding of new students, share vital information on admissions, residency, and financial aid, and connect students to their peers and resources available at SMC. Included Know Your Rights and Family Preparedness component led by an immigration attorney.
- Strengthened collaboration with SMC's Financial Aid & Scholarships department and Admissions to address and remove barriers for undocumented students applying for and accessing aid and encountering residency or other issues impacting enrollment, respectively.
- Coordinated movie nights for participants to build community and program engagement, in collaboration with EOPS suite of special programs.
- Participated in outreach events to promote DREAM Program services campus-wide.
- Hosted workshops and open labs, covering topics on financial aid, transfer, immigration updates, and mental health relevant to undocumented students and their families.
- Coordinated local university trips showcasing resources for undocumented students and increasing exposure to the transfer process.
- Joined annual statewide efforts in organizing Undocumented Student Week of Action events during Fall 2025 with the Dream Resource Center and Student Equity Center as campus leads and in partnership with other SMC departments and programs. Involvement included hosting workshops, community-building activities, and outreach to raise awareness and support undocumented students.

The DREAM Program's 2025–26 accomplishments directly support Santa Monica College's Board of Trustees goals and priorities by advancing equity, promoting student success, and removing barriers for undocumented and students from mixed status households. Board of Trustees Goals 2 and 3 are reflected in the program's support services, as it contributed to increased enrollment, persistence, and completion. Additionally, key efforts by the DREAM Program also reflect Board of Trustees Priorities 3, 5, 6, 7, and 10, including fostering an inclusive campus climate, addressing students' basic needs and personal circumstances that negatively impact their success, supporting local community partnerships that enable college readiness. The various collaborations and support programming efforts the DREAM Program has engaged in over the academic year aligns with Santa Monica College's vision and commitment to equity.

EOPS/CARE

- This academic year, EOPS served 641 students, including 15 CARE students.
- 89 percent of EOPS students remained in good academic standing, and 100 percent completed a comprehensive educational plan with an EOPS counselor, demonstrating the impact of consistent counseling and wraparound support.
- EOPS allocated approximately \$108,000 in textbook vouchers through Slingshot.
- 168 EOPS/CARE participants graduated and/or transferred this year. EOPS allocated \$5,000 in cap and gown vouchers for graduating students.
- EOPS has continued to offer both in-person and remote services to meet students where they are, whether they're taking classes on campus or fully online.
- EOPS continues to offer free school supplies and an equipment lending program. These initiatives effectively reduce the financial burden of acquiring course materials and supplies, ensuring students can access the resources they need to succeed academically without incurring additional costs.
- Throughout the Fall and Spring semesters, we have continued to host our own workshop series focused on community building, mental health, study strategies, financial literacy, and transfer preparation. Each semester, we offered between six and nine workshops, reaching roughly 200 participants. These workshops were led by EOPS/CARE counselors and specialists, and we also partnered with departments like the Student Equity Center, Financial Aid, Business, and the Transfer Center to co-host events and bring in guest speakers.
- We have continued to offer campus tours across our EOPS Suite of programs. Students had the opportunity to visit Pomona. As part of this tour, we partnered with Pomona to offer tailored presentations that covered admissions, financial aid, and specialized support services.
- This Fall, we also had the opportunity to host over 100 students and staff from various LAUSD high schools. The visit was designed to introduce prospective students to Santa Monica College and the range of support offered through our EOPS Suite of programs. The event placed a special focus on supporting youth from historically marginalized backgrounds, including students from low-income households, those in foster care, and students on probation.
- EOPS has continued to offer its one-stop shop application to streamline the student application process. This initiative reduces the number of applications required to join various programs under the EOPS umbrella, ensuring students can access support programs and resources more quickly and efficiently.
- In addition, we have developed an online EOPS orientation to provide incoming students with greater flexibility in completing this mandatory step. The orientation walks students through the essential components of the program and concludes with a check-in session to review key takeaways and confirm that students fully understand the requirements, services, and support available to them.
- Student Services Annual Awards Celebration. In early June, the student services special programs, including EOPS/CARE, held a year-end celebration to honor student achievement, including

graduates and transfers. The celebration was held in person at the John Adams Middle School Auditorium, with just over 400 students, guests, and staff in attendance.

EOPS hosted its third Special Programs GradFest in partnership with the SMC Transfer Center’s Transfer Toast, open to all programs under the umbrella of Special Programs. The event gave students the opportunity to pick up their program sashes and/or cords and decorate graduate caps in preparation for graduation. It was a festive event with music and snacks and provided a great opportunity for collaboration and networking between programs.

EOPS/CARE provides equal access and opportunity to higher education for low-income, first-generation, and educationally disadvantaged student populations. It contributes to Santa Monica College’s achievement of its Student Equity and Vision for Success Goals. In addition, it contributes to the following Board of Trustees Goals: 3 and 5 and Board of Trustees Priorities: 3, 6, 7, and 10.

Foster Student Support Programs (Guardian Scholars and NextUp)

The foster student support programs served a total of 82 students this year, with 15 students graduating from both programs. Each graduating student received a cap and gown voucher, a graduation gift, and a stole for the ceremony. Additionally, the program covered the cost of honor cords for students identified as honor students.

Throughout the year, including Summer and Winter intersessions, foster youth students benefit from academic, career, and wellness counseling. All students are granted priority registration, access to book vouchers, program merchandise, school supplies, and support for meals and transportation. Furthermore, care packages are distributed at the end of each semester to wish students success in their final exams and remind them they are not alone.

The foster service programs organized Foster Youth Awareness Month to raise awareness for SMC. The events hosted by the program included a resource fair in collaboration with Basic Needs, a vision board workshop, *Let’s Get Ready to Mingle* monthly collaboration with Rising, and an aromatherapy oils workshop. The Foster Service programs also sustain a dedicated hygiene closet, providing students with easy access to a range of essential supplies and hygiene products, including toiletries, personal care items, and other basic necessities to support their well-being.

NextUp provided \$10,000 in Amazon gift cards to assist students with expenses for food, clothing, school supplies, and books. Additionally, NextUp allocated \$10,000 in Chevron gift cards to help cover students’ gas costs for commuting to campus. Students in the NextUp program still have the option to choose from Amazon gift cards, Uber gift cards, Kroger gift cards, and Chevron gift cards.

Guardian Scholars was awarded a \$50,000 grant from the Whittier Trust. With this grant, the Guardian Scholars program ordered Uber, Albertsons, Kroger, and gas cards to help provide meal and transportation assistance for Guardian Scholar students; and \$5,000 from JBAY for the Critical Needs emergency fund for 2025–26.

Guardian Scholars program expanded eligibility and removed the age cap to serve more students. Guardian Scholars now serve students who were in guardianship care, foster care, probation, or ward of the courts for at least one day regardless of age. Guardian Scholars program further expanded eligibility to accept students who complete a dependency override with financial aid.

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

Law Pathway Program

The Law Pathway Program served 105 students. Fifty-six of the participants graduated in Spring 2026 with all transferring to a four-year university. The program was able to offer \$14,500 in scholarships thanks to generous donations and partnerships with community members through the SMC Foundation.

The Law Pathway Program produces outcomes across the entire legal education continuum: students earn scholarships, statewide recognition, transferring to top universities, and are admitted to top law schools. Alumni are practicing attorneys and successfully passed the bar. Faculty are leading statewide conversations: presenting at conferences, moderating panels, and the program is being invited to share its model nationally. Strategic partnerships expand opportunities for future cohorts.

The Law Pathway Program provides equal access and opportunity to higher education to low-income and first-generation students pursuing a career in the legal profession. The program contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals. In addition, it contributes to the following Board of Trustees Goal: 4 and Board of Trustees Priorities: 3, 5, 7, and 10.

Law Pathway Program Year-End Summary 2025–26. The Law Pathway Program continues to expand in scope and impact, advancing equity-driven student outcomes while supporting the CCCCO Vision 2030 goals of completion, baccalaureate attainment, and reduced excess units.

Program Impact:

- Served our largest cohort ever with 105 students and largest graduating and transfer group of 56 students since program's inception ten years ago.
- Program demonstrates strong continued interest from students, with 142 prospective students expressing interest in program for next application cycle.
- 81 percent of participants identify as historically underrepresented, including 63 percent Hispanic, 10 percent African American, and 6 percent Multiracial.
- The gender demographics comprise 63 percent female and 34 percent male identifying.
- Despite substantial growth, the program maintained a 100 percent retention rate, highlighting the value of its comprehensive, equity-focused support model in fostering student success and persistence.
- Strengthened law school partnerships with Pepperdine and Southwest.
- Secured \$1,500 in new scholarships, bringing the total to \$14,500.
- Fundraising efforts for the Law Pathway Fund (balance \$3,225.51) with the SMC Foundation to ensure future support.
- Expanded the program's regional and national impact through conference engagement and recognition, including:
 - Concilio National Community College Hispanic Council (NCCHC) Leadership Symposium, selected to present on the Law Pathway Program, contributing to the national dialogue on equity in higher education by sharing promising practices, program innovations, and strategies for supporting student success in legal education pathways.

- Chief Student Officers Association (CSSO): Deepened engagement with the statewide California Law Pathways network and co-presented at the CSSO Annual Conference, sharing promising practices and the program’s equity-centered design as a statewide model for student success.
- Cal Law Annual Summit Conference: Secured SEAP Equity funds and Associated Student Funds to send six students and one faculty member to attend annual Cal Law Summit that was held at University of San Francisco.
- Cal Law Annual Summit Conference: Moderated a statewide panel of Cal LAW Scholars, including an SMC Law Pathway alumnus who is now a practicing attorney, highlighting the program’s long-term impact and contribution to California’s legal education pipeline.
- Outstanding Student Stipend Award: An SMC Law Pathway student was selected to receive the prestigious award, one of only two students recognized statewide for exceptional achievement and leadership in the law pathway.
- Created equity-centered, career-connected programming to support student success and legal career pathways, including:
 - USC Gould School of Law and Southwest Law School Visits: Students explored the campuses, engaged with faculty, and gained insights into law school curriculum, and the application process.
 - Mock Case Law Class with Dan Stewart: Simulated law school classroom experience through Socratic-style legal analysis.
 - Careers in Law Events featuring Peter Carr, IV and Raul Martinez: Enhanced student awareness of diverse legal career pathways, including civil rights, criminal defense, personal injury, and intellectual property law while fostering an understanding of the importance of representation in the legal profession.
 - Acacia Center for Justice: Established new partnership expanding student access to career exploration opportunities in immigration law and public interest legal advocacy.
 - Santa Monica Courthouse Tour: First-hand view of the judicial process, observation of civil trial, including Q&A with judges and court professionals.
 - Jack Kent Cooke Foundation Undergraduate Transfer Scholarship: A Law Pathway student was selected, chosen from a national pool of more than 1,300 applicants. The scholarship provides up to \$55,000 annually to support completion of a bachelor’s degree, and the student plans to transfer to Georgetown University.

Graduate Success. We proudly celebrate our 56 graduating students, all of whom have been accepted for transfer to top institutions, including UCs, CSUs, USC, and other private universities (Columbia, Georgetown, LMU, Pepperdine, and USC). These students reflect the mission and strength of the program in closing equity gaps and supporting first-generation, system-impacted, and underrepresented students on their paths to legal careers.

The program also continues to celebrate the success of its alumni, with students earning admission to partner law schools, including USC Gould, Santa Clara University School of Law, Pepperdine Caruso School of Law, Loyola Law School, and Southwestern Law School. In addition, several alumni have gone on to

successfully pass the California Bar Examination, demonstrating the program’s sustained impact across the legal education and professional pipeline.

The Law Pathway Program provides equal access and opportunity to higher education to low-income and first-generation students pursuing a career in the legal profession. The program contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals. In addition, it contributes to the following Board of Trustees Goal: 4 and Board of Trustees Priorities: 3, 5, 7, and 10.

Men Of Color Action Network - MOCAN

Future of the College

- The MOCAN team consisted of five MOCAN counselors—one full-time counselor (dedicated one day per week to MOCAN) and four part-time adjunct counselors (total of 36 weekly hours)—alongside four student workers. Two of the MOCAN counselors worked within the Black Collegians Program on a part-time basis and one MOCAN counselor dedicated three days a week to the Adelante Program as a full-time faculty counselor. The team continued weekly planning meetings on Tuesdays via Zoom and Thursdays in-person from 7:30 a.m. to 8:30 a.m. to coordinate programming, student outreach, counseling logistics, and to develop community within the team throughout the year.
- MOCAN interns expanded the MOCAN social media presence, featuring posts with faculty, staff, MOCAN alumni, and current students on topics including transfer preparation, campus resources, time management, and lived experiences.
- The MOCAN staff and faculty held planning retreats throughout the academic year to build and strengthen cross-campus collaborations in support of current and future MOCAN students. These meetings fostered coordination across counseling, student services, and academic programs.

Educational Advancement, Quality and Equity

- Over 30 MOCAN students will graduate and/or transfer to four-year universities, including UC Berkeley, UCLA, UC Irvine, UC Riverside, UC Davis, CSULB, CSUN, CSULA, Charles Drew University, Georgetown University, Loyola Marymount University, and other universities.
- Nearly 90 MOCAN students were eligible to receive awards at the Student Services Award Ceremony, with GPAs ranging from Academic Achievement (3.0–3.49) to Excellence in Academic Achievement (3.75–4.0). Additionally, over 35 students received associate degrees, certificates, and/or are transferring.
- Two MOCAN counselors taught Counseling 20 courses dedicated to MOCAN, Adelante, and Black Collegian students during the Fall 2025 semester. These course sections provided structured academic planning, campus navigation, and community integration for students in their early semesters. This upcoming Fall semester a Counseling 20 and Ethnic Studies 1 course will be taught to MOCAN students. The classes are over two months from their start date and are almost fully enrolled.
- MOCAN counselors completed 582 counseling appointments across Fall 2025 and Spring 2026, serving 227 unique students. Most students met with a MOCAN counselor at least twice per semester. Five counselors provided services across virtual drop-in, in-person, group, phone, and video modalities.

- MOCAN Counselors provided MOCAN Spring Gear-Up workshops, a two-day virtual workshop designed to increase student interaction in preparation for Spring 2026. 20 students gained deeper insight into Associated Student leadership opportunities, academic policies and processes, and how to utilize SMC resources and knowledge that is not easily accessible to students which include the Grade Distribution, P/NP Grading, EWs, the Student Success Grant, and Academic Renewal.
- MOCAN continues to expand its alumni network by connecting SMC graduating students with SMC MOCAN Alumni, building peer communities before students arrive at their transfer institution.
- With three years of data, MOCAN can prove positive grade distribution from students in the program. Furthermore, compared to other MOC at SMC, students in MOCAN have a seven percent greater course success rate in the Fall 2025 semester.
- In regard to term-to-term persistence, compared to non-MOCAN students, there is a difference of 21 percent. MOCAN students persist to the next term at 88 percent versus 67 percent to non-MOCAN students.

Student Life

- Facilitated a MOCAN scholarship application workshop open to MOCAN, Peer Navigators, Adelante, and Black Collegian students. Multiple attendees received scholarships and internships throughout the academic years. MOCAN members received SMC Foundation scholarships totaling over \$125,000.
- Recruited over 15 SMC faculty, staff, and students to serve as mentors and mentees in the Men of Color Mentoring Program. The program creates structured, ongoing relationships between students and campus professionals who share lived experience as men of color.
- Collaborated with Peer Navigators to host once a month BBQs titled “The Link Up” at Virginia Park, averaging 35 attendees per session. Student activities included basketball, chess, corn hole, crocheting, flag football, relay races, and soccer. Invitations were extended to El Camino College and Pasadena City College MOCAN chapters to build cross-campus communities. Additionally, Adelante, Black Collegians, and Peer Navigator students were in attendance.
- Held six MOCAN Expression Sessions (Fall 2025 and Spring 2026). These in-person community dialogue circles addressed topics including mental health, identity, manhood, and academic resilience. The final Expression Session included a Pinning Ceremony. The Ceremony honors transferring MOCAN Scholars and provides mentors the opportunity to personally congratulate each student.
- In collaboration with Black Collegians and Adelante, facilitated six Brotha 2 Brotha sessions and seven Hombre a Hombre dialogue circles, providing culturally affirming, identity-specific affinity spaces for Black and Latino male students respectively. These spaces offered peer connection, storytelling, and guided reflection on cultural identity, masculinity, and campus navigation.
- MOCAN hired four student workers who led outreach to current and incoming first-year students, encouraged MOCAN students to meet program requirements, and facilitated referrals to counselors and campus resources throughout the year.

- In collaboration with El Camino College, conducted a UCLA Campus Tour with 12 MOCAN Scholars (March 2026) to expose students to four-year university culture, connect with admissions staff, and strengthen transfer identity and goal commitment.
- MOCAN interns led the expansion of MOCAN’s social media presence on Instagram, collaborating with Peer Navigators, Adelante, Black Collegians, and Oaxacans at SMC to share campus resources, cultural programming, events, and alumni spotlights. Interns also created a Resource Guide identifying all MOCAN Allies on campus—faculty and staff who can support students with referrals and resources—and distributed it across the program network.
- Extended the Adelante/Black Collegians partnership into math tutoring support by funding a MOCAN student worker with a strong mathematics background to tutor students within the Adelante and Black Collegians space. This investment directly improved math outcomes for students while providing financial support to the MOCAN student tutor.
- Collaborated with the Cosmetology Department, faculty, and students to provide the first MOCAN Cut & Connect in Spring 2026. MOCAN students received free haircuts, facials, and pedicures from the Cosmetology Department to assist students in practicing self-care during mid-terms. Through funds that were raised via the SMC Foundation, MOCAN provided each Cosmetology Department student volunteer with a \$20 gift card to CVS as well as a certificate of appreciation.
- Partnered with Career Services to deliver a career readiness initiative that equipped students with essential networking strategies, resume-building techniques, and effective elevator pitches, enhancing their preparedness for the Santa Monica College Job Fair. Each MOCAN student who met with a Career Counselor received a padfolio in preparation for their next job interview.

Fiscal Stewardship

- MOCAN members received SMC Foundation Scholarships totaling over \$125,000. Notable recipients include Adan Santiago, who received a \$50,000 scholarship and transferred to UCLA, and Adan Jeronimo, who received \$25,000 and attends Cal State Fullerton in the Fall.
- Utilized the SMC campus Bulletins email-forwarding service to facilitate MOCAN fundraisers to supplement student event resources not covered by SMC vendor-approved budgets (such as Costco pizza, hot dogs, gift cards, and raffle gifts). MOCAN’s Foundation Account is approximately at \$400; fundraising remains a critical focus for 2025–26 to sustain programming at scale.

Community Relations

- Attended the Men of Color Action Network Annual Conference on April 3, 2026 at Mt. San Antonio College. Over 300 MOCAN students and 200 faculty and staff members from community colleges across Southern California attended. SMC had the largest turnout of students with over 35+ in attendance. Students were bused from SMC to Mt. SAC. To accommodate SMC students, the bus made an additional stop near LATCC.
- MOCAN Counselors have contacted feeder high schools to promote MOCAN and welcome incoming first year students. High schools included Venice, SAMOHI, Hamilton, Da Vinci, Lawndale, and Culver.
- Co-facilitated professional development workshops virtually and in-person for aspiring professionals looking to move up the professional ladder.

- Strengthened the existing partnership with the Adelante and Black Collegians programs, supporting dually enrolled MOCAN students in accessing services across all three programs such as math tutoring. Ensuring students have a connected support network for both academic and personal success.
- Collaborated with Career Services and Career Counselor to co-facilitate a workshop on the future of Artificial Intelligence (AI) in the workspace and how the world of work is changing. The workshop included emerging careers due to the increased use of AI and how students can increase their skills to find employment.
- Invite SMC alumni and community leaders to the SMC MOCAN staff and faculty meetings that take place each semester. As a result of the meetings, leaders have collaborated to provide resources to our students which include internship and job opportunities.

The Men of Color Action Network supported men of color (students, faculty, staff) at SMC through active campus-wide collaborations related to the following themes:

- Student Success: Supported academic achievement, transfers, scholarships, and course offerings for MOCAN students—including 582 counseling appointments, 30+ transfers, 90 GPA honorees, and \$125K+ in scholarships.
- Community & Mentorship: Built strong peer, faculty, and alumni connections through 20+ structured events, the Men of Color Mentoring Program, and cross-campus collaborative programming with Peer Navigators, Adelante, Black Collegians, and MOCAN chapters at El Camino College, Pasadena City College, and Mt. SAC.
- Leadership & Professional Growth: Developed student leaders through the intern program, student social media expansion, and the large attendance for the Annual MOCAN Conference. Facilitated professional development at partner colleges to cultivate the next generation of diverse community college educators.
- Collaboration & Program Expansion: Strengthened campus partnerships in and out of SMC.

This was made possible by funding provided by SMC and money raised through the SMC Foundation. Our team consists of four part-time adjunct counselors (36 total weekly hours), one dedicated weekday from a full-time counselor, and four student worker/work-study students. SMC's Men of Color Action Network is composed of over 50 faculty and staff representing various programs and departments across our campus. Board Priority: 1, 2, 4, 6, 7, 9, and 11.

Peer Navigator Program

Funded through Student Equity and Achievement Program (SEAP) resources, the Peer Navigator Program continued to provide mentorship, outreach, resource navigation, and individualized support to Black and Latine first-year students during the 2025–26 academic year.

The Peer Navigator Program successfully hired and retained 14 Peer Navigators throughout the academic year. Peer Navigators provided direct support to 1,520 Black and Latine first-year students during Fall 2025 and 1,687 students during Spring 2026. Through a structured outreach model, Peer Navigators completed a minimum of two outreach contacts or contact attempts with students on their caseloads, helping connect students to academic, personal, and campus resources.

Beyond targeted mentoring efforts, the Peer Navigator Program served as a broader point of connection for first-time college students, supporting 2,715 students during Fall 2025 and 2,957 students during Spring 2026. The program collaborated extensively with Outreach & Onboarding, General Counseling, and the Men of Color Action Network (MOCAN) to increase student engagement, streamline access to services, and support enrollment initiatives.

The Peer Navigator Program provided academic counseling for first-time college students and coordinated GPS early alert efforts for students with less than 24 units who were not connected to Special Programs. Through these efforts, students received timely intervention, referrals, academic planning support, and connections to campus resources designed to promote persistence and success.

The Peer Navigator Program continued to support student leadership development and academic achievement. As the academic year concludes, 10 Peer Navigators earned Dean's List recognition, 9 will transfer to UC and CSU campuses, multiple Peer Navigators received institutional scholarships, one student served as the Black Grad commencement speaker, and several Peer Navigators were elected to Associated Students leadership positions.

The Peer Navigator Program supports the Board's goals and priorities related to Educational Advancement, Quality and Equity #4: Continue to decrease equity gaps and increase successful enrollment and persistence for first-time students; and Student Life #7: Devote resources to assist students with personal circumstances that negatively affect student success through equity-minded outreach, academic counseling, peer mentorship, and resource navigation.

Pico Partnership Program

- The Pico Partnership program completed year three in a new 2023–27 grant cycle with the City of Santa Monica.
- Maintained target goal of 75 total participants for the academic year, with 100 percent completing a comprehensive education plan.
- Dispersed \$40,000 in the form of direct aid student grants and as a secondary option, SMC textbook vouchers.
- Met GPA outcome for Fall 2025. Target outcome is for 70 percent of students to complete the Fall semester with a 2.0+ GPA; 71 out of 80 students met this goal, equaling 88.8 percent success rate.
- Distributed Subway meal cards as incentive for students completing mandatory program counseling (three academic, one career, and one wellness) contacts at the end of each primary term, increasing completion numbers. Moreover, procured additional meal cards from various vendors, diversifying options for students.
- Offered various workshops focused on Career (Fall 2025) and Wellness (Spring 2026) for program participants. Additionally, the program hosted a Vision Board collaboration event with the SMC Art department; an annual pumpkin decorating event; annual social event at Lucky Strike; third-annual Year-End Celebration, honoring program graduates and students completing their first year at SMC; and lastly, a new event touring & highlighting a historical landmark in the City of Santa Monica, the Marion Davies Guest House, hosted by the Santa Monica Conservatory.
- 15 Pico Partnership students are graduating or transferring by the end of the academic year. 13 students completed their goal in Spring 2026, while two completed in Fall 2025. All received a program commencement sash and graduation gift bag.

- Employed four student workers throughout the academic year. Three students served as academic youth tutors for Virginia Avenue Park’s academic assistance program, while another student worker served as an office assistant for the program and EOPS suite at large.
- Maintained strong relationships with community partners to refer students to and from the following agencies and organizations: Santa Monica High School, Olympic High School, Youth Resource Team (St. Joseph’s Center), Police Activities League, and Boys & Girls Club of Santa Monica. Established a new MOU with the Pico Youth Family Center. The program increased participation in community events, such as the Virginia Avenue Park Resource Fair and Santa Monica High School College & Career Fair.

Board Goals: 4 & 5 (Educational Advancement, Quality and Equity) & 13 (Community Relations), and Board Priorities: 5, 6, & 7 (Student Life) & 10 (Community and Government Relationships). In collaboration with the city of Santa Monica, 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.

RISING (Reentering Incarcerated and System Impacted Navigating Greatness) Program

- During the 2025–26 academic year, the Rising program continued to expand its impact and support for formerly incarcerated and system-impacted students. The program saw significant growth, serving more than 80 students enrolled in Spring 2026, **a 58 percent growth from last year**. Beyond currently enrolled students, the team continues to maintain connections with many additional prospective and continuing students who seek guidance as they navigate higher education after incarceration. As a result, the program continues to support more than 200 students, including students who may have taken a semester off, are in the enrollment process, or are preparing to begin their educational journey at SMC.
- Through partnerships with transitional programs, community organizations, correctional education programs, and referrals from current students and alumni, the Rising program has strengthened its outreach efforts and increased awareness of educational opportunities available at Santa Monica College. These efforts continue to reduce barriers to higher education and create pathways for students to successfully transition from incarceration to college and beyond.
- The program utilizes targeted outreach to students who identify as formerly incarcerated or indicate an interest in receiving information about resources for formerly incarcerated students on the Santa Monica College application. Monthly outreach communications introduce prospective students to the program, available services, and educational opportunities. This proactive approach helps reduce barriers to enrollment, encourages students to seek support, and fosters a welcoming environment from the moment students begin considering college. Prospective students are identified directly on the SMC application when they select “yes” to being justice/system impacted.
- During the 2025–26 academic year, the Rising program celebrated the success of students who completed certificates, associate degrees, and transfer requirements. This academic year, the program is celebrating 13 students graduating from SMC. Of those graduating, four applied to transfer to continue their education at four-year institutions throughout California. The program remains committed to helping students maximize their educational opportunities by earning multiple credentials, including transfer degrees, local associate degrees, and certificates that enhance career readiness. Many Rising students continue to attend part-time while balancing employment, family responsibilities, parole requirements, and other life commitments, often resulting in longer enrollment periods as they work toward their educational goals.

- Through workshops, community-building activities, and collaborative events, the Rising team continues to cultivate a welcoming and supportive environment for students. The program regularly partners with other student support programs to host events that encourage connection, engagement, and belonging. Monthly “Let’s Get Ready to Mingle” events continue in collaboration with Foster Youth programs and other campus partners. Rising counselors also facilitate workshops focused on student success, career exploration, transfer preparation, financial literacy, and employment readiness. Most recently, the program has launched bi-weekly lunch hour for students. These lunch hours serve two purposes, first, to meet the basic food needs for students while on campus, and second, to provide quick access to a counselor for questions.
- Additionally, the program’s online Canvas resource hub continues to provide students with easy access to resources, counseling services, appointment scheduling, and program information. Open Zoom counseling sessions and flexible counseling options help ensure students can connect with support services in a manner that accommodates their schedules and circumstances.
- The Rising program maintains strong partnerships with community organizations including Homeboy Industries, Amity Foundation, HealthRIGHT 360, The Social Impact Center, Community Legal Aid SoCal, Sunrise Outreach, Al Barro Foundation, and other organizations dedicated to supporting formerly incarcerated individuals. These collaborations provide students with access to legal assistance, expungement services, workforce development opportunities, housing resources, tattoo removal, and other critical support services that facilitate successful transitions from incarceration to higher education and employment.
- The Rising program continues to provide priority registration to eligible students, helping them secure courses that support timely completion of their educational goals. Students also receive assistance accessing textbooks, school supplies, and other educational resources through partnerships with campus programs and available funding sources. The program maintains a close partnership with the SMC Basic Needs, regularly connecting students to food assistance, housing resources, emergency grants, transportation support, and other essential services.
- The team continues to strengthen the program’s visibility and presence across campus through classroom presentations, outreach events, and collaborations with faculty and staff. The program regularly participates in professional development opportunities to educate campus stakeholders about the experiences and needs of formerly incarcerated and system-impacted students. These efforts have increased awareness of the program, expanded referral networks, and fostered a stronger culture of support throughout the college community.

The RISING Program was established in Fall 2021 to provide equal access and opportunity to higher education for formerly incarcerated and system impacted students. The program contributes to Santa Monica College achieving its Student Equity and Vision for Success Goals. In addition, it contributes to the following Board of Trustees Goals: 2, 3 and 5, and Board of Trustees Priorities: 1, 3, 5, 6, 7 and 10.

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

The District’s continued support has allowed the Student Equity Center to build toward having a sustainable support structure. The center continues to grow and has become integral as a thought partner across campus. The center has seen over 100 percent growth in center check-ins by students from its grand opening last year with more than **1,023** individual student check-ins to the center. The center’s three faculty leads and student leadership team has helped implement more **than 87 events in 2025–26** to help support retention and persistence efforts. *Board Goals #3; Board Priority #1, #3, #5, #6, and #7.*

With support from numerous faculty, staff, and 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 maintained programs and events throughout the year for the SMC community. The Student Equity Center brought many outstanding keynote speakers and workshop facilitators who received great reviews from students, staff, and faculty. [Board Priority #1, #3, #5, #6, and #7.](#)

Notable Events and Offerings. 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 2,200+ SMC students, staff, and faculty. Examples (this is not an inclusive list of all the offerings produced this year) included: [Board Priority #1, #3, #5, #6, and #7.](#)

- Hispanic Serving Institution Week (2 events)
- First-Generation College Student Series (3 events)
- Student Equity Center Leadership Series (4 workshops)
- Building Blocks of Leaderful Movements: Past, Present, and Future
- Mucha Riqueza: The Wealth You Carry Leadership Tapestry
- In Honor of Audre Lorde: Anger's Uses in Activist Spaces
- Freedom Dreams: Practicing our Imagination in the Pursuit of our Vision
- UndocuAlly Training
- SMC Affinity Graduating Students Celebrations (5 celebrations)
- Hispanic/Latine Heritage Month (10 events)
- Native American Heritage Month (8 events)
- Black History Month (3 events)
- APIDA Heritage Month (2 events)
- Women's History Month (6 events)
- Sexual Assault Awareness Month (5 events)
- Women of Color & Femme Collective Series (4 workshops)
- Gaypril (4 events)
- Undocumented Student Success Week (4 events)
- Bi-Weekly Caregiver Support Space

Student Life (Associated Students)

We are excited to share that the Associated Students continues to have success electing student government leaders. This speaks volumes to the resilience and persistence our SMC students continue to display and is no small feat with many nearby community college districts continuing to face challenges in filling their own student government boards. Some highlights include all positions being filled for the upcoming 2026-27 academic year as well as continued growth in student engagement year to year since the pandemic. [Board Priority #4.](#)

The AS continued to support integral programs, events, and departments (\$1,000,000+) such as Student Travel, Native Indigenous Heritage Month, student engagement opportunities (virtual and on-ground), basic needs initiatives, and many more important projects. [Board Goal #3; Board Priorities #1, #4, #5, #6, #7, #9, and #10.](#)

Many of the Directors will be graduating and transferring. Many have been accepted and will be transferring to phenomenal schools like Columbia, UC Berkeley, UCLA, University of Southern California, and University of San Diego.

Civic Engagement. SMC continues to finish in the top ten in the statewide Ballot Bowl challenge in the California Community College category.

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 2026-27 academic year and have plans in place for Constitution Day. *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. This year we planned a week of civic engagement programming. *Board Priority #1 and #3.*

Inter-Club Council (ICC). For a sixth year, we saw an increase of installed student clubs and organizations ending this academic year with **118 clubs across both semesters**, continuing to exceed the most student clubs registered at SMC in any academic year. We anticipate continuing to see more student club involvement as students continue to seek ways to get involved. *Board Goal #3; Board Priorities #3, #4, and #5.*

Office of Student Life. We continue to improve our services and offerings by streamlining processes and policies for student engagement within Student Life. We continue to adjust and create support materials to help students, staff, and faculty to help support our Associated Students sponsored proposals and student clubs and organizations. A highlight of the office this year included reimplementing the FLVR program, a resource that supports students with food insecurity by providing several hot meals throughout the semester and individualized academic counseling. *Board Priority #3, #4, #5.*

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. 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. The number of student clubs and proposals to A.S. continue to trend positively and have exceeded highest numbers on record. *Board Goal #3 Board Priorities #1, #3, #4, #5, #6, and #7.*

Veterans Success Center

The Santa Monica College Veterans Success Center (VSC) has seen quite an influx of student veterans as well as veteran dependents (children and spouses of veterans). Our goal is to offer a variety of flexible counseling modalities (in-person, phone, and Zoom) as we continue to progress as a Veterans Center that is designed to be more inclusive and equitable to our student population and better describe the philosophy and mission of the center. We will be working with a vendor along with facilities to have a “honor wall” installed. The plan is now to create signage in the VSC lounge area to help student veterans identify with the space all while allowing them to feel welcomed and honored at SMC. Along with the honor wall, we were able to work with the SMC Marketing team to design custom table covers and retractable banners with the VSC logo and SMC lettering so that we can use these items during outreach events as well as tabling during VIP Day and Club Row. Moving into the 2026–27 academic year, the VSC team hopes to continue working on the following projects: the honor wall, installation of additional TVs

for advertising and marketing, and transitioning file systems to help streamline student paperwork processes. *Board Priorities: 1, 2 and 4.*

- The current faculty leader (Kevin Benitez) will continue as faculty leader in conjunction with the administrative staff in the VSC. Work will continue building partnerships with nonprofit organizations that can provide services to one of our nation’s most vulnerable populations. *Board Priorities: 1, 2, and 3.*
- The Veterans Success Center continues to utilize the **ongoing funding from the Chancellor’s Office** to assist students with basic need requests, more counseling hours for counselors, and more on and off campus events for student veterans. *Board Priority: 2.*
- The VSC continues to offer **telephone and Zoom academic counseling appointments, digital paperwork processing**, and send important announcements via the Veterans Success Canvas Shell along with in-person tutors from the SMC writing center and tutors from the Math lab that provide tutoring in the VSC. To remain flexible to students’ needs, we provide services in all modalities and have begun to include drop-in hours to assist students with last minute requests. In addition, we have a veteran’s counselor available in person Monday through Thursday. The feedback from students is that they appreciate the multiple modalities to become successful at SMC and beyond. *Board Priority: 2.*
- The VSC expanded its services to include **social work interns as well as mental health interns**. In collaboration with the Center for Wellness and Wellbeing, the VSC will have graduate level social worker interns provide mental health therapy and also provide referral to services such as basic needs, referrals to external agencies, homelessness, emergency Cares Act funding, food pantry and referrals to mental health. These interns are instrumental as many students are not aware of many of the resources offered at SMC. *Board Priorities: 2 and 4.*
- The VSC continues to collaborate with the Center for Students with Disabilities; this collaboration affords student veterans and their families access to DSPS from the comfort of the Veterans Success Center. This was done by providing an office in the VSC on Thursdays to the Acquired Brain Injury Specialist from DSPS to meet with students one on one. *Board Priorities: 2 and 4.*
- In Fall 2025, the VSC organized a “Welcome Back” event in the Cayton Center shared space. This event was for faculty and staff to introduce themselves and talk about the services we provide. We also provided students with food and refreshments and an opportunity to get to know each other by hosting a “personality scavenger hunt”. We were excited to see over 30 veterans show up for this event. We were very happy that the event was well-attended; students were very appreciative and grateful for the opportunity to meet other student veterans and provide them with an opportunity to unwind. Additionally, the VSC hosted our third annual “Holiday Luncheon” where we had 26 student veterans and their family members attend. The event was in the VSC and specifically organized in between Thanksgiving and Christmas to make sure we can get maximum attendance before students left for the winter break. *Board Priorities: 5, 6, 7, 10.*
- In Spring 2026 we hosted our third Annual Veterans Graduation Celebration Luncheon. The event was to congratulate student veterans who were graduating and/or transferring. Other departments and programs that support the VSC were also invited (GCTS, DSPS, Admissions etc.) The event was well attended by students, faculty, and staff. Students were provided with a personalized sash with their branch of service embroidered into the sash along with a red, white, and blue cord, a Military Edition “Proud to be SMC” t-shirt and a goodie bag with snacks and

school supplies. Students were also provided with a cap and gown free of charge. *Board Priorities: 5, 6, 7, 10.*

- The faculty leader of the VSC has continued to build relationships in the community and through philanthropic outreach efforts established relationships with external partners and received a total of \$60,000 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, attending sporting events, and student scholarships. Activities such as those listed above have been found to build community and comradery among student veterans who otherwise find themselves isolated once they depart from the military. The hope is that we can start hosting more of these recreational events soon. *Board Priorities: 7, 9, 10, and 11.*

GRANTS

Grants Advisory Committee. The President’s Grants Advisory Committee (GAC) is comprised of classified educators, administrative staff, and faculty members from various departments including Workforce and Economic Development, Institutional Research, Communications, and Life Sciences. The GAC also includes senior administration representing several department areas. The GAC established formal internal processes and continues to refine those processes to ensure transparency as well as fiscal and programmatic accountability, including protocols to ensure all necessary department leads and area vice presidents are well-informed, and sign off on the grant submission.

Prior to submission to a potential funding agency, the GAC has a five-step framework to support proposals and gain institutional support and pre-approval for grant proposals. This process ensures the proposed grant is aligned with District goals, ensures the District is represented on all grant-funded projects, and grant compliance requirements are aligned and coordinated with District departments.

The Committee advises and makes recommendations to the Superintendent/President on all federal, state, and local grant opportunities that may benefit and impact the college.

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

- **Impact on the college community,** 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,** including staffing, fiscal, and facilities capital necessary to ensure sustainability before, during, and after the period of performance of the grant. Over the 2025–26 year, resources to support grant programs have become strained. As a part of the grant approval process, departments including Human Resources, Fiscal Services, and Marketing have indicated their staffing is at capacity to oversee and manage grant activities proposed by faculty and staff. The reduction in workforce approved by the Board of Trustees at its February 3, 2026 and May 5, 2026, meetings further limit the ability of departments, including the Department of Institutional Research (IR) which provides pre- and post-award grant support, to provide the services necessary to ensure full and successful

implementation of the grant programs awarded through various state and local funding sources. The Grant Advisory Committee has recommended that the Grants Office seek grants with a minimum of \$250,000. Despite seeking opportunities with a minimum grant award, the Grant Advisory Committee has determined that it may decline funding opportunities based on the capacity of resource department to carry forward the compliance requirements to implement certain grant programs.

- **Development Capacity.** As a part of the grant approval process, the Grant Advisory 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 on 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. The Grants Office works closely with all area Vice Presidents, District’s General Counsel, and VP of Business and Administration in the review of compliance and alignment with institutional goals to ensure that the District will be able to accept the award and fully implement the scope of work if awarded.
- **Timing of grant opportunities.** Granting agencies may have short turnaround timeframes from the announcement of available funding to the deadline for the submittal of proposals. To allow for thoughtful review and consideration of all proposals, the Committee requires 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 Grants Office has worked with project managers and faculty to support opportunities that have been presented to ensure the Grant Advisory Committee has the time to review and consider proposals—this includes review and concurrence from 10 departments including human resources, general counsel, facilities and other operational departments; fiscal concurrence; and full Grant Advisory Committee consideration to have sufficient time to develop and thoughtfully complete a competitive grant proposal.

Board Priority: Fiscal and Facilities #8; Student Life #6, #7

Grants Office Staffing. SMC approved the hiring of a Project Manager to support the Grants Office, and the Board of Trustees approved the candidate for this position at its June 4, 2024, meeting. The new Project Manager started July 1, 2024. Since the hiring, the Project Manager, Grants developed and administered several federal and state grants, contributing to the overall success of the Grants Office in securing awards. The Project Manager, Grants was also responsible for supporting principal investigators in the pre-award and post-award grant activities and serving as the administrative lead on several awarded grants.

Post-award administrative activities included conducting quarterly project manager meetings to monitor the activities of the grant awards and providing assistance with reporting, budget management, and other compliance requirements of the grant award. The Project Manager, Grants also enhanced the Grant Office’s research capabilities, identifying new sources of funding and opportunities for consideration by faculty and staff across the campus. On January 29, 2026, the Project Manager, Grants was notified that the position was included in the workforce reduction and layoffs. The elimination of this position was approved at the February 3, 2026, Board of Trustees meeting. The Project Manager subsequently resigned in February 2026.

Board Priority: Fiscal and Facilities #8

Program Review. As a part of the college’s mandated institutional planning process, the Grants Office in collaboration with the Foundation team authored the SMC Foundation’s and Grants Office’s Six-Year Comprehensive Program Review (CPR). The CPR highlights the Grants Office and Foundation accomplishments, challenges, and opportunities over the review period (2020 –2025) and looks forward beyond that period. The final document was submitted April 1, 2026.

Board Priority: Educational Advancement, Quality, and Equity #3, #4; Fiscal and Facilities #8; Community and Government Relationships # 10.

Fiscal Support. During this fiscal year the Grants Office, in coordination with the Fiscal Services Office and the Office of Institutional Research, prepared the renewal of the college’s designation of eligibility under Section 312 of the Higher Education Act (HEA) of 1965 which enables the college to apply for grants through various federal programs and approves the eligibility for a waiver of the non-Federal share matching requirements that applies for a one-year period. The waivers were approved in May 2026 and the college was designated as an eligible institution for the Strengthening Institutions Program (SIP) under section 312 of the HEA.

In December 2025, the College was designated as a Black Serving-Institution in response to its June 2025 application prepared by the Grants Office in coordination with the Black Collegians Program Umoja Community; Division of Equity, Pathways and Inclusion; and other campus stakeholders.

California’s Senate Bill 1348 (SB 1348), signed into law by Governor Newsom on September 26, 2024, was established to recognize campuses that “excel at providing academic resources to Black and African American students”. Additionally, during the 2025–2026 legislative cycle, Assembly Bill 335, Designation of California Black-Serving Institutions Grant Program, was introduced but did not advance in the 2025–26 legislative session.

For the 2026–2027 legislative cycle, trailer bill language and funding request was submitted. The request is for \$25 million in one-time funds, which would guarantee each Black-Serving Institution \$250,000 just for applying for the grant. In addition, a supplemental grant would be available for at least \$250,000 but not more than \$500,000, as determined by the Black Serving Institution Governing Board. At the time of the writing of this report, no action has been taken by the legislature.

Wildfire Relief. The Grants Office was instrumental in applying for and being awarded an additional \$200,000 (above the \$1.6M obtained in the prior year) in wildfire relief funds to support new students who would have been in high school during the 2025 emergency and continuing students that were affected by the Palisades and Eaton wildfires. Applications and support were received from the Foundation for California Community Colleges and the Foundation for the Los Angeles Community Colleges.

Board Priority: Fiscal and Facilities #8; Student Life #6, #7; Community and Government Relationships #10

Federal Grant Regulations. The Grants Office continued to monitor federal legislation and regulatory changes affecting current federal awards, including a Department of Education STEM grant and a National Science Foundation Biotechnology grant, while assessing implications for future grant opportunities.

Beginning in January 2025 and continuing through 2026-27, several Executive Orders and proposed federal regulations introduced new restrictions related to diversity, equity, and inclusion (DEI), immigration, and gender identity. Of particular concern is Executive Order 14173, Ending Illegal

Discrimination and Restoring Merit-Based Opportunity, which challenges certain DEI-related practices in higher education and has created uncertainty regarding institutional compliance requirements.

In February 2026, the General Services Administration (GSA) proposed new certifications for entities renewing registration in the System for Award Management (SAM.gov), requiring grant applicants to attest to compliance with federal provisions related to DEI, immigration, and public safety. In March 2026, the California Attorney General and other state attorneys general formally opposed these proposed certifications, arguing that they conflict with federal law.

In May 2026, the Office of Management and Budget issued proposed revisions to the Guidance for Federal Financial Assistance that would further strengthen federal requirements related to grant administration, including provisions affecting DEI, immigration, and gender identity.

Given the evolving federal regulatory environment and requirements that are inconsistent with District policies and practices, senior leadership—in consultation with the District’s Campus Counsel and the Federal Action Impact Analysis Team—has made the difficult decision to pause applications for new federal grants until such time that conflicting federal directives are rescinded or the District can reasonably comply with all applicable requirements.

The Grants Office continues to actively monitor federal regulatory developments and coordinate with senior leadership, General Counsel, Fiscal Services, faculty leads, and project managers to ensure compliance with existing federal awards and assess potential impacts on grant-funded programs.

Board Priority: Fiscal and Facilities #8

Grant Training: The Grants Office continues to present trainings to ensure faculty, staff and senior leadership receive timely information that helps them to secure funding to support faculty professional development and student success programs. The Grants Office presented a robust training on Grant Writing 101, Understanding the Basics, at Fall Professional Development Day sharing tips on developing strong grant applications and highlighting common mistakes to avoid ensuring a strong, competitive application. The Grants Office in collaboration with the SMC Foundation team also shared information about the resources offered through the Foundation as a part of the Caring Campus Coffee Connections professional development initiatives.

Board Priority: Fiscal and Facilities #8

California Governor’s Budget: The Grants Office continues to monitor the Governor’s Budget and its impacts on the discretionary grants available to support District curriculum and programs. In its May revise the Governor’s Budget continues the use of Strong Workforce Program funds for nursing program expansion via the Rebuilding Nursing Infrastructure (RNI) Grant Program. The RNI program is intended to continue expanding nursing programs and partnerships over five years. The District has successfully applied for and been awarded the first two rounds of funding totaling over \$2M.

Despite continued fluctuations in the Governor’s budget, the Grants Office will continue to seek grant opportunities on behalf of the District and the Foundation to eliminate barriers to ensure academic success for Santa Monica College students.

Board Priority: Fiscal and Facilities #8

Santa Monica College Grant Activity Summary

Grants Submitted		Requested	Awarded	Pending
District	14	\$5,577,987	\$2,756,890	\$30,500
Foundation	17	\$2,164,689	\$ 790,000	\$67,400
Total	31	\$7,742,676	\$3,546,890	\$97,900

Santa Monica Community College District Grant Activity							
Funding Source	Type	Amount Requested	Outcome	Amount Secured	Amount Pending	Program Lead	Purpose
California Community College Chancellor's Office	State	\$2,000,000	Secured	\$1,319,807		Eric Williams	Note 1
The Walton Family Foundation (Builders Vision Philanthropy)	Local	\$72,917	Secured	\$72,917		Karol Lu	Note 2
Foundation for the Los Angeles Community Colleges	State	\$125,000	Secured	\$125,000		Susan Fila	Note 3
Merritt Capital	Local	\$100,000	Secured	\$100,000		Steven Sedky	Note 4
Foundation for California Community Colleges	State	\$100,000	Secured	\$100,000		Steven Sedky	Note 5
California Community College Chancellor's Office	State	\$150,000	Secured	\$150,000		Tre'Shawn Hall-Baker	Note 6
California Community College Chancellor's Office	State	\$983,877	Secured	\$540,585		Debra Joseph-Locke	Note 7
US Department of Education	Local	\$348,581	Secured	\$348,581		Vanan Yahnian	Note 8
National Oceanic and Atmospheric Administration (NOAA)	Federal	\$30,500	Pending		\$30,500	Karol Lu	Note 9
Los Angeles County Chief Executive Office Anti-Racism, Diversity, and Inclusion Initiative	State	\$100,000	Declined			Steven Sedky	Note 10
Department of Defense	Federal	\$600,826	Declined			Sarah Kurtoic/Karol Lu	Note 11
US Department of Agriculture; National Institute of Food and Agriculture	Federal	\$150,000	Declined			Karol Lu	Note 12
California Community College Chancellor's Office	State	\$395,294	Declined			Steven Sedky	Note 13
California Community College Chancellor's Office	State	\$420,992	Declined			Karol Lu	Note 14
TOTAL District		\$5,577,987		\$2,756,890	\$30,500		

Purpose

Note 1 - To develop and expand an alternative pathway for nursing education by offering the SMC Nursing program in the evening and/or weekends for students to successfully obtain their associate degree in nursing (ADN).

Note 2 - Development of an interdisciplinary Aquaculture certificate program to train the workforce in the emerging field of regenerative aquaculture.

Note 3 - NEST: Navigating Education and Support for Thriving Families - Collaborative learning community focused on improving outcomes for student parents and expanding access to essential support.

Note 4 - Santa Monica College Affordable Housing Property Management Certificate Program

Note 5 - Health Care Access and Information (HCAI) Wellness Coach Designated Education Program

Note 6 - Equal Employment Opportunity Innovative Best Practices Program

Note 7 - Rising Scholars Network

Note 8 - Title III STEM to support low-income students attaining degrees in the fields of science, technology, engineering and math (STEM)

Note 9 - Pacific Region Sea Grant- Minority Serving Institution Collaborative Hub: Bridging Education, Research, Outreach and Workforce Development for Engagement in Aquaculture

Note 10 - Scaling the Santa Monica College (SMC) Homeless Service Work (HSW) Certificate Program to Los Angeles Trade Technical College and Long Beach City College

Note 11 - Enhancing Chemical Education and Technology Training with Nuclear Magnetic Resonance (NMR) Spectroscopy

Note 12 - Developing an Alliance for Training for Agriculture in Urban Students (DATA-US)

Note 13 - Industry Driven Regional Collaboratives (IDRC) for Homeless Services

Note 14 - Industry Driven Regional Collaborative (IDRC) for Aquaculture Programs

Santa Monica College Foundation Grant Activity							
Funding Source	Type	Amount Requested	Outcome	Amount Secured	Amount Pending	Program Lead	Purpose
Dorothy Rupe Foundation	Local	\$55,789	Secured	\$45,000		Eric Williams	Note 15
RX Foundation	Local	\$90,000	Secured	\$90,000		Steven Sedky	Note 16
Foundation for California Community Colleges	Local	\$100,000	Secured	\$100,000		Lizzy Moore/ Tracy Beidleman	Note 17
The Sherwood Foundation	Local	\$25,000	Secured	\$20,000		Lizzy Moore/ Tracy Beidleman	Note 18
United Way of Greater Los Angeles	Local	\$355,000	Secured	\$355,000		Steven Sedky	Note 19
Foundation for the Los Angeles California Community Colleges	Local	\$100,000	Secured	\$100,000		Lizzy Moore/ Tracy Beidleman	Note 20
Michael and Alice Kuhn Foundation	Local	\$20,000	Secured	\$20,000		Lizzy Moore/ Tracy Beidleman	Note 21
Golden Globe Foundation	Local	\$10,000	Secured	\$17,000		Sharyn Obsatz	Note 22
Golden Globe Foundation	Local	\$43,000	Secured	\$43,000		Salvador Carrasco/ Drew Davis	Note 23
Golden Globe Foundation	Local	\$17,680	Pending		\$17,680	Sharyn Obsatz	Note 24
Golden Globe Foundation	Local	\$44,720	Pending		\$44,720	Salvador Carrasco/ Drew Davis	Note 25
Foundation for California Community Colleges	State	\$5,000	Pending		\$5,000	Debra Joseph Locke	Note 26
California Office of Emergency Services	State	\$250,000	Declined			Matthew Kiaman	Note 27
Rotary Club of Santa Monica	Local	\$3,500	Declined			Susan Fila	Note 28
Nordstroms Foundation	Local	\$20,000	Declined			Lizzy Moore/ Tracy Beidleman	Note 29
Kroger Foundation	Local	\$25,000	Declined			Lizzy Moore/ Tracy Beidleman	Note 30
ECMC Foundation	Local	\$1,000,000	Declined			Lizzy Moore/ Tracy Beidleman	Note 31

TOTAL Foundation		\$2,164,689		\$790,000	\$67,400		
TOTAL District and Foundation		\$7,742,676		\$3,546,890	\$97,900		

Purpose

Note 15 - SMC Certified Nursing Program

Note 16 - Homeless Services Work Program

Note 17 - Wildfire Relief Continued Support

Note 18 - SMC Basic Needs Emergency Relief Grant

Note 19 - Homeless Services Work Certificate Program

Note 20 - Wildfire Relief

Note 21 - Student Equity Scholarships

Note 22 - Journalism Scholarships

Note 23 - Fellowship for Film 33 Course - Making the Short Film

Note 24 - Journalism Scholarships

Note 25 - Fellowship for Film 33 Course - Making the Short Film

Note 26 - Digital Equity for Foster and Former Foster Youth

Note 27 - SMC Security Cameras

Note 28 - SMC Lactation Rooms Re-imagining Project

Note 29 - SMC Basic Needs Emergency Grant Program

Note 30 - GIVING THANKS(giving) Program Support

Note 31 - Wildfire Relief

INFORMATION TECHNOLOGY

The 2025–2026 Board of Trustees Annual Goals and Priorities reflect a comprehensive and forward-looking strategy centered on student success, institutional resilience, and operational sustainability.

Building on this framework, a key milestone achieved by Information Technology (IT) this year is the enabling of students statewide to search for and discover Santa Monica College (SMC) courses and expand access to online learning opportunities. This milestone supports the Board’s broader emphasis on strengthening the future of the college through teaching and learning, leadership transition, organizational alignment, and enrollment growth, while advancing educational quality and equity.

Coinciding with these strategic initiatives, continued investment in and advancement of institutional technology infrastructure further positions the College to deliver accessible, high-quality education, expanding its local and statewide impact through deliberate, innovation-driven, and comprehensive practices.

Highlights for 2025–26 include:

California Virtual College (CVC) Phase 1 Implementation and Enrollment Access Enhancement. IT fortifies educational equity, student access, and institutional resilience by collaborating with business units and successfully completing **Phase 1** of the **CVC** implementing an important milestone that now enables students from other colleges to search for and discover SMC courses, including the introduction of automated residency processing to support streamlined access and enrollment through CCCApply.

Board Priority 3: Educational Advancement, Quality, and Equity. This initiative positions the college to broaden online learning access, improve transfer outcomes, and reinforce equitable student success through flexible, high-quality academic pathways. Board Priority 7: Student Life. Expands access to courses by enabling students to enroll in online classes that meet their needs when local options are limited or unavailable.

Campus Safety Communication Modernization and Cost Optimization. Completed the implementation of the **RAVE Emergency Notification System (ENS)** and **RAVE Mobile Safety application (Corsair Alert)** in collaboration with Police Services to enhance campus safety, ensure swift emergency alerts and communication for students, faculty, staff, and visitors. The system provides critical safety features and centralized alerts through the Corsair Alert platform, supported by secure data validation. This implementation also replaced the FinalSite (formerly Blackboard) notification system, resulting in annual cost savings of \$70,000.

Board Priority 3: Educational Advancement, Quality, and Equity. Supports a safe, inclusive, and supportive environment for students and staff through enhanced emergency communication and safety tools. Board Priority 7: Student Life. Advances initiatives that address student well-being and remove barriers to success by providing timely safety alerts and accessible emergency resources. Board Priority 8: Fiscal and Facilities. Supports efficient operations and cost control through modernization of campus safety communication systems. Board Goal 6: Fiscal Stewardship. Achieves cost savings and improves operational efficiency by replacing an outdated system, reducing annual expenses while maintaining essential services.

AI Governance and Accessibility Framework Development. Established two governance councils to advance the responsible, ethical, and acceptable use of generative artificial intelligence across the College, resulting in the development of draft Board Policy (BP 3775) and Administrative Regulation (AR 3775). In parallel, strengthened the College's commitment to accessibility through leadership in Universal Design initiatives, promoting equitable access across all digital and physical environments and advancing the development of an institutional Accessibility Capability Maturity Model.

Board Priority 1: The Future of the College. Positions the institution to adapt to emerging technologies through formal governance, responsible innovation, and forward-looking policy development aligned with institutional strategy. Board Priority 3: Educational Advancement, Quality, and Equity. Promotes a supportive, inclusive, and innovative academic environment through the development of policy frameworks and Universal Design practices that ensure fair and consistent access to instructional resources. Board Priority 7: Student Life. Supports initiatives that remove barriers to participation by ensuring accessible digital and physical environments for all students, including those with disabilities.

Vision-Aligned Reporting (VAR) Phase 1 Implementation and Compliance Reporting. Completed Phase 1 implementation of the California Community Colleges Vision-Aligned Reporting (VAR) initiative, establishing a structured data collection and reporting process aligned with the state's **Vision 2030 strategic goals**. This effort enables the College to systematically track and report on key student service programs, supporting statewide objectives to improve student outcomes, increase credential attainment, and reduce equity gaps through data-informed decision-making.

Board Goal 1: The future of the College. Supports strategic planning and institutional effectiveness by aligning reporting practices with statewide Vision 2030 goals and performance expectations. Board Goal 2: Educational Advancement, Quality, and Equity: Directly supports the measurement and improvement of student outcomes, including completion, persistence, and closing equity gaps, through structured data reporting and analysis. Board Priority 7: Student Life. Contributes to improved student services and support programs by ensuring accurate tracking and evaluation of initiatives that impact student success.

International Student Application Portal (iApp) Redesign and Enhancement. Redesigned and enhanced Santa Monica College’s International Student Admission Portal (iApp), a centralized digital platform that streamlines the international application process, improves communication, and ensures regulatory compliance. The redesigned system enables prospective students and authorized international agents to create accounts, complete applications, upload required documentation, submit fees, and register for information sessions within a single, integrated environment, improving overall usability, accessibility, and process efficiency.

Board Priority 1: The Future of the College. Supports enrollment growth by improving access and efficiency in the international student application process, contributing to increased enrollment opportunities. Board Priority 3: Educational Advancement, Quality, and Equity. Supports an inclusive and supportive environment by improving access to institutional services for a diverse global student population. Board Priority 7: Student Life. Reduces administrative and procedural barriers for prospective students navigating the admissions process from abroad.

Board Priority 10: Community and Government Relationships. Promotes global engagement and strengthens the college’s reach and service to international communities.

IT Service Delivery and Support Operations Enhancement. During the 2025–2026 reporting period, IT supported a total of 17,042 service requests, reflecting a notable increase from the prior year and continued growth in campus reliance on technology services. Despite the higher volume, IT maintained consistent service delivery and responsiveness by streamlining support processes and optimizing resources, ensuring reliable technical support for students, faculty, and staff.

Board Goal 1: The Future of the College. Supports institutional effectiveness and growth by scaling IT service delivery to meet increasing campus demand and reliance on technology. Board Priority 3: Educational Advancement, Quality, and Equity. Supports a responsive and reliable technology environment that enables continuous access to instructional and administrative services for students, faculty, and staff. Board Priority 7: Student Life. Enhances student support and access to services by ensuring timely resolution of technical issues that impact learning, engagement, and overall student experience. Board Priority 8: Fiscal and Facilities. Promote operational efficiency and service scalability by effectively managing increased service demand through optimized processes and resource allocation.

Identity and Access Management Modernization and Security Enhancement. Completed the migration from **PortalGuard to Microsoft Entra ID**, modernizing the College’s identity and access management environment. This transition strengthens institutional security and streamlines authentication by providing centralized Single Sign-On (SSO) and Multi-Factor Authentication (MFA), improving secure access to systems for students, faculty, and staff while enhancing overall operational efficiency.

Board Priority 3: Educational Advancement, Quality, and Equity. Supports a secure, reliable, and accessible technology environment that enables students, faculty, and staff to safely access institutional resources. Board Priority 7: Student Life. Enhance student experience by providing streamlined and secure access to systems, reducing barriers to accessing services and learning resources. Board Priority 8: Fiscal and Facilities. Promotes efficient operations and long-term sustainability by modernizing authentication infrastructure and strengthening cybersecurity practices and programs.

GLBA Compliance Audit Completion for Financial Aid and Financial Systems. Successfully completed the Gramm-Leach-Bliley Act (GLBA) compliance audit for Financial Aid and Financial Services, validating the College’s safeguards for protecting sensitive nonpublic personal information (NPI), including student financial and identity data. This achievement confirms that Santa Monica College meets federal requirements for data security, risk management, and privacy controls, strengthening institutional

compliance, reducing potential exposure to regulatory risk, and reinforcing the College's commitment to safeguarding student information and maintaining operational integrity.

Board Goal 7: Fiscal Stewardship. Mitigates financial and legal risk by ensuring compliance with federal regulations and protecting the College from potential penalties associated with data breaches or non-compliance. Board Priority 3: Educational Advancement, Quality, and Equity. Supports a safe and secure environment for students and staff by safeguarding sensitive financial and personal data, ensuring trust and integrity in institutional services. Board Priority 7: Student Life. Protects students' financial and personal information, ensuring secure access to financial aid and related services that are critical to student success. Board Priority 8: Fiscal and Facilities. Promote operational integrity and sustainability by strengthening cybersecurity practices and ensuring secure handling of institutional data.

IT Governance and Strategic Communication Framework. Conducted structured, purpose-driven leadership and operational meetings to strengthen governance, coordination, and decision-making across Information Technology. This included bi-weekly executive meetings with the Superintendent/President, Senior Staff Meetings, weekly meetings with IT Directors and Managers, standing weekly systems and development meetings, monthly network operations reviews, and quarterly all-staff IT forums to ensure alignment, transparency, and effective communication across the organization.

Board Goal 2: The Future of the College. Supports organizational alignment and effective leadership coordination through structured governance meetings that enhance decision-making and cross-functional collaboration. Board Priority 3: Educational Advancement, Quality, and Equity. Promotes a supportive and collegial environment for staff by ensuring consistent communication, shared understanding of priorities, and coordinated service delivery across IT. Board Priority 7: Student Life. Advances efficient operations by improving planning, oversight, and resource coordination through regular, structured management and operational meetings. Board Priority 8: Fiscal and Facilities. Enhances the effectiveness of student-facing services by ensuring IT teams are aligned and responsive to institutional and student needs through consistent communication practices.

Disaster Recovery Tabletop Exercise and Business Impact Readiness. Completion of a comprehensive Disaster Recovery (DR) tabletop exercise to simulate a data center incident, validating the College's preparedness for system disruptions and ensuring continuity of critical operations. This effort reinforced the institution's Business Impact Analysis (BIA) framework by evaluating operational risks and confirming established Recovery Time Objectives (RTO) and Recovery Point Objectives (RPO), strengthening the College's overall resilience and ability to respond effectively to potential outages.

Board Priority 3: Educational Advancement, Quality, and Equity. Supports a secure, stable, and resilient technology environment that ensures continuity of instructional and administrative services, even during system disruptions. Board Priority 7: Student Life. Helps minimize disruptions to student services and learning by ensuring preparedness for incidents that could impact access to systems and resources. Board Priority 8: Fiscal and Facilities. Advances operational resilience and sustainability by strengthening disaster recovery capabilities and ensuring efficient response to potential infrastructure failures.

Faculty Student Evaluation Software Implementation. Designed and implemented an in-house Faculty Student Evaluation Application to replace the Watermark system, centralizing and streamlining the collection of student feedback on instruction. The application captures both qualitative and quantitative data, providing faculty and administrators with actionable insights to support continuous improvement in teaching quality, strengthen faculty development, and enhance overall academic effectiveness.

Board Goal 2: Educational Advancement, Quality, and Equity. Directly supports continuous improvement in teaching and learning by providing faculty with data-driven insights to enhance instructional quality and student success outcomes. Board Priority 3: Educational Advancement, Quality, and Equity. Promotes a supportive, inclusive, and high-quality academic environment by strengthening faculty development and enabling more responsive, evidence-

based instruction. Board Priority 7: Student Life. Enhances the student experience by ensuring their feedback is effectively captured and used to improve course delivery, engagement, and overall learning conditions. Board Priority 8: Fiscal and Facilities. Improves operational efficiency and long-term sustainability by replacing a third-party system with an internally developed solution, reducing costs and increasing institutional control over data and processes

Integrated Course Materials (Bookstore) Management Implementation. Successfully implemented **Slingshot**, an educational technology solution that automates and streamlines the sourcing, rental, and delivery of required course materials to students. This initiative improved access to textbooks and learning resources, simplified administrative processes, and enhanced the overall student experience by ensuring timely and reliable distribution of instructional materials.

Board Goal 3: The Future of the College. Contributes to enrollment growth and institutional effectiveness by improving the student experience through streamlined, student-centered services. Board Goal 4: Educational Advancement, Quality and Equity. Supports improved student success and course completion by ensuring timely and equitable access to required course materials. Board Priority 3: Educational Advancement, Quality and Equity. Promotes an inclusive and supportive environment by ensuring all students have consistent access to essential learning resources. Board Priority 6,7: Reduces financial and access barriers for students by simplifying the process of obtaining textbooks and course materials, supporting overall student well-being and success.

IT Organizational Restructure and Resource Realignment. Consolidated three management positions into two following the retirement of the IT Infrastructure Manager and successfully reorganized operations to address the loss of four redeployed staff due to a reduction in force, ensuring continuity of services and operational efficiency.

Board Goal 2: The Future of the College. Supports the objective to complete a reorganization of the college by improving organizational structure and operational alignment within IT. Board Goal 6: Fiscal Stewardship. Advances efforts to stabilize the college's fiscal structure by optimizing staffing levels and reducing management overhead. Board Priority 3: Educational Advancement, Quality, and Equity. Supports a stable and effective workforce environment, ensuring continuity of services that contribute to a supportive and functional college environment. Board Priority 8: Fiscal and Facilities. Promote cost control, efficiency, and sustainable operations through strategic consolidation of positions and resource realignment.

Telecommunications Cost Reduction and Infrastructure Modernization. Decommissioned legacy analog phone services across the district, resulting in annual cost savings of over \$100,000 while modernizing telecommunications infrastructure and improving efficient communication among students, faculty, and staff across eight campus locations.

Board Goal 6: Fiscal Stewardship. Supports the objective to stabilize the college's fiscal structure by reducing ongoing telecommunications costs and improving operational efficiency. Board Priority 8: Fiscal and Facilities. Promotes cost control and efficient operations through modernization of communication systems across the district. Board Priority 3: Educational Advancement, Quality, and Equity. Enhances a supportive and connected environment for students, faculty, and staff by improving communication across multiple campus locations. Board Priority 7: Student Life. Improves access to institutional communication, helping ensure students receive timely information and support across all eight locations.

Stellic Phase II Implementation for Academic Advising/Planning for Student Success. Completed Phase II implementation of Stellic software, enhancing real-time student engagement in academic advising and education planning. This integrated platform provides a unified solution for degree audits, course planning, graduation tracking, and class registration, replacing fragmented systems and improving the accuracy, accessibility, and efficiency of student academic pathways.

Board Goal 3: The Future of the College. Supports enrollment growth and institutional effectiveness by modernizing student systems and improving the overall student experience through integrated planning tools. Board Priority 3: Educational Advancement, Quality, and Equity. Enhances a supportive and inclusive academic environment by enabling data-informed advising and more personalized student planning. Board Priority 7: Student Life. Reduces barriers to academic progress by giving students clear, real-time visibility into their educational plans, course requirements, and pathway to completion.

Cloud Infrastructure Modernization and Cost Optimization. Migrated remote access services from Citrix to Microsoft Azure, resulting in approximately \$50,000 in annual cost savings while strengthening business continuity by transitioning from on-premises systems to a cloud-based computing environment.

Board Goal 6: Supports stabilization of the college's fiscal structure by reducing operational costs through cloud migration and eliminating legacy system expenses. Board Priority 1: The Future of the College. Supports institutional reorganization and modernization efforts by transitioning core infrastructure to scalable, future-ready technologies. Board Priority 3: Educational Advancement, Quality, and Equity. Enhances a reliable and resilient technology environment that supports continuous access to instructional and administrative services. Board Priority 8: Fiscal and Facilities. Advances efficient operations and long-term sustainability by modernizing infrastructure and leveraging cloud-based solutions.

CCFS-320 Attendance Formula Implementation (Phase I). Successfully completed Phase I implementation of the revised CCFS-320 attendance reporting formula, aligning institutional processes with updated state funding methodologies. This effort established the foundational framework for accurately capturing and reporting attendance data, ensuring compliance with state requirements while supporting the College's ability to effectively track enrollment activity and optimize funding outcomes through improved data accuracy and reporting consistency.

Board Goal 3: The Future of the College. Contributes to enrollment growth efforts by ensuring precise tracking and reporting of student attendance, which directly impacts institutional planning and funding. Board Goal 7: Fiscal Stewardship. Enhances the College's ability to secure and manage funding by aligning attendance reporting processes with state requirements, ensuring accurate apportionment and financial stability. Board Priority 3: Educational Advancement, Quality, and Equity. Supports accurate measurement of enrollment, persistence, and student success outcomes by improving attendance reporting and data integrity. Board Priority 8: Fiscal and Facilities. Promotes efficient operations and data-driven decision-making by improving reporting processes and ensuring consistency in institutional data systems.

Mobile Device Management Optimization and Cost Savings. Reduced licensing costs by transitioning iOS device management from Jamf to Microsoft Intune, saving approximately \$10,000 annually. This change simplifies device management across the college while maintaining secure and reliable access for students, faculty, and staff.

Board Goal 6: Fiscal Stewardship. Supports stabilization of the college's fiscal structure by reducing software licensing costs and improving cost efficiency. Board Priority 3: Educational Advancement, Quality, and Equity. Promotes cost control and operational efficiency through consolidation and modernization of device management systems. Board Priority 8: Fiscal and Facilities. Promotes cost control and operational efficiency through consolidation and modernization of device management systems.

Instructional Support and Student Access. Expanded Microsoft Intune device management to include 120 Science PCs and approximately 15 STEM loaner laptops, reducing manual effort required to implement faculty-requested changes and improving overall efficiency in device support.

Board Priority 3: Educational Advancement, Quality, and Equity. Supports a reliable and accessible technology environment for instruction by enabling faster implementation of faculty-requested changes to Science and STEM

devices, enhancing the overall teaching and learning experience. Board Priority 7: Student Life. Improve access to instructional technology and resources, helping reduce barriers for students in STEM programs by ensuring devices are consistently configured and ready for use. Board Priority 8: Fiscal and Facilities. Promote operational efficiency by reducing manual workload and streamlining device management processes across the institution.

Enterprise Employee Directory Automation and Data Integration. Automated the synchronization and data refresh of Santa Monica College's electronic employee directories, ensuring that the website directory and Outlook directory consistently align with employee information maintained in WebISIS. This improvement enhances data accuracy, reduces manual updates, and provides a reliable, up-to-date source of contact information across the institution.

Board Priority 3: Educational Advancement, Quality, and Equity. Supports a supportive and collegial environment by ensuring accurate and accessible employee information, improving communication and service delivery across campus. Board Priority 7: Student Life. Enhances access to institutional resources by providing reliable, up-to-date directory information for students seeking support services and campus contacts. Board Priority 8: Fiscal and Facilities. Promote operational efficiency by reducing manual processes, minimizing errors, and streamlining data management across systems.

Infrastructure Resiliency, Modernization, and User Productivity Enhancement. Strengthened infrastructure resilience and modernized technology systems by deploying Microsoft OneDrive backup to automatically protect user files on SMC computers, reducing downtime and improving workforce productivity. Concurrently upgraded end-of-support network hardware at two critical district locations to enhance reliability and continuity of operations, and modernized classroom audiovisual systems by upgrading HSS switches to support higher-resolution projection, improve instructional uptime, and streamline classroom technology management.

Goal 5: Facilities. Supports the completion and modernization of infrastructure by upgrading network hardware and enhancing classroom technology environments. Board Priority 3: Educational Advancement, Quality, and Equity. Strengthening a reliable and supportive learning environment by improving classroom audiovisual systems and ensuring consistent access to instructional technology. Board Priority 7: Student Life. Reduces barriers to student success by improving system reliability and access to instructional resources, ensuring continuity of learning experiences. Board Priority 8: Fiscal and Facilities. Promotes efficient operations and long-term sustainability by reducing downtime, extending system lifecycle value, and streamlining infrastructure management.

Windows 11 Enterprise Upgrade and Endpoint Modernization. Successfully upgraded over 3,000 campus and remote devices from Windows 10 to Windows 11 ahead of October 14, 2025, end-of-support deadline, ensuring continued security, compliance, and operational continuity across SMC. The effort included deploying remote upgrade policies for compatible systems, replacing incompatible hardware while preserving user data and configurations, performing critical maintenance and firmware updates, and completing manual installations across classrooms, labs, offices, kiosks, and laptops. This comprehensive initiative strengthened system reliability, improved performance, and minimized disruption to students, faculty, and staff.

Board Priority 3: Educational Advancement, Quality, and Equity. Ensures a secure, reliable, and modern technology environment that supports uninterrupted teaching, learning, and administrative services across classrooms, labs, and offices. Board Priority 7: Student Life. Reduces disruptions to student services and learning by maintaining stable, up-to-date systems and minimizing downtime across campus and remote locations. Board Priority 8: Fiscal and Facilities. Promotes efficient operations and lifecycle management by proactively replacing unsupported systems and extending the usability of institutional technology assets and support upgrades of end-of-life systems.

Banner UC4 Upgrade for Financial Systems Automation and Compliance. Completed a Banner UC4 system upgrade in support of Financial Services, ensuring the continued reliability, security, and efficiency of the College’s automated job scheduling and workload processes. The upgrade enhances the performance of critical ERP functions, including financial aid processing, document generation, and degree audit workflows, while maintaining compliance and improving overall system stability.

Board Priority 3: Educational Advancement, Quality, and Equity. Supports a reliable and effective environment for delivering critical student services, including financial aid processing, degree audits, and academic record management. Board Priority 7: Student Life. Supports initiatives that address student needs by ensuring timely and consistent delivery of essential services that directly impact student access, financial support, and academic progress. Board Priority 8: Fiscal and Facilities. Advances efficient operations and long-term sustainability through modernization and improved performance of automated ERP systems.

Hyflex Instructional Technology Enhancements – Malibu Campus. Upgraded and expanded the existing infrastructure by adding audio-visual components to better support faculty in delivering Hyflex courses at the Malibu campus

Board Goal: 6, Fiscal Stewardship. Improves operational efficiency and reduces risk by consolidating identity and access management systems into a centralized, modern platform. Board Priority: 3, Educational Advancement, Quality, and Equity. Improved course access, persistence, and successful completion by enabling flexible participation across in-person and remote modalities. Board Priority: 7, Student Life. Reduces barriers to student success by expanding access to instruction for student with scheduling, transportation, or personal constraints. Board Priority: 9, Fiscal and Facilities. Enhances instructional infrastructure in alignment with facilities planning and modernization efforts. Board Priority: 12, Community and Government Relations. Strengthens support for the Malibu Campus and contributes to serving and rebuilding the local community.

SMC Tech Pulse Communication and Engagement Initiative. Published the Fall 2025 edition of *SMC Tech Pulse*, a biannual IT e-newsletter designed to keep the college community informed of key technology initiatives, updates, and innovations that support daily operations and advance institutional goals.

Board Priority: 3, Educational Advancement, Quality, and Equity. Supports a supportive and collegial environment by improving communication and awareness of technology initiatives that enhance teaching, learning, and institutional effectiveness. Board Priority: 7, Student Life. Improves transparency and access to information by keeping students informed about technology services, resources, and updates that impact their academic experience.

Enterprise Systems Infrastructure Modernization for Financial Aid and Administrative Services. Replaced unsupported Red Hat 7 Linux servers supporting the WebISIS and Banner environments, strengthening the reliability, security, and performance of critical institutional systems. This modernization was particularly impactful for Financial Aid operations, ensuring stable processing of student data, improving system availability for time-sensitive services, and supporting compliance with technology and security standards. The upgrade enhances overall system resilience while positioning the College to sustain and scale essential student and administrative services.

Board Goal: 6, Fiscal Stewardship. Reduces institutional risk and ensures compliance by replacing unsupported infrastructure, protecting the College from system failures, security vulnerabilities, and potential financial impacts. Board Priority: 3, Educational Advancement, Quality, and Equity. Strengthens a reliable and secure technology environment supporting critical student services, including Financial Aid processing and student records, ensuring consistent access to essential academic and administrative systems. Board Priority: 7, Student Life. Supports timely delivery of student services by improving system stability and availability for Financial Aid operations, directly impacting student access to financial support and enrollment continuity. Board Priority: 9, Fiscal and Facilities. Promote operational efficiency and long-term sustainability by modernizing enterprise systems and maintaining reliable infrastructure for high-demand institutional services.

In conclusion, alignment with the 2025–2026 Board of Trustees Annual Goals and Priorities, Santa Monica College’s Information Technology division executed a comprehensive and strategically aligned portfolio of initiatives that advanced student success, strengthened institutional resilience, and enhanced operational effectiveness. Notable accomplishments, including the completion of Phase 1 of the California Virtual College (CVC) to expand statewide course access, modernization of critical infrastructure and cloud services, enhanced cybersecurity and identity management frameworks, and the deployment of integrated systems supporting academic planning, student engagement, and course material delivery - demonstrate a sustained institutional commitment to innovation, equity, and service excellence.

In addition, Information Technology achieved measurable cost efficiencies, successfully scaled service delivery to meet increasing institutional demand, and reinforced business continuity and disaster recovery readiness through proactive planning and testing. These efforts, supported by enhanced communication strategies such as the *SMC Tech Pulse* initiative, structured executive management meetings, reflect a coordinated, transparent, and comprehensive approach to aligning technology investments with institutional priorities. Collectively, these initiatives position the College to deliver accessible, high-quality education while expanding its local and statewide impact through sustainable, compliant, and innovation-driven practices.

BUSINESS AND ADMINISTRATION

Audits. The 2024–25 audit was performed by Santa Monica Community College District’s external independent auditors Eide Bailly. Eide Bailly issued an unmodified opinion on the District’s 2024–25 financial statements. 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 on Fiscal Stewardship.

Budget. The District closed 2024–25 with an unrestricted general fund balance of \$23,529,795 or 10.05 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 SCFF Hold Harmless calculation was amended in 2022–23 and stipulated 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, starting in 2025–26.

The Budget Office’s current projections are that the District will not achieve the metrics needed to be funded under the SCFF in FY 2025–26, resulting in no increase in State Apportionment funding in 2025–26. As of the 2026–27 tentative budget, the projected ending balance for 2025–26 is \$16,409,595 or 6.92 percent of total expenditures and transfers and the ending balance for 2026–27 is projected to be \$14,421,558 or 6.30 percent of total expenditures and transfers. As a result of increased expenditures and continuous decrease in non-resident enrollment since the COVID-19 pandemic, the District has experienced a structural deficit for several years. For FY 2026–27, the District implemented various cost reduction measures, which include layoff, furloughs and salary freezes. The District continues to develop budget solutions to solve the structural deficit and maintain a balanced and sustainable budget.

Of note, the tentative budget notes that SMC is projected to transition out of hold harmless funding status, if current enrollment growth predictions hold and no major changes occur to the state budget from the May Revision. However, the District’s calculated Total Computational Revenue under the Student-Centered Funding Formula (SCFF) is insufficient to fully capture the COLA included in the Governor’s FY 2026–2027 May Revision, and SMC would likely receive only part of the increase, \$3.76 million (under the prior apportionment model, SMC would, in these circumstances, receive \$7.2 million).

This item closely relates to Board of Trustees Goals and Priorities on Fiscal Stewardship and Fiscal and Facilities.

Education Enterprise

The bookstore fully implemented the new model for students to get their course materials before day one of class, with the ability to use book vouchers easily, partnering with the outside vendor Slingshot. By Spring semester, most of the start-up issues were resolved, and the system operated smoothly. Use of book vouchers quadrupled from 2025. *Closely aligns to Board Goals 3, 6 and 7, and Board Priorities 4, 6, 8.*

Education Enterprise continued to provide support for the drive-thru food pantry, Bodega, and Giving Thanks(giving). *Closely aligns to Board Priority 6.*

The Transportation team continued to maintain and clean all District vans and vehicles. A revised transportation policy to improve safety and protection for the District and its drivers is being worked on and is expected to go into effect in 2026–27. *Closely aligns to Board Goals 6 and 7, and Board Priority 8.*

Reprographics continued to work closely with Marketing to provide color printing and other services. The department also continued to provide free copy service to students; both initiatives have increased efficiency and resulted in savings. Reprographics initiated the printing of course handouts, especially for STEM and music, provided to faculty free of charge in time for distribution to students first day of class. In addition, Reprographics worked closely with Associated Students, providing print services for student activities free of charge. Reprographics produced much of the materials needed for graduation in a timely and efficient manner. *Closely aligns to Board Goals 3 and 6, and Board Priorities 2 and 9.*

Education Enterprise continued providing financial guidance and services to Associated Students. *Closely aligns to Board Priority 3.*

Education Enterprise initiated and formed a team toward the celebration of SMC’s 100th birthday, which will fall on September 10, 2029. *Closely aligns to Board Priority 1.*

SAFETY AND RISK MANAGEMENT

A strong Safety and Risk Management program is built on an institution-wide commitment to a sustained culture of safety. The accomplishments outlined below reflect meaningful progress at SMC, driven by collaborative partnerships with departments that consistently integrate safety into their daily operations.

Launch of Departmental Safety Self-Inspection Programs: The Health Center, Art, and Cosmetology departments each established proactive safety self-inspection programs this year. Recognizing that ongoing hazard identification and correction are foundational to both effective safety management and Cal/OSHA compliance, Risk Management partnered with these departments to develop customized inspection checklists tailored to their specific operational hazards. Each department established a recurring inspection schedule and began conducting regular self-inspections.

The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the College.

Expanded Risk Management Engagement Across the Institution: Institutional engagement with Risk Management has grown substantially, reflecting a meaningful shift in campus-wide safety culture. Departments now routinely consult Risk Management on a broad range of safety matters, and several college workflows now require Risk Management review before moving forward. Purchasing incorporates safety review for new equipment and materials, departments seek approval prior to hosting special events, and Academic Affairs now submits safety plans for field trip review and approval.

Notably, Risk Management partnered with Academic Affairs to develop an Adobe Sign workflow that streamlines the field trip safety plan process, while Academic Affairs further strengthened the process by proactively initiating safety discussions at the time of each request. This represents a significant advancement in institutional safety awareness and cross-functional accountability—one that our Keenan representative noted is uncommon among peer institutions.

Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff. The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the College.

Development of the Special Event Safety Plan: When Special Events and Operations approached Risk Management regarding a new internal process for managing tables and chairs at campus events, it presented an opportunity to address the elevated injury risks associated with moving heavy equipment and performing repetitive physical tasks. Risk Management collaborated with both departments to design and implement a comprehensive safety program governing the safe handling and use of this equipment, reducing risk exposure for all involved staff.

The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the College.

Development of the MSB Roof Safety Plan: With the opening of the Math and Science Building, the roof area required careful safety planning given its use by both internal and external visitors accessing the observatory. The configuration of roof access raised concerns about visitor safety that needed to be proactively addressed. Risk Management worked closely with Academic Affairs, Special Events, and the observatory instructor to establish a structured plan for managing visitor access to the MSB roof and observatory, ensuring a safe experience for all users.

The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the College.

Achievement of All Annual Keenan Safety Goals: Risk Management successfully met every goal established under Keenan’s safety incentive program this year. These goals included reviewing the return-to-work program, conducting job-shadowing observations with custodial staff, creating self-inspection programs in various departments, and implementing job-specific safety training for new hires. Achieving all assigned goals reflects the team’s sustained focus and commitment to continuous improvement.

The Future of the College: Develop new programs and partnerships that support the strategic vision and plan for the future of the College.

Implementation of OIR Safety and Risk Management Recommendations: Two key recommendations from the OIR report called for making Workplace Violence Prevention Plan (WVPP) information readily accessible on the SMC website and publishing all Safety Committee meeting agendas and minutes online. Both have been fully implemented. With support from Legal Counsel, a WVPP link has been added to the footer of every SMC webpage, ensuring broad visibility. Additionally, a dedicated Safety Committee webpage has been created to centralize and maintain all agendas and minutes going forward.

Educational Advancement, Quality, and Equity: Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

FACILITIES PLANNING

2025–26 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 in Construction

The Art Complex Replacement. The building’s structural system and exterior enclosure have been completed. The contractor continues to install major building systems, including electrical, fire alarm, security, and information technology infrastructure. The project is expected to be completed by the end of 2026 and scheduled to be open for the Spring 2027 semester.

Board Priority: 1, 3, 8, and 10. The project consolidates all art classes into a single building, which provides a more cohesive and comprehensive program and a better learning environment.

The Track and Field and Scoreboard Replacement at the Corsair Field. The project is to replace the existing track and field at the Corsair Field. The scope of the project also includes the installation of a new digital scoreboard on the existing south wall of Parking Structure 3. The track and field portion of the project has been completed, and the contractor is currently finalizing the electrical work for the scoreboard. The project is expected to be completed early June 2026 before the SMC graduation ceremony.

Board Priority: 1, 3, 5 and 9. The project refurbished the Corsair track and field, which is open to the public. The field was upgraded with a new generation of artificial turf that is both environmentally sustainable and safe for users, aligning with the college’s sustainability goals.

The Gender-Neutral Restroom. The project is a new standalone gender-neutral restroom facility in the quad area between the HSS and the Theatre Arts Buildings. Construction began in May 2025. The site utility work and the building’s structural components have been completed. The contractor is currently working on the roofing system and interior finish installations. The project is expected to be completed by the end of 2026.

Board Priority: 1, 3, 5, and 10. The project creates the first standalone restroom facility for all genders, which aligns with the supportive and inclusive goals of the college.

The Bundy Campus Tennis / Pickle Ball Court. The project is a new tennis / pickle ball court facility, which includes a total of six tennis courts, six pickle ball courts, one pickle ball practice court, a toilet building, and two storage buildings. Construction began in January 2026, and the contractor has recently completed the major soil excavation and rough grading activities. Completion is expected in Summer 2027.

Board Priority: 1, 3, 5, 7 and 8. The project creates the first tennis / pickle ball court facility for the students, which aligns with the supportive and inclusive goals of the college.

MAINTENANCE & OPERATIONS

During 2025–26, the Maintenance and Operations Department focused on operational stabilization, organizational improvement, workforce development, and service excellence while continuing to support the college’s educational mission. The department remained committed to providing safe, clean, functional, and welcoming facilities for students, faculty, staff, and visitors while balancing increasing service demands, capital improvement projects, emergency response activities, and staffing challenges.

Maintenance and Operations provides essential custodial, grounds, maintenance, construction, fleet, utility, and facilities support services that directly impact the learning environment and overall campus experience. Through strategic planning, implementation of industry best practices, and continuous assessment of service delivery models, the department continued to improve operational efficiency, accountability, and responsiveness across all campus locations.

Board Priorities 1, 6, 7, and 9. The department supports institutional planning, student success, campus engagement, sustainability, and stewardship of college facilities and infrastructure.

Organizational Resilience, Safety, and Continuous Improvement

- During 2025–26, Maintenance and Operations continued efforts to strengthen organizational resilience, employee safety, operational effectiveness, and workplace culture following the tragic loss. The department remained committed to supporting staff recovery while implementing improvements designed to enhance communication, supervision, employee support, and workplace safety.
- As part of the college’s response to the independent Operational Incident Review (OIR), Maintenance and Operations partnered with Human Resources, Risk Management, and Campus Police to support initiatives focused on employee well-being, emergency preparedness, communication protocols, and workplace violence prevention. These efforts reinforced the department’s commitment to creating a safe and supportive work environment for all employees.
- The department continued its partnership with The EpiCenter to provide team-building opportunities, leadership development, employee wellness support, and organizational healing initiatives. These efforts contributed to improved collaboration, communication, and employee engagement across all Maintenance and Operations divisions.
- In addition, Maintenance and Operations began aligning operational practices with APPA (Leadership in Educational Facilities) standards and industry best practices. APPA benchmarking principles are being utilized to evaluate custodial service levels, maintenance effectiveness, staffing deployment, preventive maintenance programs, and facility stewardship practices. These efforts support data-informed decision making, resource planning, and long-term operational sustainability.
- The department also completed reviews of staffing deployment, service delivery practices, and operational coverage models to improve responsiveness, accountability, and efficient use of resources while maintaining service levels across all campus locations.

Board Priorities 1 and 9. Maintenance and Operations supports institutional effectiveness, employee well-being, and campus safety through continuous improvement, strategic planning, workforce development, and implementation of industry best practices.

Service Delivery and Operational Improvements

- Maintenance and Operations continued to refine service delivery standards, response protocols, preventive maintenance practices, and operational procedures to improve campus support and customer service.
- The department expanded utilization of TeamDynamix (TDX) as the college's primary work order management platform, improving communication between service providers and campus stakeholders while enhancing transparency, accountability, and service tracking. Increased adoption of TDX has improved prioritization of requests, response times, work documentation, and communication regarding completed services.
- Following departmental operational assessments and APPA benchmarking efforts, the department conducted a comprehensive review of custodial staffing assignments, shift coverage, and operational deployment strategies. Adjustments were implemented to better align staffing resources with facility usage patterns, improve service coverage, enhance accountability, and reduce operational inefficiencies.
- The department also continued to evaluate preventive maintenance programs, asset management practices, and operational workflows to support long-term facility reliability and service excellence.

Board Priority 1. Maintenance and Operations supports institutional effectiveness through continuous improvement of service delivery systems and operational processes.

Capital Improvements and Facility Enhancements

- Maintenance and Operations continued to partner with Facilities Planning, Information Technology, Academic Affairs, and campus stakeholders to advance capital improvement, scheduled maintenance, and infrastructure enhancement projects.

Board Priority 1. Maintenance and Operations supports the long-term viability of college facilities through strategic investment, preventive maintenance, and infrastructure renewal.

Campus Events and Student Support

- Maintenance and Operations continued to play a critical role in supporting student life, instructional programs, community engagement, and institutional events.
- Throughout the year, custodial, grounds, maintenance, construction, and administrative teams provided operational support for commencement ceremonies, cultural celebrations, student recognition events, foundation functions, instructional showcases, athletic events, professional development activities, community programs, and special campus events.
- Department staff coordinated event setup, facility preparation, logistical support, event monitoring, and post-event restoration services to ensure successful execution of campus activities while maintaining normal campus operations.

Board Priorities 6 and 7. Maintenance and Operations supports student engagement and campus life by providing safe, functional, and welcoming environments for learning, celebration, and community participation.

Emergency Response and Business Continuity

- The department maintained its critical role in emergency preparedness and response activities throughout the year.
- Maintenance and Operations staff provided support for emergency facility repairs, infrastructure failures, utility disruptions, wildfire-related recovery efforts, generator repairs, and other unforeseen operational challenges. Staff demonstrated exceptional flexibility and commitment while balancing emergency response activities with ongoing campus operations.
- The department continues to strengthen emergency preparedness procedures and response capabilities to ensure operational continuity and campus resilience.

Board Priority 1. Maintenance and Operations supports institutional resilience through proactive planning, emergency preparedness, and rapid response capabilities.

Sustainability and Environmental Stewardship

Maintenance and Operations continued to collaborate with the Office of Sustainability to integrate environmentally responsible practices into daily operations and long-term planning efforts. Key initiatives included:

- Waste reduction and recycling programs
- Water conservation efforts
- Sustainable landscaping practices
- Energy efficiency improvements
- Evaluation of environmentally preferred products and materials
- Support of campus sustainability goals and initiatives
- Regular coordination meetings with Sustainability leadership ensured alignment between operational practices and institutional sustainability objectives.

Board Priority 9. Maintenance and Operations promotes environmental stewardship through sustainable operational practices, resource conservation, and responsible facilities management.

Safety and Risk Management

Safety remains a foundational priority for Maintenance and Operations. Throughout 2025–26, the department continued to work closely with Risk Management, Human Resources, Campus Police, and Environmental Health and Safety personnel to strengthen workplace safety practices and reduce operational risks.

In support of institutional efforts associated with recommendations stemming from the OIR review, department leadership collaborated with campus partners to strengthen communication pathways,

supervisory support systems, emergency response preparedness, employee safety awareness, and workplace violence prevention measures.

Additional activities included:

- Safety training and compliance programs
- Job hazard assessments
- Workers' compensation reviews
- Hazardous materials management
- Facility safety inspections
- Emergency preparedness planning
- Environmental compliance monitoring

The department remains committed to fostering a culture of safety that protects employees, students, faculty, staff, and visitors while supporting regulatory compliance and risk reduction efforts.

Board Priorities 1 and 9. Maintenance and Operations supports a safe, healthy, and sustainable campus environment through proactive risk management, employee safety initiatives, and continuous operational improvement.

ENVIRONMENT AND SUSTAINABILITY

Transportation

- Earned a 60 percent discount on fees paid to the City of Santa Monica, due to achieving our required sustainable commuting ratio of cars to employees for the eighth year in a row. This effort helps to reduce congestion on the roads, pollution and parking needs. Saved over \$20,000 on City transportation fees while also helping to reduce carbon emissions. *Fiscal & Facilities Priority # 8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority # 9 Continue commitment to environmental sustainability.*
- The college was recognized with its third Platinum Achievement Award for its successful efforts to encourage employees and students to use alternative modes to get to campus and thus help reduce carbon emissions. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Monetized 8 level II EV charging ports at CMD by adding a third party software that allows SMC to recoup costs, so we may continue to provide reliable EV charging services. *Fiscal & Facilities Priority # 8 EV charging infrastructure allows the college to replace fleet with EV, which saves the college in gas and maintenance costs. In addition, new software will allow us to generate revenue to offset the costs of providing EV charging services.*
- To help encourage EV adoption we maintained reliability of all 30 level II EV charging ports at the Malibu, CMD and main campuses. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Fifth year of being #1 community college in LA County utilizing the student GoPass program, which provides unlimited rides on 20 transit agencies throughout Los Angeles to students who pay their Student Benefits Fee. This helps students get to campus, jobs, and internships affordably. *Student Life #6 Implement initiatives that overcome barriers based on students' financial resources, unmet basic needs and federal policies. Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*

- Continued meeting bi-annually with BBB to better coordinate efforts in providing bus service to SMC students and employees, saving tens of thousands per year by using BBB lines as our shuttles, instead of duplicating efforts. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control.*
- Helped bring student voices to Metro’s Board meeting in support of extending the proposed Sepulveda Pass line from Van Nuys down to the E Line, instead of terminating at UCLA, so SMC students could more easily access our campuses from the Valley. *The Future of the College #3 increase enrollment by five percent.*
- Managed the secure Bike Locker program for employees to feel comfortable riding to campus. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Associated Students has continued to support expert repair assistance to students through Bikerowave.org by paying for their repair time. Hundreds of students learn to repair their bikes at this nonprofit coop each year. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*

Recycling

- Supplied zero waste stations at six campus events to allow guests to compost organics as well as recycle. These events help to reduce waste hauling fees and demonstrate best practices. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- E-waste: recycled ~10,000 pounds of precious metals and plastics from tech products to help reduce the need for destructive mining for new materials. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Recycled 200+ ink toner cartridges to reduce landfill waste and allow used cartridges to be re-filled and sold. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Processed approximately 10,000 pounds of food waste and coffee grounds from the Bodega and TCBY on-site through worm composting and hot (thermophilic) composting. By composting on-site we avoid paying haulers, eliminate pollution from trucking the material to distant facilities, and avoid the need to purchase fertilizer, which we produce in large quantities from our worms. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Approximately 7,600 pounds of post-consumer food waste was composted off-site, with an additional 114,000 pounds of landscape waste composted off-site. Landscaping and organic waste hauling is less expensive than landfill waste and greatly reduces methane emissions from decomposing organics in a landfill. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Harvested 1,000 lbs. of worm castings to be used as fertilizer for campus landscapes and garden. Generating our own fertilizer from organic material reduces the need to purchase fertilizer and reduces the carbon generated from trucking fertilizer to market from hundreds of miles away. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Approximately 20,000 pounds of paper was recycled which reduces waste hauling costs, because recycling is cheaper, and keeps paper out of the landfill, where it turns into methane. *Fiscal &*

Facilities Priority #8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.

- Approximately 40,000 pounds of cardboard recycled, which reduces waste hauling costs and instead provides revenue. It also keeps cardboard out of the landfill, where it turns into methane. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Approximately 1,250 pounds of batteries recycled, keeping a hazardous waste out of landfills. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Continued to service SMC's 30+ organic collection bins, which keep food out of landfills and reduce waste hauling fees because composting costs less than landfilling. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Presented to employees at Coffee Connections about how to host a Zero Waste event. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*

Sustainability

- Secured reimbursements from utility companies for overcharges from Utility Users Tax, saving \$361,668 from 2.5 years of charges with approximately \$110,000 per year going forward. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control.*
- Changed 13 So Cal Edison electricity accounts to new Time of Use (TOU) rates, which will save approximately \$100,000 per year in utility costs by putting those meters in the appropriate TOU. *Fiscal & Facilities Priority #8 Seek opportunities for improved revenue generation, cost control.*
- Advocated for Sustainability to be included in key leadership job descriptions, ensuring the college recruits candidates who understand sustainability and know how to achieve climate goals. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Developed a Climate Action Plan, presented it to various stakeholders, secured its adoption as a DPAC 2025–26 institutional goal, and funded consultants support to finalize it. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Installed four interpretive signs which point out eco-features on campus, such as the grafted fruit trees, Microforest, and features of the Sustainability Center. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Continued to support, promote and secure funding for the free Student Greening Workshop, which in its 25th year at SMC provides environmental literacy for hundreds of students annually. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Continued to advise/ co-advise three student clubs, Eco Action, Bike Club, and Club Grow. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Organized Sustainability Week and Earth Week events with clubs to promote environmental issues. Over 200 students attended to hear guest speakers and panel discussions. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Students from the Organic Learning Garden continued to learn to grow food for themselves and to donate to the Bodega, which serves all students, but especially those with food insecurity. *Student Life #6 Implement initiatives that overcome barriers based on students' financial resources, unmet*

basic needs and federal policies; Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.

- Provided 15 tours of the Sustainability Center and campus. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Hosted Coastal Cleanup Day with hundreds of volunteers cleaning up SMC's adopted beach and learning about the impacts of litter. *Fiscal & Facilities Priority #9 Continue commitment to environmental sustainability.*
- Aquaculture Certificate program continued to thrive and grow in enrollment. *The Future of the College #3 increase enrollment by five percent.*

HUMAN RESOURCES

The Office of Human Resources (HR) continues to play a vital role in supporting the Santa Monica College community. We remain committed to delivering exceptional, people-centered service while attracting and retaining talented employees and fostering an inclusive, supportive, and collaborative work environment.

Creating a welcoming and supportive employee experience, beginning with an employee's first interaction and continuing throughout their employment at Santa Monica College, remains central to cultivating a positive workplace culture. By prioritizing inclusion, engagement, and support, HR helps strengthen the employee experience and, in turn, supports the College's mission of serving students effectively and compassionately.

During the 2025–26 academic year, the Human Resources team continued to expand its expertise and provide critical support in key operational and employee-centered areas, including academic recruitment and selection, health and welfare benefits, employee and labor relations, training and professional development, performance management, unlawful discrimination and sexual harassment prevention, investigations, and a wide range of employee services.

This year also brought significant operational challenges. The College's reduction in force created increased workloads, staffing limitations, and organizational transitions that have impacted both daily operations and long-term planning efforts within Human Resources and across the institution. In addition, the transition to the Los Angeles County Office of Education Human Capital Management system has required extensive coordination, training, troubleshooting, and adaptation during a period already affected by furloughs and reduced staffing capacity. These simultaneous changes have presented considerable challenges for the HR team and have required ongoing adaptation to maintain service levels.

Despite these challenges, the Human Resources team has remained steadfast in its commitment to supporting employees and serving the College community with professionalism, responsiveness, and care. The team continues to prioritize collaboration, problem-solving, and service excellence while navigating ongoing institutional changes and operational demands.

The 2025–26 academic year also marked a leadership transition within Human Resources following the well-deserved retirement of Sherri Lee-Lewis after more than 35 years of dedicated service to Santa Monica College. The leadership is adjusting to their new roles, while continuing to provide extraordinary leadership, service, and lasting contributions to the College community.

Human Resources Operations. The Human Resources team partners collaboratively with employees, managers, faculty, and campus stakeholders to support the College’s mission and operational goals. The Human Resources Department is comprised of dedicated professionals committed to delivering timely and efficient onboarding, responsive employee support, and effective human resources services to the campus community. With an ongoing focus on continuous improvement, the department remains dedicated to enhancing processes, increasing efficiency, and ensuring effective support for the campus community.

During the 2025–26 academic year, the department navigated staffing transitions and operational demands while maintaining its commitment to providing timely and effective services to the college community. The District continues to make significant progress towards implementation of the BEST Project–Human Capital Management (HCM) system in partnership with the Los Angeles County Office of Education (LACOE). While the original implementation timeline has been extended, the District remains focused on system readiness, process alignment, and minimizing operational disruption through ongoing planning, testing and collaboration with LACOE.

In preparation, the HR Operations team has identified key cross-training opportunities, leading to strategic reassignments that strengthen internal competencies and support. Additionally, all operations team members are actively working to deepen their Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) knowledge and apply these principles to identify new ways to serve the campus community.

To achieve these goals, our team has engaged in professional development through conferences, webinars, and affinity group activities across the college, ensuring that we continue fostering a dynamic, inclusive, and forward-thinking workplace culture.

Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. The newly hired HR staff represent a diverse population of perspectives and backgrounds that positively impact the processes and procedures of the HR department. Board of Trustees Ongoing Priority—Fiscal and Facilities, 8. Continue efforts in revenue generation, cost control, re- organization, and enrollment management to ensure a sustainable budget. The restructuring of the HR department realized cost savings to the District.

District-wide Policy and Communications. To ensure SMC remains resilient and adaptive during changing times, Human Resources continuously reviews and implements policies and procedures that support employee satisfaction and retention while ensuring practices remain responsive to organizational and operational needs.

To promote engagement and awareness regarding Board Policies and Administrative Regulations that affect employees, the HR management team continued to serve on the District Merit Rules Advisory Committee, District Planning and Advisory Council (DPAC) HR Planning Subcommittee, Faculty and Classified Professional Development Committees (PDC), Management Association (MA) Executive Committee, Behavioral Intervention Team (BIT), CORE, and the Care and Prevention Team (CPT).

In support of these efforts, Human Resources was responsible for the following activities during the 2025–26 academic year:

- Supporting the District’s Human Capital Management (HCM) implementation through business process development, system testing, training coordination, operational readiness activities, and implementation planning.

- Implementing the reduction in force for employees district wide.
- Providing advice and guidance regarding the impacts of the reduction in force, including the restructuring and reconfiguration of work groups and departments.
- Participating in labor bargaining sessions with CSEA regarding the impacts of the reduction in force.
- Providing training on the new CSEA collective bargaining agreement.
- Conducting regular HR informational sessions and updates for employees and managers.
- Hosting HR Open Houses and virtual Drop-In Hours.
- Providing ongoing training for managers supervising employees in onsite, hybrid, and remote work environments through the Management 101 Training Series and other targeted training opportunities.
- Providing and monitoring mandated training for employees, contractors, and volunteers.
- Managing the District’s Remote Work Agreement program.

Board of Trustees Annual Goal - Educational Advancement, Quality, and Equity, 4. Safely increase the number of on-ground and hybrid courses and operations. HR was responsible for leading the return to onsite work for all employee groups. Board of Trustees Ongoing Priority—The Future of the College, 1. Develop new programs and partnerships that support the strategic vision and plan for the future of the college. The development of the remote work program ensured the District remained competitive in attracting and retaining employees. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. The training and professional development opportunities developed by HR create and promote a respectful working environment that has a direct positive impact on the students served. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 4. Continue support for the college’s participatory governance structure. The HR department continues to play an integral role in many areas of participatory governance. Board of Trustees Ongoing Priority—Fiscal and Facilities, 9. Continue as a model of environmental sustainability. The Remote Work program has a direct positive impact on environmental sustainability.

Diversity, Equity, Inclusion and Accessibility. Supporting our diverse college community and fostering a culture of inclusion is reflected in the services we provide across the institution. Our Diversity, Equity, Inclusion, and Accessibility (DEIA) goals are closely aligned with the California Community Colleges Vision 2030, ensuring that process evaluation, reflection, and continuous improvement are approached through a DEIA lens.

Board of Trustees Ongoing Priority—The Future of the College, 1. Develop new programs and partnerships that support the strategic vision and plan for the future of the college. DEIA is embedded in all decisions made and policies developed by the District. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. HR oversees the hiring process of full-time faculty and continues to evaluate processes to ensure DEIA is integrated in all aspects. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. The District recognizes that a diverse employee population has a direct positive impact on student success. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 4. Continue support for the college’s participatory governance structure. The HR department continues to play an integral role in many areas of participatory governance.

Equal Employment Opportunity. Attracting and retaining an exceptional faculty, staff, and management team is essential to Santa Monica College’s success. Our Equal Employment Opportunity (EEO) activities are designed to support a student-centered, inclusive, and high-quality educational and workplace environment.

Throughout the 2025–26 academic year, EEO remained a priority. The HR team, in collaboration with the Personnel Policies Committee, worked to refine equivalency standards, making them more inclusive and accessible. Additionally, HR partnered with multiple affinity groups to support activities that foster a strong sense of belonging among employees.

Furthering our commitment to mentorship and professional growth, HR continued to work closely with the Academic Senate to strengthen its mentorship program. This year, we also launched an internship program for individuals interested in gaining firsthand experience as an instructor at Santa Monica College, creating a pathway for future educators to explore and develop their teaching careers.

Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. HR oversees the hiring process of full-time faculty and continues to evaluate processes to ensure DEIA is integrated in all aspects. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. The HR department mandates EEO training for all interview and selection committee members. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 4. Continue support for the college’s participatory governance structure. The HR department continues to play an integral role in many areas of participatory governance.

Recruitment and Selection. Recruitment and selection efforts were conducted primarily onsite and in person during the 2025–26 academic year. During this period, one full-time and 88 part-time teaching and counseling faculty members were successfully hired and onboarded. Additionally, Human Resources supported the recruitment of eight academic administrator positions, including two Vice President positions.

The recruitment and selection processes for all classified employee groups continue to be managed by the District Personnel Commission (PC).

Board of Trustees Annual Goal - Educational Advancement, Quality, and Equity, 4. Safely increase the number of on-ground and hybrid courses and operations. The HR department increased the onboarding processes conducted onsite. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. HR oversees the hiring process of full-time faculty and continues to evaluate processes to ensure DEIA is integrated in all aspects.

Onboarding. The Department of Human Resources continues to strengthen its partnership with managers across all departments to deliver a welcoming onboarding experience. This collaborative effort helps ensure that every new employee is introduced to an environment that is intentional, engaging, and inclusive, setting the foundation for a meaningful and successful experience at Santa Monica College.

A cornerstone of this work is the comprehensive onboarding toolkit housed on the Manager’s Corner website. Designed to be practical and accessible, the toolkit supports managers at every stage of the onboarding process by providing guidance and resources that help create strong first impressions, foster connection, and position new employees for success.

Human Resources also continues to offer an interactive two-hour live onboarding webinar for all new hires. This experience serves as an introduction to the college community, highlighting SMC's nearly 100-year history, providing a guided virtual campus experience, and creating opportunities for new employees to connect with one another. The session also encourages dialogue and feedback, helping new hires feel welcomed and supported from the start.

To further enhance and standardize the onboarding experience, Human Resources developed a series of videos aligned with the 10-Step Onboarding Roadmap. Fully integrated into the onboarding toolkit, these videos provide managers with practical insights, best practices, and real-world examples that help bring the onboarding process to life and support a consistent experience across the College.

Collectively, these resources reflect the College's ongoing commitment to fostering belonging, strengthening connections, and ensuring that every new employee feels welcomed, supported, and prepared for success.

Board of Trustees Ongoing Priority—The Future of the College, 1. Develop new programs and partnerships that support the strategic vision and plan for the future of the college. DEIA is embedded in all decisions made and policies developed by the District. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. HR oversees the hiring process of full-time faculty and continues to evaluate processes to ensure DEIA is integrated in all aspects. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. The District recognizes that a diverse employee population has a direct positive impact on student success.

Benefits and Leaves. The District's employee and retiree benefits, including employee leaves, were administered by the Human Resources Analyst–Leaves & Benefits with support from the Employee Benefits Coordinator. These efforts included managing annual benefits-related events and processes such as open enrollment, new hire processing, and monthly projects and reports.

The Benefits team coordinated with SchoolsFirst FCU to offer voluntary 403(b) and 457(b) plans to District employees. The team also hosted retirement workshops for all employee groups conducted by CalPERS and CalSTRS. Open enrollment was held virtually, and employees had access to health plan provider platforms to review available options.

Benefits orientations were facilitated, and health enrollment paperwork was processed for new full-time faculty, adjunct faculty, staff, and management. The District continues to partner with its third-party vendor, Navigate HCR, to produce annual 1095-C statements as required under the Affordable Care Act, ensuring compliance with federal requirements. The Benefits team also continues to serve as a resource for the District-wide Benefits Committee and provides ongoing support as needed.

HR has continued to collaborate with employees and management related to leaves, accommodations, and paid time off processes. In addition, HR consistently works with District employees to support understanding of leave provisions in the collective bargaining agreement (CBA) and applicable state and federal laws. HR regularly responds to requests from local and regional union representatives regarding interpretation and application of leave-related provisions in the CBA and works to resolve any related issues.

Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 4. Continue support for the college's participatory governance structure. The HR department continues to play an integral role in many areas of participatory governance.

Employee and Labor Relations. Under the leadership and direction of the Vice President, Human Resources, the Employee and Labor Relations (“ERLR”) team continued to provide centralized support and guidance for the District’s employees on ERLR matters, including but not limited to performance management, evaluations, counseling and disciplinary actions, policies and processes, collective bargaining contract provisions, complaints and grievances, internal policies and protocols, and other work-related areas. This past year, the ERLR team navigated the District through the challenges of a reduction in force and provided guidance to departments on how to reconfigure and or restructure their staffing needs post reduction. The ERLR team also ensured compliance with the new CSEA collective bargaining contract ratified on May 1, 2026, as the District addressed the impacts of post-reduction in force (RIF) transitions.

In a continued effort to respond to the needs and interests of District employees, the ERLR team continued its Management 101 series and provided mandatory training to managers on key topics such as progressive intervention, evaluations, and the FRISK approach for supervisors. The Management 101 series also implemented trainings recommended by the OIR Report on topics such as conflict resolution and tools for addressing workplace violence. The ERLR team also continued to focus on a progressive intervention approach to performance management and assisted District managers with conflict resolution, contract interpretation, and mediation services. Additionally, the team continued to identify professional development opportunities for managers to increase their overall knowledge and skill sets, as well as to enhance their leadership experience. On a day-to-day level, the team fielded daily email inquiries from various parties, triaged complaints, and provided referrals to the appropriate College policies, processes, and resources.

Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. The HR department is committed to supporting District employees through training and professional development to ensure a respectful working environment. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. The support HR provides to employees has a direct positive impact on the learning environment and student success.

Negotiations and Labor Management. This past year, the District navigated its most difficult labor relations landscape in recent history. The District’s budgetary crisis forced the College to implement a reduction in force (RIF) impacting both union members and management. The necessity for layoffs created the added challenge of balancing the College’s fiscal sustainability with the well-being of its dedicated workforce.

The HR senior management team, comprised of the Vice President, Human Resources, and Director, Human Resources for Employee and Labor Relations/Compliance, served on the District’s negotiations team for the 2024–2027 successor contract with the California School Employees Association, Chapter #36 (CSEA). In April 2026, the District’s negotiations team reached a tentative agreement with CSEA. On May 1, 2026, CSEA members voted to ratify the 2024–2027 tentative agreement (CBA) with an overwhelming 91 percent approval.

Notably, the new CBA incorporated provisions that acknowledged both the District’s financial objectives and afforded CSEA members certain protections. The District also entered into a memorandum of understanding (MOU) with CSEA to negotiate and mitigate the impact of the layoffs. An important component of the MOU includes providing training for managers on key contractual provisions to assist with staffing transitions and minimizing disruptions to departmental operations.

In addition, labor contract negotiations are still ongoing with respect to the Faculty Association (FA) for a successor agreement for the contract period beginning August 26, 2025. Negotiations with the Santa Monica College Police Officers Association (POA) began during the Summer 2025 intersession and concluded in Spring 2026 as a new agreement has been reached between the parties. The Vice President, Human Resources, is a member of the District's negotiations teams for both the FA and POA successor contracts.

Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 4. Continue support for the college's participatory governance structure. The HR department continues to play an integral role in many areas of participatory governance.

Compliance-Related Work. Under the leadership of the Vice President, Human Resources, and the direction of the Director of Human Resources for Employee and Labor Relations and Compliance, the HR Compliance team ensures District compliance with all requirements under Title IX of the Educational Amendments Act of 1972, California Title 5 Regulations, Title VII of the Civil Rights Act of 1964, the Americans with Disabilities Act (ADA), Sections 504 and 508 of the Rehabilitation Act of 1973, the Clery Act, the Violence Against Women Act (VAWA), and other federal and state laws and requirements. The HR Compliance team also supports the professional development of all employee groups and students by offering targeted training on unlawful discrimination, sexual harassment, Title IX regulations, and employment related issues as needed.

The HR Compliance team continues to receive inquiries and complaints, both informal and formal, from employees, students, and the general public on a variety of issues. In response, the team provides a triaged response and directs individuals to the appropriate College units and supportive resources. In addressing complaints, the team seeks to identify the process best suited to achieving a satisfactory resolution, including the use of informal resolution processes to address issues and prevent escalation.

The 6th Annual Title IX Student Leadership Program offered the following four workshops: Understanding Title IX and Sexual Harassment; Preventing Sexual Assault, creating a Culture of Consent and Respect; Understanding Trauma and Post Traumatic Growth, Social Justice; and Investigating Interpersonal Interactions, Boundaries, Communication and Mutual Understanding. Of the 99 students who participated in the program, 66 completed it and were awarded certificates of completion as Title IX advocates who will continue to raise awareness of these issues with their peers and in their communities.

Throughout the 2025–26 academic year, the HR Compliance team was responsible for the following:

- Implemented the newly mandated AB 2821 Disability Compliance Training in conjunction with the Center for Students with Disabilities.
- Responded to and/or investigated approximately 25 formal complaints, including Office of Civil Rights and Civil Rights Department complaints.
- Overseeing compliance with mandated Sexual Harassment Prevention training for the 2025–26 cycle.
- Implementing the mandated 2025–26 Sexual Harassment Prevention training cycle.

Board of Trustees Ongoing Priority—The Future of the College, 1. Develop new programs and partnerships that support the strategic vision and plan for the future of the college. Training opportunities and programs are developed and offered to ensure they align with the strategic vision and plan of the District. Board of Trustees Ongoing Priority—

Educational Advancement, Quality, and Equity, 3. Ensure a supportive, inclusive, and collegial environment for students and staff. The support HR provides to employees has a direct positive impact on the learning environment and student success. Board of Trustees Ongoing Priority—Student Life, 5. Continue professional development embedding anti-racist, equity-minded academic and non-academic support in all student services and college operations. DEIA concepts and principles are embedded into the professional development offered by the District. Board of Trustees Ongoing Priority—Student Life, 7. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success. The HR department provides assistance and connects students with support services available within the District or in the community

Professional Development & Equity-minded Professional Innovation Center (EpiCenter)

Over the 2025–26 academic year, the EpiCenter collaborated with the Academic Senate Professional Development Committee (PDC), Classified Professional Development Committee (CPDC), Management Association, Human Resources, Equity, Pathways, and Inclusion, and other key stakeholders to continue transforming it into an equity-minded professional development center for all employee groups on campus, aligned with the College’s equity goals.

The EpiCenter seeks to build community and capacity among all employee groups to make Santa Monica College a place where everyone belongs and can realize their potential. By offering a variety of opportunities tailored to the needs of employees, it serves as a center for growth, development, and professional excellence while cultivating connection, community, and joy in daily work.

2025–26 Highlights for the EpiCenter. The EpiCenter staff assisted with the Fall 2025 and Spring 2026 Professional Development Day workshop series. It supported institutional equity and employee wellbeing efforts through coordinated programming that brought together faculty, staff, and administrators to strengthen equity-minded practices, student support strategies, and compassionate leadership during a period of institutional transition.

Board Priority: 3, 5, 2. This initiative aligns with the college’s priorities by ensuring a supportive, inclusive, and collegial environment for students and staff (priority 3), by infusing equity-minded academic and non-academic support throughout the college (priority 5), and by supporting faculty and staff through meaningful professional development opportunities during a period of institutional transition (priority 2).

The EpiCenter held biweekly meetings with leads representing each employee group, Faculty, Classified Professionals, and Managers and Administrators, to uphold a shared leadership model. These leads served as liaisons to key governance bodies, including the Academic Senate Professional Development Committee, Classified Professional Development Committee, Management Association, and Equity, Pathways, and Inclusion. This collaboration supported existing professional development opportunities, such as biannual Professional Development Days, and facilitated the development of new content to address emerging needs.

Board Priority: 3, 4, 5. This initiative aligns with the college’s priorities by ensuring a supportive, inclusive, and collegial environment for students and staff through cross-campus collaboration (priority 3), by supporting participatory governance and shared decision-making through engagement with representative governance groups (priority 4), and by fostering equity-minded professional development opportunities responsive to emerging campus needs (priority 5).

The EpiCenter maintained a master calendar of professional development opportunities, serving as a centralized one stop shop for all employee groups to access information about upcoming events across campus. To increase awareness and participation, a weekly Monday email was distributed districtwide

during the fall and spring semesters, highlighting professional development activities scheduled for the week.

Board Priority: 2, 3, 4. This initiative aligns with the college's priorities by supporting faculty and staff through increased access to professional development opportunities and resources (priority 2), by fostering a supportive and collegial campus environment through consistent communication and engagement (priority 3), and by strengthening participatory governance and cross-campus collaboration through centralized sharing of professional development activities across employee groups (priority 4).

The Professional Development Coordinator sends Learning Roadmaps featuring relevant themes (e.g., The Art of Recharging, Mindful Transitions, Building Influence, Intentional Communication, Joyful Collaboration, and Cultivate Presence) and related resources (books, TED Talks, Harvard Business Review articles, etc.). These Roadmaps foster continual learning and development for all employees and accompany an EpiCenter newsletter detailing professional development opportunities across all employee groups.

In December 2025, the EpiCenter surveyed the College on the effectiveness of the Learning Roadmaps and monthly newsletters. In an effort to better serve the College, adjustments to the strategy are being made accordingly.

Board Priority: 2, 3, 4. This initiative aligns with the college's priorities by supporting the ongoing growth and development of faculty and staff through continual learning opportunities and curated professional resources (priority 2), by fostering a supportive and collegial campus culture centered on wellbeing, communication, and collaboration (priority 3), and by incorporating employee feedback and assessment data to strengthen engagement and inform future professional development efforts (priority 4).

The EpiCenter has successfully onboarded a new Classified EpiCenter Lead and is currently navigating recruitment for a new Management Lead. In alignment with the Professional Development Strategic Plan for the EpiCenter, leads from all employee groups are represented, and individuals will rotate through these positions to provide multiple employees the opportunity to serve as a voice for their respective employee group.

Board Priority: 2, 3, 4. This initiative aligns with the college's priorities by supporting employee leadership development and engagement across multiple employee groups (priority 2), by fostering a supportive and collegial environment where employees are empowered to contribute and represent their peers (priority 3), and by promoting participatory governance and shared decision-making through rotating representative leadership roles within the EpiCenter structure (priority 4).

The EpiCenter hosted and supported multiple workshops, both in person and online, by providing funding and logistical coordination. These included:

- Funding and supporting three Developing Positive Communication Strategies for Difficult Conversations workshops, developed and facilitated by two SMC faculty members. Topics included:
 - Nature of Conflict and Management
 - Conflict Prevention Strategies
 - Training Our Mind for Competent Communication
- Funding Dr. Michelle Deutchman to facilitate a Faculty Forum workshop, open to all SMC employees, titled Free Expression and Academic Freedom in the Classroom and Beyond.

- Supporting Safety and Support Plans that assisted faculty and staff during incidents of public harassment.
- Funding half the cost of two Professional Development Day sessions with DPREP on the following topics:
 - Feeling Threatened vs. Being Threatened
 - Working with Neurodivergent Students
- Funding up to \$1,700 toward Management Association breakfasts and lunches for the Fall 2025 and Winter 2026 retreats.
- Providing funding and hosting space for four "Fuel for Faculty and Staff" events (held in parallel with Fuel for Finals events for students), including two events in Fall 2025 and two events in Spring 2026.

Board Priority: 2, 3, 5. This initiative aligns with the college's priorities by supporting innovative professional development and employee learning opportunities across faculty, staff, and management groups (priority 2), by fostering a supportive, inclusive, and collegial environment through workshops focused on communication, safety, and employee wellbeing (priority 3), and by promoting equity-minded and inclusive practices through sessions addressing neurodivergent students and respectful engagement across differences (priority 5).

The Classified 101 Series of workshops is designed to engage classified staff in key issues and challenges facing the College while building community and engagement. While Classified 101 workshops are under the purview of the CPDC, the EpiCenter supports the CPDC in hosting the workshops and providing on-the-ground logistical support.

The Classified 101 workshops that took place during the 2025–26 academic year include:

- Microsoft 365
- How to Run a Meeting
- Supervising and Supporting Student Workers
- Best Practices in BEST

Board Priority: 2, 3, 4. This initiative aligns with the college's priorities by supporting the professional growth and skill development of classified professionals through targeted learning opportunities (priority 2), by fostering community, engagement, and a collegial environment among staff (priority 3), and by encouraging informed participation and collaboration around key institutional processes and challenges affecting the college community (priority 4).

Faculty Forums are designed to engage faculty in key issues and challenges facing our College and to create opportunities to learn and share equity and pedagogical practices, as well as to build community with fellow faculty. While Faculty Forums are within the purview of the PDC, the EpiCenter has supported the PDC in hosting and funding several workshops this year.

- Academic Senate Town Hall and You
- Level Up Your Canvas Shell: A Faculty Panel Shares Secrets to an Engaging Canvas Learning Experience
- OER/ZTC: Burden-Free Access to Instructional Materials
- ASCCC visit debrief: Participatory Governance

- Free Expression and Academic Freedom in the Classroom and Beyond

Board Priority: 2, 3, 4, 5, 6. The Faculty Forum series aligns with the college's priorities by supporting innovative faculty development and pedagogical growth through shared learning opportunities (priority 2), by fostering a supportive and collegial environment where faculty can engage in dialogue and community-building (priority 3), by strengthening participatory governance through engagement with Academic Senate and broader institutional discussions (priority 4), by promoting equity-minded teaching practices and inclusive pedagogical approaches (priority 5), and by advancing student access and success through Open Educational Resources and Zero Textbook Cost efforts that reduce financial barriers (priority 6).

The EpiCenter leads and staff hosted the following monthly themed “Learning Lounge” events, designed to bring together all employee groups, classified professionals, faculty, and managers, to connect, network, and engage in themed learning experiences. All sessions were facilitated by EpiCenter staff and internal SMC colleagues. These themes included:

- Conferences 101: How to Attend a Conference
- Want to Spread the Word About Your Event?
- Cards and Cocoa, a casual event with card-making, puzzles, cocoa, and colleague connection (done in collaboration with Caring Campus)
- Vision Board and Goal Setting Workshop
- Personal Branding and LinkedIn Tips, which included free professional headshots for attendees
- Campus Sustainability Tour & Departmental Idea Lab
- Basics of Retirement: CalPERS and CalSTRS at a Glance

Board Priority: 2, 3, 4, 5, 9. The Learning Lounge series aligns with the college's priorities by supporting ongoing professional growth and development opportunities for faculty, staff, and managers through informal, accessible learning experiences (priority 2), by fostering a supportive, collegial campus culture that builds connection and community across employee groups (priority 3), by strengthening participatory engagement and cross-campus collaboration through shared learning spaces facilitated by internal colleagues (priority 4), by embedding equity-minded and holistic support through topics that build personal and professional capacity across roles (priority 5), and by promoting environmental sustainability awareness and engagement through the Campus Sustainability Tour and related discussions (priority 9).

In alignment with Article 11.12 of the CSEA contract, which allows classified employees to receive a pay differential when assigned to provide cross departmental training for a specified term, the EpiCenter funded Classified Trainer Differentials for nine workshops led by nine different classified professionals. This investment resulted in over \$1,920 in differential pay awarded to classified staff, recognizing and elevating their contributions to peer learning and internal capacity building.

Board Priority: 2, 3, 4, 8. The Classified Trainer Differential Program aligns with the college's priorities by supporting the hiring, development, and recognition of classified professionals while strengthening internal capacity through peer-led training and knowledge sharing (priority 2), by fostering a supportive and collegial work environment that values employee expertise and contribution (priority 3), by reinforcing participatory governance and cross-campus collaboration through peer training structures that build shared institutional knowledge (priority 4), and by supporting efficient operations and cost-effective internal professional development strategies that leverage existing employee expertise to build capacity (priority 8).

The EpiCenter provided logistical and financial support for the New Faculty Institute, a yearlong program facilitated by the Academic Senate New Faculty Committee to support the successful transition of new full-time and part-time faculty. The Institute functions as a faculty learning community, offering

professional development, mentorship, community building activities, and academic support to engage new faculty in a collaborative and inclusive environment.

Board Priority: 2, 3, 4, 5. The New Faculty Institute aligns with the college's priorities by supporting the hiring, onboarding, and ongoing development of faculty through structured professional learning and mentorship (priority 2), by fostering a supportive, inclusive, and collegial environment that helps new faculty build community and connection (priority 3), by strengthening participatory governance through collaboration with the Academic Senate and faculty-led committees (priority 4), and by promoting equity-minded teaching and institutional practices that support inclusive engagement and student success from the start of a faculty member's experience (priority 5).

The EpiCenter supported New Faculty Institute participants with up to \$2,500 per person to attend SXSW EDU. A total of eight faculty members attended, totaling up to \$20,000 in funding support to advance equity and inclusion in teaching and student support.

Board Priority: 2, 3, 5, 8. The New Faculty Institute SXSW EDU funding support aligns with the college's priorities by investing in faculty professional development and innovative teaching practices that strengthen instructional quality and student learning (priority 2), by fostering a supportive and engaging environment where faculty are encouraged to grow, collaborate, and bring new ideas back to the college community (priority 3), by advancing equity-minded teaching and student support practices through exposure to inclusive and forward-thinking educational strategies (priority 5), and by supporting strategic resource allocation that enhances institutional effectiveness and long-term capacity building through targeted professional development investments (priority 8).

In an effort to learn together, advance equity practices, and gather ideas for the next iteration of the Classified Professional Equity Certification (CPEC), the EpiCenter funded a cross-role team of eight participants—including faculty, classified professionals, a manager, CPEC cohort alumni, and CPEC trainers—to attend the Equity Centered Holistic Outcomes in Education (ECHO) Conference.

Board Priority: 2, 3, 4, 5. The ECHO Conference funding for a cross-role team of faculty, classified professionals, managers, CPEC alumni, and trainers aligns with the college's priorities by supporting ongoing professional learning and capacity-building that strengthens employee practice and institutional effectiveness (priority 2), by fostering a collaborative, inclusive, and collegial environment through shared learning experiences across employee groups (priority 3), by strengthening participatory governance and cross-campus collaboration through engagement of diverse stakeholders in shared institutional improvement efforts (priority 4), and by advancing equity-minded practices and outcomes-focused approaches that support continuous improvement in teaching, training, and student success (priority 5).

Santa Monica College has been awarded an IEPI Partnership Resource Team (PRT) through a collaborative proposal submitted by the Equity, Pathways, and Inclusion Division and the EpiCenter, recognizing the College's innovative, equity centered approach to professional development. Building on the success of its 2020 IEPI grant, the College will launch an integrated equity professional development ecosystem beginning in Fall 2026. This initiative moves beyond one-time training to embed equity more deeply into institutional culture, policies, and practices. It will align campus-wide professional learning with Student Equity Plan goals and Vision 2030 priorities focused on advancing equity in access, success, and support.

Board Priority: 2, 3, 4, 5. The IEPI Partnership Resource Team (PRT) award and the development of an integrated equity professional development ecosystem align with the college's priorities by supporting ongoing professional learning and capacity-building that strengthens institutional effectiveness and employee practice (priority 2), by fostering a collaborative, inclusive, and collegial environment through campus-wide engagement in shared learning and equity work (priority 3), by reinforcing participatory governance and cross-divisional collaboration through a jointly developed, institution-wide professional development framework (priority 4), and by advancing equity-minded practices that directly support measurable improvements in student access, success, and support outcomes aligned with Student Equity Plan goals (priority 5).

The EpiCenter provided up to \$750 in funding per participant to support employee participation in a range of equity-focused, student success, and professional development conferences. In total, 28 employees were supported through conference funding, totaling \$27,338.66 in professional development investment. Conferences attended included:

- 2025 DSPS All Directors Training (hosted by the Chancellor’s Office)
- Strengthening Student Success
- Puente Equity Summit
- Nandi Conference (3rd Annual)
- Accessing Higher Ground Conference
- COLEGAS 2025 Annual Conference: Unidxs Podemos: Uplifting Through Education, Democracy, and Change
- Caring Campus Conference 2025: Building a National Culture of Care
- 18th Annual AHSIE Best Practices Conference 2026
- DET/CHE 40 Conference
- Alliance of Hispanic Serving Institution Educators Conference
- Association of California Community College Administrators (ACCCA) Conference
- SXSW EDU
- Equity-Centered Holistic Outcomes in Education (ECHO) Conference 2026
- A2Mend Conference
- Research & Planning (RP) Group Conference
- 2026 NASPA Conference on Student Success in Higher Education
- 2026 WJ-V Training (Southern California)

This investment in conference participation supported employee engagement in equity-minded practice, student success strategies, institutional research, accessibility, leadership development, and cross-sector innovation in higher education.

Board Priority: 2, 3, 4, 5, 7, 8. The conference funding initiative aligns with the college’s priorities and goals by supporting ongoing professional learning and workforce development that strengthens employee capacity across faculty, classified professionals, and managers (priority 2), by fostering a supportive, collegial environment that encourages engagement, collaboration, and shared learning across employee groups (priority 3), by reinforcing participatory governance and cross-campus knowledge sharing through employee engagement in statewide and national higher education conversations (priority 4), by advancing equity-minded practices that directly support improved student access, success, and institutional equity outcomes (priority 5), by strengthening student support strategies and addressing barriers to student success through exposure to research and best practices in student services, basic needs, and holistic support (priority 7), and by supporting institutional effectiveness and continuous improvement through exposure to data-informed, evidence-based practices in higher education administration, planning, and resource allocation (priority 8).

In collaboration with Human Resources and funded by Equal Employment Opportunity grant funds, the EpiCenter partnered with Firefly Events, a team building consultancy, to host two workshops for managers and one for the Center for Students with Disabilities, focused on strengthening collaboration,

communication, and team cohesion. The sessions also equipped managers with practical strategies and facilitation tools to implement similar team-building activities within their own departments, supporting a broader culture of engagement and connection across the College.

Board Priority: 2, 3, 5, 7. This collaboration between the EpiCenter, Human Resources, and Equal Employment Opportunity grant funding aligns with the college's priorities by supporting the development of managers and staff through targeted professional learning that strengthens leadership capacity and workplace effectiveness (priority 2), by fostering a supportive, inclusive, and collegial environment that builds trust, communication, and team cohesion across departments (priority 3), by advancing equity-minded practices through collaboration with the Center for Students with Disabilities and reinforcing inclusive approaches to team development and engagement (priority 5), and by supporting employee wellbeing and organizational health through initiatives that improve communication, reduce workplace barriers, and strengthen cross-functional collaboration (priority 7).

Reduction In Force

On January 29, 2026, Superintendent/President Dr. Kathryn E. Jeffery announced a critical budgetary challenge facing Santa Monica College that required immediate action to safeguard the College's long term fiscal stability. The seriousness of the SMC's deficit required a reduction in force that was fiscally unavoidable. The reduction in force was based solely on the District's ongoing financial constraints and was not a reflection of any employee's performance or their value to the SMC community.

Human Resources undertook the required measures to implement the reduction in force in compliance with the California Education Code and the District Merit Rules, including but not limited to preparing and issuing the initial notice of layoffs on or about March 11, 2026, and the final notice of layoffs on or about May 12, 2026. Additionally, Human Resources engaged the Office of Administrative Hearings to schedule Administrative Law Judge hearings and worked with outside counsel to prepare the District for the hearings.

Following the issuance of the final notice of layoff, Human Resources worked with the Personnel Commission to implement post layoff procedures for classified employees and classified managers, including but not limited to finalizing displacement assignments and addressing labor management issues to navigate and mitigate the impact of the layoffs on departmental operations.

To support the community during this challenging time, Human Resources also arranged for and offered the following resources to all employees:

- Two Reduction in Force workshops presented by the law firm of Liebert Cassidy Whitmore to managers and classified employees
- A workshop entitled "Turning Layoff Uncertainty into a Clear, Actionable Plan" presented by Liam Fennell
- Two workshops entitled "Leveraging Your Strengths in the Job Search" presented by Shannon Krajewski
- Several Interview Skills Workshops presented by Dr. Flavio Medina-Martin
- Professional Development Day seminars and sessions
- Empathia Wellbeing Support counseling sessions
- A RIF Resources Sheet along with other informational materials

Board of Trustees Ongoing Priority—Educational Advancement, Quality, and Equity, 2. Continue to support and hire diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time. The newly hired HR staff represent a diverse population of perspectives and backgrounds that positively impact the processes and procedures of the HR department. Board of Trustees Ongoing Priority—Fiscal and Facilities, 8. Continue efforts in revenue generation, cost control, re-organization, and enrollment management to ensure a sustainable budget. The restructuring of the HR department realized cost savings to the District.

REORGANIZATIONS AND PRESIDENTIAL SEARCH

Reorganizations. In 2025–26, as part of a multi-phase reorganization strategy to better align the college’s strategic initiatives, as well as to realize operational efficiencies and cost savings in the face of a structural deficit, multiple management-level reorganizations occurred throughout key administrative areas. The restructuring that took place was the result of an exhaustive review of SMC’s existing organization, budgetary challenges, and overall effectiveness in supporting the mission and long-term fiscal stability of the college.

Staffing level changes began several years ago, with decreases to Senior Staff (including the retirements of the Special Assistant to the President in 2017 and the Executive Vice President in 2019, shrinking the number of Senior Staff members by 20 percent). The following organizational changes in the management ranks across administrative areas were implemented to reduce administrative costs and achieve further efficiency.

Academic Affairs. The following organizational changes were approved and will be fully implemented effective July 1, 2026:

- *Vacated and Consolidated Academic Management Positions:* Associate Dean, Center for Media and Design (CMD): The Interim Associate Dean of the Center for Media and Design position was vacated following a resignation and will not be refilled. Dean of Academic Affairs, Workforce and Economic Development: The Dean of Academic Affairs position responsible for Workforce and Economic Development was vacated following a retirement and will not be refilled.
- *Abolished Academic Management Positions:* Associate Dean, Student Instructional Support: The Associate Dean of Student Instructional Support position was eliminated. Project Manager, Interaction Design Bachelor’s Degree Program: The Project Manager position supporting the Interaction Design Bachelor’s Degree program was eliminated.
- *Reporting Line and Organizational Changes:*

Center for Media and Design (CMD) / Career Technical Education: The Interim Associate Dean of Career Technical Education has been reassigned to the Center for Media and Design and will assume responsibility for both CMD and Career Technical Education. This change consolidates leadership of the College’s career education and workforce-oriented instructional program development under a single administrator.

Workforce and Economic Development: Responsibilities previously assigned to the Dean of Academic Affairs for Workforce and Economic Development have been redistributed among existing leadership positions. Primary oversight has been assigned to an existing Dean of Academic Affairs position, with select workforce and career education responsibilities transferred to the Interim Associate Dean of Career Technical Education.

Student Instructional Support: The Student Instructional Support organization, including tutoring centers, tutoring coordinators, instructional tutors, and student tutors, will report to the Director of Library and Information Systems. This change aligns tutoring and learning support services more closely with the College's broader academic support infrastructure.

Interaction Design Bachelor's Degree Program: Administrative oversight and support for the Interaction Design Bachelor's Degree program will be streamlined within the Interim Associate Dean of Career Technical Education position, eliminating a separate layer of management while maintaining program support and leadership.

Human Resources. Two major changes took place in Human Resources: Dean of Human Resources (an Educational Administrator position) became Director of Human Resources-Operations (a Classified Managerial position); and Director of Human Resources (distinct from the one mentioned above) was retitled to Director of Human Resources-Employee and Labor Relations.

Student Success (formerly "Enrollment Development" and "Student Affairs"). For Student Success, three restructuring changes took place during the 2025–26 year: Dean of Counseling and Dean of Special Programs were merged into the Dean of Student Success & Counseling position; Student Outreach & Onboarding merged with Community Outreach (Community & Academic Relations); and two Vice President positions (VP of Enrollment Development and VP of Student Affairs) were merged into one: Vice President of Student Success.

The following organizational changes were approved and will be fully implemented effective July 1, 2026:

- *Abolished Academic Management Positions:* Associate Dean, Student Life: The Associate Dean of Student Life position was eliminated.
- *Abolished Classified Management Positions:* Project Manager, CalFresh: The Project Manager position supporting CalFresh was eliminated. Director, Outreach & Onboarding Initiatives: The Director of Outreach & Onboarding Initiatives position was eliminated.
- *Reporting Line and Organizational Changes:*

Student Life, Associated Students, and Student Equity Center: Responsibilities previously assigned to the Associate Dean of Student Life have been redistributed among existing leadership positions. Primary oversight has been assigned to existing Dean of Community and Academic Relations, with select Student Equity Center responsibilities transferred to the Dean of Pathways, Equity & Inclusion, and Veterans Resource Center responsibilities transferred to the Interim Dean of Student Success and Counseling.

SMC Promise: Administrative oversight and support for SMC Promise have been transferred to the Associate Dean of Financial Aid and Scholarships.

Student Care Teams: Administrative oversight and support for the Student Care Teams have been transferred to the Dean of Community and Academic Relations.

Board Goal: 2, 3 & 6; Board Priority: 8. These reorganizations supported cost-containment efforts while streamlining operational structures and strengthening/optimizing existing expertise within each of the divisions. In student-facing areas, these changes enhance the student customer service experience and overall satisfaction by reducing redundancies and better aligning support frameworks. The benefits include an improved student experience, which is closely linked to higher levels of enrollment and retention, and a more sustainable structure for the long-term viability of the College.

Employee Headcount. SMC’s Office of Human Resources has provided the following counts of employee by group for February 2025, February 2026, and July 2026.

Employee Group	February 2025	February 2026	July 2026
Full-time Faculty	333	321	313
Academic Administrators	59	50	40
Classified Managers/Administrators	54	50	46
Classified Employees	469	456	403
Confidential Employees	7	7	7
Police Officers	9	10	10
<i>Subtotal Employee Headcount</i>	<i>931</i>	<i>894</i>	<i>819</i>
Part-time Faculty	845	841	855
Total Employee Headcount	1,776	1,735	1,674

Presidential Search. On September 13, 2025, Dr. Kathryn E. Jeffery, SMC’s Superintendent/President, announced her decision to retire at the end of 2026, noting that this early notice would allow the Board of Trustees ample time to recruit and hire a new superintendent/president. Her reflections on her decade-plus service to SMC are memorialized in her College-wide announcement, which is [posted online](#) and reproduced in full below.

“Dear SMC Board of Trustees: It is with deep gratitude that I share my plan to retire as Superintendent/President of the Santa Monica Community College District, effective December 31, 2026. Since my arrival on February 8, 2016, I have been honored to engage enthusiastically with students, colleagues, and community members across Santa Monica and the greater Los Angeles region, as well as with sister community colleges and universities across California and the nation. Together, we have championed the vital role of higher education in expanding access and opportunity for students in our region and beyond.

“Throughout my tenure, I have worked to ensure that our traditionally underserved student groups are at the center of all college activities and services—striving to close performance gaps, eliminate disparities, and foster equitable outcomes. I have sought to promote professional development for all employee groups, encourage open and collaborative conversations across constituencies—even when topics are difficult—and honor the invaluable contributions of faculty, classified professionals, managers, and, above all, our students.

“To allow the Board of Trustees ample time to recruit and hire a new superintendent/president, I am providing this early notice of retirement. In the meantime, I remain committed to serving the Board, my SMC colleagues, our students, and the broader community to the best of my ability.

“I am profoundly grateful for the privilege of serving Santa Monica College. The trust and confidence placed in me by the Board have sustained and guided my leadership through both opportunities and challenges. My love for higher education has only deepened with each year of service, particularly through my time at SMC. I look forward to what we can yet accomplish together and to the bright future that lies ahead for both the College and myself.”

At its November 4, 2025, meeting the Board of Trustees approved issuing a Request for Proposal for a search consultant for the selection of a Superintendent/President. A subcommittee of the Board identified three proposals for the full Board to consider at its February 17, 2026 special meeting. The Board authorized the District to enter into an agreement with AGB Search.

At its March 23, 2026 special meeting, in discussion with the search consultant, the Board identified a timeline, the development of a search profile, and the recruitment process. The Board also approved the composition and membership of the Superintendent/President Search Committee. The approved [Superintendent Search Profile Booklet](#) has been posted and the search committee has been formed. Applications are being received as of the date of this report with a closing date of July 22. The Search Committee expects to interview semifinalist candidates over August 10-12, and the Board of Trustees has reserved September 10 for finalist interviews in closed session. The date for public announcement is yet to be determined.

THE FEDERAL ACTION IMPACT ANALYSIS TEAM (FAIAT)

The Federal Action Impact Analysis Team (FAIAT) was established by the Superintendent/President to monitor and assess federal executive orders and other federal actions affecting the College. During the 2025–26 academic year, the team’s core membership included Campus Counsel; the Vice President for Student Success (formerly filled by the VP of the erstwhile Enrollment Development); the Dean for Equity, Pathways, and Inclusion; the Director of Public Information; and the Associate Dean for Student Life.

FAIAT convenes weekly and regularly holds expanded meetings with broader College stakeholders to address critical issues such as immigration enforcement, threats to LGBTQ+ rights, and conditions attached to federal grant funding. These expanded sessions ensure that departments across the College remain informed and coordinated in their response to rapidly evolving federal policy.

Key responsibilities of FAIAT include:

- **Maintaining informational resources:** Curating and updating College webpages dedicated to federal immigration enforcement response, ensuring students, faculty, and staff have access to accurate, current guidance.
- **Legal updates:** Providing the College community with timely legal updates on federal actions that may affect students, employees, or College operations.
- **Campus protections:** Developing uniform signage, posted throughout campus, to clearly communicate legal limitations on federal immigration officers' access to classrooms and other private areas of the College, helping to safeguard the rights of students and staff.
- **ICE Notification Protocols:** Establishing a notification system for ICE actions that might impact the College and its students.

Through this coordinated approach, FAIAT enables the College to respond proactively and consistently to federal developments.

CAMPUS POLICE

The Santa Monica College Campus Police Department remains steadfast in its commitment to delivering the highest level of service while fostering a safe, inclusive, and supportive environment for students, faculty, staff, and visitors.

This past year followed a period in which our department, and the broader campus community, was profoundly impacted by a tragic workplace violence incident. In response, the College implemented the recommendations and measures outlined in the OIR report. These actions have strengthened campus safety protocols, enhanced communication, and reinforced our collective commitment to continuous improvement and accountability.

Building on these efforts, a campus-wide safety survey was conducted to better understand community concerns and inform ongoing improvements. Work continues to implement enhanced safety protocols and expand training initiatives. In support of preparedness at the highest levels, the College has also established a senior management tabletop exercise, scheduled for Summer 2026, to strengthen coordinated emergency response and decision-making.

The Campus Police Department has taken significant steps to enhance regional coordination and emergency response capabilities. We have initiated proceedings to approve a new Memorandum of Understanding (MOU) with the Santa Monica Police Department (SMPD), further formalizing collaborative response protocols. Additionally, the department has strengthened interoperability by deploying new Phase II P25 radios integrated with LA-RICS talk groups, enabling seamless mutual aid communications with the Los Angeles Police Department (LAPD), California Highway Patrol (CHP), and other regional public safety agencies.

To further enhance coordination and response capabilities, the department has secured direct access through MOUs with the Santa Monica Police Department, Los Angeles County Sheriff's Department, and UCLA Police Department. These agreements ensure timely information sharing and coordinated response efforts across jurisdictions, strengthening overall regional safety. In support of these partnerships, SMPD and SMCPD personnel regularly participate in approximately 40 hours of integrated training annually, reinforcing coordinated response capabilities and shared operational readiness.

Internally, the department has expanded its operational presence by establishing a substation at the Center for Media & Design (CMD) campus. This addition improves response times, increases visibility, and enhances engagement with the campus community.

Engagement and collaboration with campus constituency groups have remained a priority. The department has worked actively with students, faculty, staff, and administrators to foster open dialogue around safety concerns, strengthen trust, and promote shared responsibility for maintaining a secure campus environment.

As in-person campus activities continued to expand, the department successfully supported a wide range of event, including job fairs, college fairs, wellness initiatives, and multiple commencement ceremonies—ensuring that all were conducted safely and without incident.

In partnership with student organizations, Campus Police also supported the respectful and safe exercise of First Amendment rights, maintaining a careful balance between free expression and campus safety.

Looking ahead, the Santa Monica College Campus Police Department will continue to build on these advancements by strengthening partnerships, enhancing communication systems, expanding training and preparedness efforts, and engaging proactively with the campus community. Through these efforts, the department remains dedicated to supporting a safe, equitable, and thriving educational environment.

Board Alignment: This work aligns with Board Goal Areas #1 (Future of the College), #2 (Educational Advancement, Quality, and Equity), #3 (Student Life), #4–5 (Fiscal Stewardship & Facilities), and #6 (Community and Government Relationships).

EMERGENCY PREPAREDNESS

During the current academic year, Santa Monica College has made significant progress in strengthening its emergency preparedness, response, and resilience capabilities. Building on prior efforts, the College continues to take a proactive, all-hazards approach to campus safety through planning, training, infrastructure investment, and community engagement.

A major milestone was the completion of the All-Hazards Mitigation Plan, developed as a standalone district model tailored specifically to Santa Monica College’s operational environment and risk profile. This comprehensive plan provides a framework for risk reduction, coordinated emergency response, and long-term recovery. In addition, the College successfully deployed the updated Emergency Preparedness Booklet across campus, ensuring that students, faculty, and staff have access to clear, actionable guidance during emergencies.

To further strengthen situational awareness and risk identification, the College conducted walk-through safety and security assessments for more than 40 campus departments and operational units. These in-person evaluations provided valuable insight into potential vulnerabilities and have informed targeted safety improvements. The findings from these assessments will continue to guide future planning and resource allocation.

The College has also made strategic investments in emergency resources and infrastructure. Additional emergency supplies have been acquired for the main campus, including portable solar-powered generators, emergency lighting systems, medical equipment, and expanded personal protective equipment (PPE). Equipment has also been purchased to enhance the Building Monitor Program, further strengthening on-the-ground emergency coordination and response capabilities across campus facilities. Police Sergeants will continue to refine and strengthen this program during Summer 2026 to ensure optimal effectiveness and alignment with emergency operations protocols.

As part of enhancing emergency communications, the College has also launched the Corsair Alert safety app, providing students, faculty, and staff with a modern, accessible platform for receiving real-time emergency notifications and safety resources. The department conducted outreach and presentations across the campus community to promote adoption and ensure users are familiar with the system’s capabilities.

Training and professional development have been significantly expanded to ensure personnel are well-prepared to respond to emergencies. Staff and public safety personnel have participated in a wide range of training programs, including:

- FEMA Incident Command System (ICS) training

- American Red Cross emergency response training
- First Aid, CPR, and AED certification
- Bloodborne pathogens training
- “Stop the Bleed” and tourniquet application training

These efforts reflect a comprehensive approach to building both individual and organizational readiness. Looking ahead, the College continues to advance additional initiatives aimed at enhancing prevention and preparedness capabilities. This includes specialized training for Campus Police personnel in Crime Prevention Through Environmental Design (CPTED) and the development of advanced safety and security assessment capabilities. These efforts will further strengthen the College’s ability to proactively identify risks and implement effective mitigation strategies.

Collectively, these initiatives demonstrate Santa Monica College’s ongoing commitment to creating a safe, prepared, and resilient campus environment. Through continued investment in planning, training, and resources, the College remains well-positioned to respond effectively to emerging challenges and support the safety and well-being of its community.

Aligned with Board Goal Areas #1 (Future of the College), #2 (Educational Advancement, Quality, and Equity), #3 (Student Life), and #4–5 (Fiscal Stewardship & Facilities), supporting campus safety, emergency preparedness, communication enhancements (including the Corsair Alert safety app rollout), infrastructure improvements, and institutional resilience.

PUBLIC INFORMATION OFFICE

The **Santa Monica College (SMC) Public Information Office (“PIO”)** plans, develops, and implements executive communication for Santa Monica Community College District, provides highly complex professional communications assistance to the Superintendent/President’s Office, Senior Staff, and the college overall. In crises, the Director of Public Information has key responsibility to develop strategy, oversee media engagement, and advise college administration; she interfaces closely with Marketing, Web & Social Media, Enrollment Development, the SMC Police Department, Campus Counsel, and also serves on the Emergency Operation Team and the Federal Action Impact Analysis Team. The PIO is supported also by the stellar efforts of administrative assistant Rebecca Sprigg, who also supports the Superintendent/President’s Office. A few key highlights of PIO activities from the 2025–26 academic year are presented below.

Awards won:

- Received a **gold state-wide award** from **Community College Public Relations Organization (CCPRO)**: first place for a **news release** on a historic win of Santa Monica College architecture/interior architecture students at a national competition. This was the second year in a row that the Public Information Office won this award.
- Won a **bronze award** from CCPRO in the **feature article** category for a newsletter feature in the national and state award-winning newsletter/blog SMC in Focus.

Media & Community Partners Engagement:

- From July 1, 2025 – June 3, 2026, the Public Information Office generated more than 130 press releases, pitches, and media alerts which has led to widespread local, regional, and national

coverage of events, new college initiatives, milestones, and more. For a detailed listing of media coverage please see: <https://www.smc.edu/news/in-the-news.php>. A selection of media coverage is shared on a (generally) bi-weekly basis with the Board of Trustees and the District via an electronic briefing called “**SMC in the News**”.

- Wrote and provided exclusives for various media outlets highlighting SMC events and student achievements. A few examples include: First STEM poster Symposium for the **Santa Monica Daily Press**, the opening of Math + Science Building for the **Santa Monica Daily Press**, **CBS** and **Santa Monica Mirror**, and more.
- Interfaced with media outlets to facilitate interviews with college leadership, provided comment, coordinated on-campus visits, and collaborated with subject-matter experts to provide information. A few examples included information on the Felicia Hudson memorial (for Dr. Jeffery), budget issues (for VP Chris Bonvenuto), New York Times (with the Bodega / basic needs team, re. SNAP program), and more.
- Collaborated with industry and community partners to promote SMC programs developed along with them—including **Amazon Web Services**, **Merritt Community Corporation**, **United Way LA**, **BroadStage**, **SMMUSD**, and more.

In 2025–26, the PIO continued to seek out opportunities to highlight Santa Monica College’s continued excellence in achievement, championing innovative programs, equity, and more. This ongoing strategy is built upon and actualized through collaborative relationships across campus—with faculty/faculty leadership, classified colleagues, managers and administrators, and more. Below are just a few examples of widespread media coverage:

- (CBS News): [Santa Monica College offers unhoused services training program](#)
- [Santa Monica College Approves Cloud Computing Bachelor’s Degree](#) (Santa Monica Daily Press)
- [Santa Monica College Named Black-Serving Institution](#) (Santa Monica Daily Press)
- [美 과학의 힘 ‘거북이 연구’\[초격차 과학인재 1만인 프로젝트\]](#) (Translation: “The Power of U.S. Science” | The Seoul Shinmun Daily, featuring SMC among other U.S. STEM programs)
- [Auto shop class is thriving. Community college students basically fix your car for free - Los Angeles Times](#)
- [Top Transfer College: Santa Monica College maintains streak for 35 consecutive years | News | argonautnews.com](#)
- [\(Video\) Inside Look at Santa Monica College’s New State-of-the-Art Planetarium - Santa Monica News, Events & Local Politics | Santa Monica Mirror](#)
- [SMC Architecture Students Win Third Place in National Competition](#)
- [From Caregiver to Stanford: SMC Student Leader’s Journey of Service and Success](#)
- [SMC Student Named Jack Kent Cooke Foundation Scholarship Recipient](#) (Santa Monica Daily Press)
- [A New Chapter for SMC’s Creative Writing Program](#) (Santa Monica Daily Press)

The above is only a sampling. For a complete listing of coverage, please see the “In the News” webpage: [SMC in the News - Santa Monica College](#).

Crisis Communications: The 2025–26 academic year continued to bring several challenges that required thoughtful and timely responses wherever possible. The Director of Public Information played a lead role in advising the Superintendent/President and senior staff and developing multi-pronged media strategy to present the college’s response in a cogent manner. A few examples of situations in which the director provided crisis communications leadership are provided below:

- **Steps taken to address fiscal issues:** Worked alongside Superintendent/President and senior staff to develop communications around the college’s fiscal crisis and associated steps that had to be taken to address the deficit. In 2025–26, the Director of Public Information played a lead role in crafting communications around a reorganization, the reduction in workforce (layoffs), a budget forum held in late 2025 to provide information and give the college community an opportunity to give their input, and much more.
- **Canvas Outage, May 2026:** The Director of Public Information coordinated messaging around a disruptive external event that impacted all institutions that use Canvas, utilizing a multi-pronged approach to ensure that all affected audiences were reached.
- **Data disclosure, May-June 2026:** The Director of Public Information helped provide guidance on the college’s response to an internal incident leading to an inadvertent data disclosure.
- **Student assault off campus near Center for Media & Design, Spring 2026:** Responded to media queries and crafted communications around an assault on an SMC student near the CMD Campus, relied on established relationships with local editors to make corrections wherever necessary.
- **Response to Federal Actions:** As part of the Federal Action Impact Analysis Team (FAIAT), the Director of Public Information continues to play a leading role—alongside Campus Counsel, other members of the FAIAT, Senior Staff, and others—in developing and disseminating institutional responses to a number of difficult and unprecedented federal actions and creating and implementing media strategy whenever the issue attracts widespread attention. In 2025–26, SMC continued to be in regional and national news due to federal Office of Civil Rights complaints and Title IX investigations. Additionally, the Director of Public Information helped solidify communications around a travel ban, a Pride Month statement, new state processes to protect residents against overreach, the impact of federal immigration enforcement on the college community, and more.
- **Response to Unforeseen Weather Events & Other Disruptions:** The PIO continues to take a lead role in crafting/editing timely messaging and communications around any unprecedented event that has the potential to disrupt classes/business operations including fires, power outages, and more.

Internal Communications: The Director of Public Information continues to oversee the distribution of public information not just to media, external constituents, and members of the public but also to the internal college community. Below are just a few examples of major duties performed under the umbrella of internal communications:

- **Office of the President Memos:** Wrote/helped craft more than 21 presidential memos for Dr. Kathryn E. Jeffery including regular college-wide updates summarizing need-to-know items, upcoming transitions, demonstrating institutional support for students impacted by federal

actions, first-day-of-semester messages to students, emergency notifications, budget updates, and more.

- **Office of the President Public Remarks:** Assisted with Dr. Jeffery’s Fall 2025 Opening Day “State of the College” remarks and Spring 2026 Professional Day remarks which provided the college community updates on crucial matters.
- **Institutional Communication:** Led institutional communications and media strategy for a number of issues, acting as District spokesperson wherever the situation demanded it. Provided comment and information developed collaboratively with leadership and legal counsel in a responsive, transparent manner to prominent media outlets including CalMatters, EdSource, Inside Higher Ed, Washington Post, Santa Monica Daily Press, and many more.
- **Board Summaries:** wrote and disseminated 12 board summaries—based on the official minutes, these summaries extract key actions and includes reference information to help the average SMC employee comprehend critical information about actions taken during Board of Trustees meetings.
- **Obituaries:** wrote nine obituaries honoring the lives and legacies of former and current SMC colleagues who passed away.
- **Annual Report:** edited, contributed to, and helped facilitate the production of 2024-2025 SMC Annual Report (project led by Don Girard, Sr. Director of Institutional Communications and Government Relations).
- **(NEW) Training for college community on bulletins:** Held a well-attended training in the EPICenter for the college community, provided an overview of new bulletins guidelines and tips for crafting bulletins with an eye towards readability and accessibility.
- **(NEW) Created fiscal glossary:** As SMC navigated a fiscal crisis, and the information surrounding our budget processes contains system-specific and technical terms that are often lost on the average person, the PIO created a fiscal glossary made available online on the SMC Budget Office’s webpage, that provides short definitions for the most frequently used terms: [Fiscal Glossary - Santa Monica College](#)
- **(NEW) Funds raised via media coverage to support nascent SMC program:** A CalMatters article which the PIO shepherded and facilitated resulted in \$100,000 being raised for the nascent Homeless Service Work program from a private foundation.
- **Generated media coverage for major college events, coordinated & wrote speeches, scripts, and more,** including the Math + Science Building Official Opening, Commencement Ceremony (ongoing), the STEM Symposium, and more.

SMC in Focus: From July 1, 2025 to date, the PIO has produced five issues of the national- and statewide-award winning newsletter/blog *SMC in Focus* which reaches all constituents of the college—students, community, District, alumni, associated boards, and more—thoughtfully designed to highlight SMC’s commitment to equity, sustainability, and inclusion, as well as alumni success stories, and more.

Several SMC in Focus stories were also pitched to and placed in media outlets after the issue was launched to our audiences and shared via the college’s social media channels; some examples:

- New Creative Writing Certificate – Santa Monica Daily Press, June 2025

- Concrete Hope – Santa Monica Daily Press, Sept. 2025 (front page!)
- Former Student Leader David Duncan – Santa Monica Daily Press, Oct. 2025 (front page!)
- STEM grad Ghazal Azdari – Girls in STEM Magazine
- Emeritus instructor/donor Freddie Manseau – Santa Monica Daily Press, Nov. 2025
- Naomi Henderson, Accounting alum – LA Sentinel, Nov. 2025
- The newsletter continues to have an open rate (23%-26%) above the educational industry newsletter standards for major audiences.

Board Annual Goals 3,4. By placing SMC stories in media outlets that reach thousands—and in some cases, millions—the PIO directly supports efforts to increase enrollment, reaching prospective students and decision-makers. Through the continued work of producing equity-themed content which are placed in regional media outlets and shared with thousands of followers on the College’s official social media channels, the PIO helps to move the needle towards closing equity gaps by creating urgency and an imperative around the importance of inclusive and accessible education, inspiring students through the success of their peers.

Board Priorities: 1, 2, 3, 4, 9,10, 11, 12. The PIO supports the development of new programs and community partnerships that supports the Board’s strategic vision and plan for the college’s future by showcasing innovation at work, in avenues that garner attention not just with potential partners, but with the California Community Colleges Chancellor’s Office, industry-specific publications, and more. Through collateral and communications materials produced and widely disseminated by the Public Information Office, Santa Monica College’s capacity/image to attract diverse faculty & staff, ensure a supportive/inclusive environment for all who work here, and sustainability goals are brought into the spotlight. The PIO supports participatory governance by ensuring that critical information is made available in as accessible a manner as possible, promotes special programs that serve local students through SMC in Focus and news articles, and supports Emeritus and all satellite campuses/programs on an ongoing basis, as needed.

COMMUNITY RELATIONS

Community Relations is now part of the Office of Student and Community Outreach. 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. To regain F-1 student enrollment and encourage students, faculty, and staff to return to on-ground learning on campus, Community Relations provided a continued effort to create more life and programming on campus and coordinated and participated in 75 events during the past academic year, impacting approximately 15,000 individuals.

Board Ongoing Priorities: 3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

21st Annual VIP Day and New Student Orientation. Because SMC’s Fall semester in 2025 started Tuesday, September 2, 2025, the event was moved to Tuesday, August 26. The event goals continue to be to welcome and connect with all **new** students by featuring workshops and a campus resource fair to continue to support career exploration and connection with Areas of Interest communities, special programs, and knowledge of campus resources to increase sense of belonging, enrollment, and retention in future semesters. Once again, an enrollment lab was made available, with class sections open that day to accommodate late enrollment needs, and special Guest Programs were tailored to the workshops that were targeted at families. Approximately 3,000 students and guests participated in the event. Over 150 faculty, staff, and administrators worked together to make these events happen. Additions to the event

continued this year to include a Lifelong Learning Zone, featuring Emeritus, Noncredit, and High School Concurrent enrollment, as well as the creation of special guest printed programs that were tailored to the workshops and information that were targeted to families.

Annual Board Goals 2025–26- Educational Advancement, Quality, and Equity. 4. Successful enrollment for first-time applicants; Persistence from first term of enrollment to subsequent term.

Caring Campus College Initiative: This department has taken on more of a leadership role with the Caring Campus Initiative. This is a classified employee initiative, which was new to the campus in 2023-24. The classified employees involved originally transitioned out, but a new group is involved now and seems to be getting the momentum back with this initiative.

Board Ongoing Priorities: 3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

The Annual Holiday Lunch in Person- Holiday Happiness Week-Long Events. We had a week full of fun and festivities for students, faculty, and staff right before Fall finals week. Reindeer Games, Holiday Lunch (in the Pavilion), Door Decorating Contest, Cards and Cocoa, and Grateful Goats (sponsored by the SMC Associates). These activities have been shifted from Community and Academic Relations and are now within the Caring Campus committee's purview.

Board Ongoing Priorities: 3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

Retirement and Recognition Event. This event was successfully integrated into the Fall Opening Day to share rental costs and try to gain a larger audience. Evaluating the timing and resources allocated toward it, as well as campus support, is important to ensure that it remains a relevant and meaningfully supported event going forward. Having Emeritus co-sponsor the event has been helpful to secure the funding needed to purchase the gifts for the retirees and the Club 25 clocks (25-year awards).

Board Ongoing Priorities: 3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

Morale Boosting Events. Morale and healing-focused events for faculty and staff: Stress reduction and healing-focused events (i.e. mini therapy horses, goats, and therapy dogs) were emphasized this academic year in response to the stress of the SMC budget crisis, the reduction in workforce, and the residual negative impact from the on-campus shooting in Fall 2024, and the LA wildfires. Traditional events like the campus Retirement and Recognition event, the SMC Holiday Happiness series of events, the Management Association Ice Cream Social for Classified staff during CSEA Appreciation Week are all examples of the types of events we lead or support to help make SMC a welcoming and affirming environment for our faculty, staff, and administrators.

Board Ongoing Priorities: 3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

SMC Cheer Team. The SMC Cheer Team was integrated into Community and Academic Relations activities in 2024–25 when Sandra Franco joined the department. There are approximately 33 cheer students on the team, and they participate in supporting all major on-campus sporting events for volleyball, basketball, and football, in addition to local Santa Monica Community events (SM Locals night at the Pier, March Madness at Pacific Park, Cinco de Mayo Parade, July 4th parade, Pride parade, and SMC Graduation).

Board Ongoing Priorities: 3. Ensure a supportive, inclusive, safe, and collegial environment for students and staff.

Institutional/Campus Support: Rentals Program. Two years ago, Community and Academic Relations started buying tables, chairs, linens, storage units, tents, and umbrellas to help offset the cost of rentals for all of the large campus events. This was an approved cost savings measure in coordination with the Maintenance and Operations team, Risk Management, and Senior staff. This program has allowed many departments on campus to spend little to nothing on their rental needs now each year, which has saved the college thousands of dollars.

Board Goal: 6 Fiscal Stewardship: Stabilize the fiscal structure of SMC and meet the requirements for a 5% fund balance.

MARKETING

Marketing sustains public confidence in the college, supporting 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 reinforces 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 community publications, and digital marketing channels such as paid search advertising. Our broadcast station partnerships include digital opportunities for video and podcast advertising. This also includes promoting through their varying social media platforms, website, mobile, other digital platforms, and station opt-in email campaigns to extend SMC's radio messaging into a wide-ranging 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. As well as the following annual Board Goals: Annual Board Goals 2025–26 – The Future of the College. Annual Board Goal #3: Increase Enrollment. Educational Advancement, Quality, and Equity. Annual Board Goal #4: Decrease equity gaps and increase successful enrollments for first time applicants, persistence from first term of enrollment to subsequent term.

Marketing's consistent advertising in broadcast radio, outdoor, print, direct mail, and digital marketing channels has led to SMC's 35th consecutive year as number one in transfers to the UC system as well as continuing to be number one in transfers to UCLA, USC, and Loyola Marymount University—a remarkable accomplishment! SMC sent 995 students to UC campuses, 1,991 students to UC and CSU systems combined, and 126 students to USC.

With enrollment challenges over the course of the 2025–26 academic year and the decline in the pipeline of the traditional straight out of high school student population, Marketing has also been focused on collaborative efforts to attract more non-traditional students. This includes efforts to take insights from last year's marketing focus groups to articulate visually and in written form the value of attending SMC in addition to transfer, focusing more on help with career and highlighting programs that visibly show hands-on, skills-based learning for in demand careers.

Highlights for traditional marketing include the continuation of our Metro Rail outdoor full wraps on the Expo Line, which has an SMC dedicated stop and extends further east out into greater LA, where we know many of our students are commuting from. We have also continued to leverage our radio advertising at iHeart by starting up podcasting advertising, allowing our SMC institutional messaging to reach prospective students and key decision makers in different ways. With our radio advertising partner KPWR,

we have continued to effectively utilize the resource of the Power 106 street team DJs to support the student atmosphere at key SMC enrollment and retention events like VIP Day as well as celebratory events like SMC Commencement. We have also continued featuring SMC stakeholders in our advertising campaigns with our radio partners, who can authentically speak to prospective students and parents about the value of an SMC education and the SMC community. In our Fall 2025 digital campaign with radio partner Univision, we ran a social media segment featuring a counselor from the Career Services Center, focused on the four simple steps for engaging with the career center and getting career support. This segment was a top performer in our advertising campaign in terms of social media engagement and reach. We have also leveraged our Univision campaigns to highlight academic programs with hands-on learning and skills training for in-demand careers.

In our Spring 2026 digital campaign, we featured Cosmetology and Nursing. Highlights for digital marketing efforts include ongoing work with talent influencers and launching new paid search and display advertising campaigns. Continuing our efforts to bridge the equity gap, our iHeart partnership continues to include on-air endorsements and social media posts from African American DJ influencer **Chuck Dizzle**, a known local radio personality with a top radio hip-hop show called “Home Grown Radio” on KRRL, and over 35K followers across various social channels. We again worked with Univision Spanish-speaking influencers, including **Grecia Salamon** with over 40K followers, to continue building community trust by providing important enrollment and financial aid information to the Latine community, including DACA/Dreamers. And we have employed the same strategy with our continued targeted digital advertising in the LA Times en Español.

Marketing continues to expand our digital/media marketing efforts (with **Google AdWords/Analytics**, tracking ROI with UTM links with media partners, and influencers to target specific audiences), to help bring traffic to our website and increase enrollment. Digital advertising campaigns included program-specific ones for Interaction Design, Sustainability, and Homeless Services Work – programs that are part of Career Education. This is in addition to our ongoing institutional enrollment paid search and display campaigns supporting the Fall, Spring, and Summer terms. We also continued our institutional digital campaign geared towards domestic non-resident prospective students, connecting them to a dedicated landing page for out-of-state students that has been developed in collaboration with Outreach and Admissions.

We once again ran our “Smart Choice” campaign during the Spring to target high school seniors at the time when they were making final decisions on where to go to college. It consisted of display ads with aspirational artwork and paid search ads that directed prospective students to an easy-to-navigate landing page with compelling messaging on top reasons to attend SMC, such as our #1 in transfers heritage, financial aid and scholarships, and student-centered focus. With the launch of SMC’s second bachelor’s degree, Marketing worked closely with Career Education and Admissions on developing a Cloud Computing bachelor’s degree email drip campaign to attract interest ahead of applications opening in Fall 2026. And finally, both the marketing and web teams collaborated closely with multiple campus stakeholders across Student Success and Academic Affairs to develop the [Returning Students](#) and [Something for Everyone](#) landing pages, geared towards attracting more non-traditional students to enroll at SMC.

The Marketing team contributed and designed promotional materials for major college campaigns and initiatives, and here are some highlights for the 2025–26 academic year:

- In light of the federal actions in 2025, the **Where We Matter campaign** was developed in collaboration with the College’s Federal Action Impact Analysis team. The goal was to communicate to students that Santa Monica College is here for them, sees them, and hears them. This campaign involved the development of visual concepts showcasing both students and faculty, alongside a messaging framework that incorporated the following four taglines: “SMC. Where We Matter.”; “SMC. Where We Succeed.”; “SMC. Where We Are Seen.”; and “SMC. Where We Find Home.” The artwork was executed for outdoor placements across all the various SMC campus locations (i.e., light pole banners, hanging banners, posters), as well as digital placements on campus TV monitors and kiosks. The campaign also launched on SMC social media platforms (i.e., Instagram, Facebook, Bluesky), with requests for students to share their stories.
- For the summer 2025 launch of the new course materials auto-fulfillment program, **Slingshot**, we prepared student communication materials that included branded graphics, retractable banners, A-frame panel signs, and table sign inserts.
- In the fall of 2025, we designed panel signs, invitation, posters, handouts, and building maps for the ribbon cutting and Open House event of the **Math and Science Building**, bringing together four departments—Earth Sciences, Mathematics, Life Sciences, and Physical Science—including a state-of-the-art Planetarium and Observatory.
- SMC hosted several on-campus events for student success and campus resources—**Super Saturday** to support students with their application, education planning, and enrollment process; **VIP Welcome** student orientation; **SMC Start Up, Midterm Motivation**, and **Fuels for Finals** during the Fall and Spring semesters.
- Throughout the year, we collaborated with the Outreach team and facilitated the design, production, and printing of new promotional materials for their student recruitment campaigns, which included the in-state and out-of-state recruitment brochures, a tote bag, California postcards, stackable tile displays, a Proud to be SMC die-cut promo card, a custom envelope, and personalized acceptance letters.
- We designed two new **Areas of Interest brochures for Business and ECE/Education** to support students in their academic and career plans. These brochures follow the format of the Arts, Media, and Entertainment brochure created in 2023.
- To update our annual Marketing photo library, a photoshoot took place on May 5 & 7 with photographer Ben Gibbs, capturing photos of the Cosmetology and Nursing programs; student services and special programs at the Student Service Center; the STEM Makerspace and tutors; and diverse students on the SMC Main Campus.
- In preparation for the upcoming retirement of Dr. Kathryn E. Jeffery at the end of the calendar year, we worked with the search committee and designed an eight-page brochure for the Santa Monica College executive search for a new superintendent/president.
- We prepared print and digital materials for the annual celebration of the **SMC’s 96th Commencement Ceremony** held on-ground at Corsair Field on June 16—graduation program, invitation, prep book, t-shirts, animated stickers—to celebrate the achievements of 7,068 graduating students and the awards of 13,264 degrees and certificates. As part of our ongoing institutional commitment to diversity, equity, and inclusion, we prepared materials for the affinity graduating students’ celebrations that honor and celebrate the academic goals and accomplishments of our Black, LGBTQ+, APIDA (Asian Pacific Islander Desi American), Latine,

undocumented, and veteran students. We also designed branded logos for SMC’s Black-Serving Institution (BSI) and Hispanic-Serving Institution (HSI) designations.

We continue to work closely with the Reprographics team and manage numerous color print orders on the **Xerox Versant digital color press** for the internal SMC community. Over the past year, we designed and printed more than 250 color printing jobs on campus to support special campus events, student programs, and recruitment materials and processed over 50 SMC business card orders. The design team participated in demonstrations at a Xerox off-site production facility and also provided feedback to Xerox representatives and Reprographics focusing on exploring large-format printing, special finishing, and binding capabilities for new equipment to better meet SMC’s printing needs.

Furthermore, the marketing team prepared a wide range of marketing and communications materials for various departments, including special programs and support services. During the 2025–26 academic year, the marketing team produced 10 schedules of classes, the annual SMC college catalog, and **over 500 materials**, including publications, postcards, brochures, booklets, flyers, signage, email bulletins, outdoor transit ads, and digital ad campaigns and materials for social media and campus TV monitors. Our design and marketing efforts continue to receive recognition having won one gold Community College Public Relations Organization (CCPRO) award for the internal communication **Where We Matter** campaign and a silver CCPRO award for the **Summer 2026 Academic Schedule of Classes**.

Annual Board Goals 2025–26. Ongoing Board Priorities: Educational Advancement, Quality, and Equity 2-3; Student Life 5-7; Community and Government Relationships 10-12.

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, Admissions, 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. We are key representatives in the effort to make sure SMC meets the Title II accessibility standards for online content.

The SMC Social Media channels are driven by user experience, with an emphasis on enrollment, events, and student stories. We promote the college as a welcoming community. Content is added daily through the SMC social media accounts with the help of three student workers who assist in social media, video editing, photography, and digital marketing.

The SMC Website covers many areas but has two primary audiences: the potential student, and the SMC community. We maintain and help shape the content on the marketing focused “www.smc.edu” website, the internal administrative “admin.smc.edu” website, the online catalog “catalog.smc.edu” website, and we advise and support the SMC Foundation’s “foundation.smc.edu” website. We also help maintain internally hosted by separate websites for the Santa Monica Review, and the Barrett Art Gallery. Content is updated daily with the help of two student workers, and the editors assigned by the academic and administrative departments.

The Web and Social Media Office aligns with most Ongoing Board of Trustees Priorities under Educational Advancement Quality, and Equity, Student Life, Fiscal and Facilities, and Community and Government Relationships, specifically in disseminating essential key information on its digital channels for events, programs, initiatives, and more.

Highlights

New or redesigned content. The following pages were redesigned in the past year or are awaiting approval for publication:

- [New Students Website](#)
- [Sustainability Education](#)
- [Equity, Pathways, & Inclusion](#)
- [Counseling/Transfer Center](#)
- [Human Resources](#)
- [About Page](#)
- [Health Services](#)
- [Student Equity Center/Dream Resources](#)
- [SMC Bond Projects](#)
- [English as a Second Language](#)
- Community Education – awaiting approval for publication
- Financial Aid – awaiting approval for publication

Academic Pages. Working with the SMC Marketing Department, the following pages were created to promote new or upcoming academic programs:

- [Homeless Service Work](#)
- [Cloud Computing](#)

Database Search Pages. This adds functionality to existing pages and allows the visitor to search or filter content on the page. It can also streamline content maintenance by consolidating content into a single Excel spreadsheet. The following pages were updated with new search capabilities:

- [2025 Foundation Scholarship Award Winners](#) (also the [2026 Scholarship Winners](#))
- [Student Spotlights](#)
- [STEM Alumni](#) (pulls content from the same data as the “Student Spotlights”)
- [Faculty/Staff Directory](#) (now includes job titles and is maintained directly by HR)
- [Club List](#)
- [Career Education](#)
- Transfer Center [Articulation Agreements](#) – the same data also populates [individual pages](#) based on the type of institution or the Transfer Agreement Guarantee (TAG).

Marketing Campaign Pages. Working with the Marketing Department, these pages are hand-coded and custom designed to target specific audiences.

- [Career Changer](#)

- [Smart Choice](#)
- [Where We Matter](#)
- [Returning Students](#)
- [Something for Everyone](#) – pending

Increased Social Media Presence. SMC has the most Instagram followers out of all California community colleges at 23.6K. The college’s social media presence continues to grow and expand, as efforts are focused on improved graphics for Instagram stories, more student and transfer stories, as well as posts to engage students and promote classes, programs, and campus events. (percentage change reflects change from last year).

Statistics

- 97,953 LinkedIn followers (6 percent increase)
- 37,000 Facebook followers (3 percent increase)
- 23,600 Instagram followers (14 percent increase)
- 12,000 X (formerly Twitter) followers (1.5 percent decrease)
- 1,150 TikTok followers (39.5 percent increase)
- 3,244 Threads followers (7 percent increase)
- 176 Bluesky followers (39.5 percent increase)
- Website: 25,129,653 page views.
- About 57.3 percent of users access the website from a desktop, 41.1 percent access the website from a mobile device, and 1.6 percent access the website from a tablet. At any given time, there are approximately 1,000 real-time users on the website.
- Besides the homepage, the top five most visited pages are Canvas Online Learning, Corsair Connect Guide, How to Apply, Academic Class Schedules, and the SMC Library.

All digital marketing communications, marketing, and outreach efforts supports most of the Ongoing Board of Trustees goals and priorities since all public information is on the website and key information is shared through social media.

GOVERNMENT RELATIONS

Student Housing

Private Partnership Selection. The process to select a development partner for a Public/Private Partnership (P3) to design, build, and finance student housing on SMC’s Bundy Campus has been completed. At its July 7, 2026, meeting, the Board of Trustees selected Michaels Student Living and authorized the Superintendent/President to begin work on a pre-development agreement. The process was led by SMC’s Procurement, Contracts, and Logistics department and by SMC’s student housing consultant firm, Volz Company.

Activities leading up to this action included, at its March 3, 2026, meeting, the Board of Trustees voting to move forward to consider proposals for a joint-occupancy agreement to design, build, and finance student housing on SMC’s Bundy Campus and to authorize the Superintendent/President to request proposals from the three firms. selected during the Request for Qualifications process.

On March 5, 2026, SMC's Procurement, Contracts, and Logistics department issued a Request for Proposal (RFP) to Capstone Development Partners, The Martin Group of Companies LLC, and Michaels Student Living LLC. Prior to receiving the proposals, SMC hosted work sessions on the Bundy Campus separately for each developer team on April 13, April 15, and April 17. Participating in the sessions were representatives of each of the developer teams, along with members of SMC's housing coordinating group, SMC's housing advisory group, and the Volz Company. Developers were able to submit follow-up questions in writing and SMC provided written responses that were shared with all firms.

SMC received proposals from all three firms by the due date of May 16, 2026. In-person interviews with the three firms took place June 8, 2026. Members of SMC's selection team scored the proposals and collectively the team made its recommendation to the Superintendent/President.

At its June 9, 2026, meeting the Board reviewed the P3 structure—its benefits and risks—and received an updated student needs and housing preferences survey. A total of 2,363 responses were collected. The survey updates the original survey conducted in December 2022 that captured 1,943 student responses.

On July 8, the Board of Trustees received from the Superintendent/President her recommendation of a selection of a P3 student housing developer and a recommendation on whether to proceed with entering into negotiations with the selected developer on a pre-development agreement. The target date for a completed pre-development agreement for Board approval is October 2026.

Board of Trustees Annual Goals—Student Life: (5) Continue working on the student housing initiative. Facilities: (8) Update and complete the Facilities Master Plan to support the vision for SMC's future.

AB 648. In February 2025, Rick Chavez Zbur agreed to author SMC's bill to resolve zoning issues related to constructing student housing on the Bundy Campus. AB 648 has been enthusiastically endorsed by much of the community college community statewide, including by the Chancellor's Office. The bill was signed by the Governor and chaptered on October 6, 2025.

AB 1732. SMC is actively supporting AB 1732, a bill currently before the legislature, that would provide UC, CSU, and CCCs with the ability to exempt their housing projects from the California Environmental Quality Act (CEQA). The bill was approved on the floor of the Assembly (78-0-2), and as of this report has cleared the Senate Committee on Environmental Quality (7-0) and the Senate Committee on Housing (9-0). The bill is co-sponsored by the University of California Student Association and by Student Homes Coalition. Student Homes Coalition was also a co-sponsor along with SMC for last year's AB 648.

Together with AB 648, the two bills result in making discretionary entitlement decisions related to SMC student housing solely the provenance of the Board of Trustees.

SMC Student Housing Advisory Committee. This committee has met regularly, throughout the P3 selection process and in conjunction with the discussions on design considerations for student housing on the Bundy Campus.

Campus Master Planning

Main Campus Master Plan. The SMC Board of Trustees reviewed a proposed 2024 Update to the Main Campus Master Plan this past year and provided direction to conduct a California Environmental Quality Act (CEQA) review of the plan for subsequent adoption. Government Relations took a leadership role in the development of the updated Main Campus Master Plan and the conducting of the CEQA process. The

Main Campus Master Plan and the certification of the CEQA review were approved by the Board at their December 2025 meeting.

Vision Plan for Bundy Campus. Government Relations worked with Mithun Architect to prepare a Vision Framework Plan as the basis of the update of the 2007 Bundy Campus Master Plan to reflect its expansion and changes to circulation and building uses. The Plan was presented to the Board in November 2025 to favorable review.

The Plan tests the potential capacity and feasibility of student housing development at the campus, and includes conceptual drawings and project data, a site plan, 3-D massing models and visuals, a program matrix, parking quantities, updated campus mobility, open space, urban design frameworks, and refined construction cost estimates.

Board of Trustees Annual Goals—Facilities: (8) Update and complete the Facilities Master Plan to support the vision for SMC’s future.

Transit

Big Blue Bus. Government Relations negotiated a two-year renewal of contract with an optional third- and fourth-year renewal with Big Blue Bus for SMC’s Any Line Any Time student transit pass program. The financial structure is one that benefits both organizations. Under the agreement, Big Blue Bus charges SMC a fixed annual amount for all SMC customers who have paid their Student Benefits fee. SMC’s payment to BBB entitles students to use Metro’s GoPass, offering unlimited rides on 20 transit agency systems, including BBB and Metro bus and light rail.

Board Goals—Fiscal Stewardship: (6) Stabilize the fiscal structure of SMC and meet the requirement for a five percent fund balance. Board On-Going Priorities: (9) Recommit to environmental sustainability in light of the continuing climate crisis.

Other Advocacy

State Advocacy, General. Reviewed relevant Chancellor, Legislative Analyst, and League documents; reviewed League Conference transcripts; consulted with SMC Administration, SMC Lobbyist, and SMC Constituents. Prepared SMCCD 2025–26 State Budget Priorities. Oversaw follow-up legislative visits.

Section 90 Wildfire Reimbursement and Recovery Funds. SMC secured \$4.836 million for use for reimbursement and recovery. Government Relations identified the opportunity through AB X1-4 and SB X1-3 and Section 90 of the 2025 Budget Act; wrote the proposal; guided the proposal through review by the Chancellor’s Office, CalOES, and State Finance; and responded to questions. SMC received the funds on December 22, 2025.

Out of the funding, \$2.026 million will be retained by the District as reimbursement for personnel costs for cleanup, assistance to agency users, meals and material goods for affected students and families, and replacement of equipment. \$1.7 million will be provided to the SMC Foundation for reimbursement of direct aid provided by the Foundation to impacted students and staff. The remaining \$1.11 million will be used to provide additional direct aid to those impacted, for replenishing emergency supplies, and for training and support programs.

\$147.2 Million One-Time Student Support Block Grant. Government Relations initiated and oversaw a multi-pronged effort to increase the Governor’s January proposal of a \$100 million student support block grant to a revised final amount of \$147.2 million. The effort succeeded due to significant support from

across the college, including advocacy from the Board of Trustees, CSEA, the Faculty Association, A.S. Students, and the College President. Special thanks are also due to Assemblymember Rick Zbur for championing the ask with his leadership throughout the legislative process. Of note, the Assembly and Senate adopted budget endorses a higher amount of \$275 million but were unsuccessful in securing the Governor’s endorsement.

Additional Acknowledgements. Great thanks are also due to Ms. Dagmar Gorman, whose work in researching documents, coordinating task flow, maintaining a steady flow of communications, and providing key insights were invaluable in moving student housing and state advocacy ahead. Great thanks are also due to Ms. Shari Davis, whose work history, community engagement, leadership, and initiative were exceptionally beneficial in moving student housing and state advocacy ahead.

Board Goals—Fiscal Stewardship: (6)) Stabilize the fiscal structure of SMC and meet the requirement for a five percent fund balance; (7) Work with state and federal allies and legislators to increase and stabilize funding and the SCFF at a level that sustains the work of the college.

SANTA MONICA COLLEGE FOUNDATION

Organizational Structure. SMCF operates with a dedicated team of seven professionals and a part-time student worker, all working under the leadership of the Foundation President to advance the organization’s mission and strategic objectives. The team is responsible for managing fundraising initiatives, scholarships, program and grant administration, event production, and marketing efforts. SMCF is also governed by its own Board of Directors. Currently, the Foundation oversees 353 scholarship accounts, which include 240 endowed and 113 annual scholarships. In addition, it manages 227 program funds, comprising 25 endowed and 202 annual program funds.

The staff reduction directly impacted the Foundation team, eliminating the project manager, grants position. SMCF’s Board of Directors increased its membership, adding a new board member for a total of 15 stewards.

The Santa Monica College Foundation remains committed to serving its donors with the highest standards of professionalism, responsiveness, transparency, and gratitude. To support informed stewardship, annual fund balance statements are provided to endowed scholarship donors and program fund account holders. Annual fund balance reports are prepared and distributed early each fall semester, with senior administration receiving reports aligned with their respective areas of oversight. *Board Priority: Fiscal and Facilities #15; Community and Government Relationships #10.*

Board of Directors Engagement (partial list). Board Chair Margaret Sohagi led the Board in its strongest fundraising year to date, including signing on as Co-Chair for the upcoming STEM fundraiser. New Board Member Sean Barry provided critical in-kind support for GIVING THANKS(giving) with refrigerated trucking. Jeff Lipp established a STEM program fund account in addition to a new endowed scholarship. Board Member Mark Verge (SMC Alumnus) continues to support the Art Verge Study Abroad Scholarship program. For the fourth consecutive year, Colleen O’Brien brokered a partnership with Santa Monica-based company, Recharge, which serves a variety of SMC programs. Through this partnership, Recharge provides paid mentorship opportunities for students in the Interaction Design (IxD) Program, funding for senior thesis projects, the IxD program fund, and a range of student services initiatives and STEM scholarships ranging from \$5,000 to \$50,000. Board Member Mark Ivener continues to provide major gift support to the Art and Law Departments for their various initiatives and supporting the new STEM initiative and renewing support for GIVING THANKS(giving) and the Basic Needs Program at SMC.

Dermatologist Dr. Ava Shamban and her team continue to offer free skincare clinics on campus and support the STEM campaign and GIVING THANKS(giving) as a sponsor. Dr. Tiffany Grunwald (SMC alumna), Providence St. John's Health Hospital's Executive Medical Director for the Women's Health Institute continues to work with SMC's Nursing program to offer students access to internships and jobs. *Board Goals & Priority: Student Life #6, #7; Community and Government Relations #10.*

Revenue. SMCF continues to secure strong financial support from individual donors, corporations, foundations, and grant-makers. SMCF secured \$5.1M between July 1, 2025, and June 1, 2026, to support SMC students and programs. *Board Priority: Fiscal and Facilities #9.*

Student Scholarships. SMCF awarded more than \$1.4 million in scholarships to 470 students. This year also saw the introduction of several major new scholarships, made possible through the generosity of Recharge, including awards of \$15,000, \$25,000, \$35,000, and \$50,000 for transfer students. Additionally, the Carol H. and Kevin W. Sharer Education Foundation awarded 21 student scholarships of \$16,000 each, supporting their transfer to Cal State or University of California campuses. Since the inception of the Sharer Scholars program in 2020, 99 SMC students have received scholarships, with total contributions now exceeding \$2.3 million. *Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.*

Scholarship Growth. SMCF added seven new endowed scholarships, each requiring a minimum of \$25,000, including: Brown-Driscoll Family Scholarship, Ron and Sheila Berman Family Scholarship, Kent Hodson Award for Study in the Biological Sciences Scholarship, Bari Lipp Foundation, James E. Murphy Memorial Scholarship, Shirley D. Reynolds Memorial Scholarship as well as the annual Petersen Automotive Technology Scholarship with five awards with a combined mentorship component for students. *Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.*

GIVING THANKS(giving). SMCF hosted its 9th annual two-day holiday grocery distribution, providing Thanksgiving groceries to 2,518 students. Moreover, the event raised awareness and funding to address basic needs year-round. GTG has served 9,931 students since its inception in 2017. In 2025, SMCF surpassed its fundraising goal, securing \$251,965 from 222 donors. Ninety pallets of food—including 25,000 pounds of fresh produce—were distributed to students who also received a \$50 Albertsons gift card. This is a 12 percent increase in the number of students served from the previous year. 1,254 winter coats were collected throughout the year and given to students during the event. Well over 200 SMC employees and community volunteers made this event a success. The event costs were covered entirely through the fundraising campaign, which included 10 sponsors: Albertsons Companies, Bari Lipp Foundation, Recharge, Layla Bagels & Coffee, Smart & Final Charitable Foundation, Payden & Rygel, City of Santa Monica, SMC's Associated Students & Emeritus programs, Mark and Freya Ivener, Santa Monica Dermatology Group, and three in-kind donors: Melissa's Produce, Westside Food Bank, and Jacmar Foodservice Distribution. *Board Priority: Community and Government Relations #10; Educational Advancement, Quality and Equity #3; Student Life #6, #7.*

Community Welcome Reception. SMC Foundation hosted and welcomed new Vice President of Student Success Dr. Tania Acosta with a community-wide dessert reception in January. Attendees included community members from City of Santa Monica, neighboring non-profits, Board of Trustees, faculty, classified professionals, managers, and administrators.

Program Review. As a part of the Colleges mandated institutional planning process, the Foundation team developed the SMC Foundation and Grants Office's Six-Year Comprehensive Program Review (CPR). The CPR highlights the department's accomplishments, challenges and opportunities over the review period

(2020–25) and looks forward beyond that period. The final document was submitted through the Precision Campus portal. *Board Priority: Educational Advancement, Quality, and Equity #3, #4; Fiscal and Facilities #8; Community and Government Relationships # 10.*

Emeritus Program. Emeritus fundraising totaled \$135,300, representing a 25 percent increase over the prior year, excluding planned giving and estate gifts. In addition, three estate gifts designated for Emeritus are currently being administered, demonstrating a strong pipeline of future support for the program. Strategic donor outreach featuring inspiring stories from a longtime faculty member who has included Emeritus in his estate plans and a 103-year-old student donor helped strengthen donor engagement and support. The Foundation also reintroduced the *Emeritus Giving Circle*, and continued efforts to reinforce that Emeritus students are an integral part of the broader SMC community. To recognize and steward key supporters, an intimate appreciation dinner for Emeritus Giving Circle donors (\$1,000+) was held in June 2026. *Board Priority: Community and Government Relationships #11.*

Ongoing Emergency Relief. In response to the 2025 Palisades and Eaton Wildfires, the Santa Monica College Foundation (SMCF) continues to provide emergency relief funding to the SMC community. This service is provided in partnership with the Financial Aid Office and Human Resources Department. Round 3 grants were provided to 38 students and 19 employees in fall 2025 all of whom experienced complete loss of home. Round 4 provided support to 54 students in the fourth quarter. Ongoing and targeted outreach to students impacted by the fires continues to serve as the portal to securing eligible grantees for the funding. The application-based system originally established to assess individual needs, categorized the grant size by the severity of impact: Level 1 is defined as households with complete destruction of residence or total loss. Level 2 is defined as a student or employee experiencing ongoing displacement or job loss due to wildfire damage. Award amounts for FY2026 were distributed as follows: Level 1 recipients received a \$10,000 emergency grant; Level 2 recipients received a \$5,000 emergency grant. This tiered funding model ensured that assistance was aligned with the scale of loss, allowing SMCF to continue delivering meaningful, needs-based support with efficiency and equity. Additional rounds of student and employee distributions are planned with available funding. The Foundation’s goal is to expend all available funding by Summer 2027. *Board Priority: The Future of the College #1; Community and Government Relationships # 12; Educational Advancement, Quality and Equity # 3; Student Life #6, #7.*

Recognition. In October 2025, SMC Foundation received the California Assembly District 51 Community Excellence Award for Civic Leadership from Assemblymember Rick Chavez Zbur in recognition of the distinguished public service during the 2025 fires. The Foundation’s leadership was also recognized earlier in the year with declarations of appreciation by the Santa Monica City Council and the Santa Monica Chamber of Commerce. *Board Priority: The Future of the College #1; Community and Government Relationships # 12; Pandemic Management and Recovery.*

Basic Needs: Bodega Rack. Since 2022, one of the expansions to the SMC Bodega offering is Bodega Rack—gently used clothing for students to take home. This effort is curated by a team of retired community volunteers who spend the year collecting and curating clothing for SMC students. This culminates each year during GIVING THANKS(giving) where the clothing-focus is on providing winter coats and jackets to students. This year, 2,500 new and gently used coats were distributed. *Board Priority: Educational Advancement, Quality and Equity #3; Student Life #6, #7.*

Basic Needs: Emergency Grants (Non-Fire Relief). In collaboration with the Basic Needs program, SMCF provided \$106,737 one-time basic needs emergency grants and student parenting emergency grants to 54 SMC students in need of help with items including medical bills, rent arrears, car repairs, and internet

access. Additionally, the Basic Needs Emergency Relief Fund Committee’s membership includes the Foundation’s accounting manager. In total, SMCF raised \$20,000 for the Emergency Grants Fund. *Board Priority: Student Life #6, #7.*

Scholarship Support. The Santa Monica College Foundation operates as a strategic partner to the Financial Aid Office (FAO), seamlessly streamlining the scholarship lifecycle. From aligning donor intent to finalizing student disbursements, the Foundation works closely with the FAO team throughout the process. In this partnership, the Foundation provides detailed documentation of awards being offered, including newly established endowed and annual scholarship funds. Utilizing an internal scholarship management system, we connect institutional data with specific donor criteria to ensure funds are accurately and purposefully awarded. This collaborative partnership, culminating in the annual Donor & Scholarship Recognition Luncheon, alleviates administrative burdens and maximizes the transformative impact of financial support for our students. *Board Priority: Educational Advancement, Quality and Equity #1; Student Life #6, #7.*

Remote Learning Support. The Santa Monica College Foundation provided Santa Monica College with a \$1,000,000 gift to support student progress and instructional capacity. The gift originated from a legacy donation established by Conrad Lee Klein and Joan Dempsey Klein, held in trust by the Foundation, and intended for online education. The one-time gift supported the expansion of course offerings in Winter 2026 and Spring 2026, directly addressing student demand and capacity constraints while advancing the College’s commitment to access, equity, and student completion. *Board Priority: Student Life #6, #7.*

THE BROAD STAGE

Overview. The 2025–26 season confirmed BroadStage’s transformation from an intimate presenting venue to a citywide creative engine—one whose growing partnerships, festival platform, and residency strategy are positioning the institution for the most consequential chapter in its history as Los Angeles moves toward the 2028 Olympics, and BroadStage moves toward its 20th Anniversary Season in the same year.

The strategy to expand the artistic and financial capacity of the organization, as well as the economic and cultural impact, through the artist residency and international festival format, has proved successful with the launch of the Santa Monica International Jazz Festival. In particular, the multi-year commitment to young artists which saw three SMC students grow from pre-professionals to career artists with Resident Artist Stanley Clarke’s mentorship enhancing the already remarkable education SMC Jazz’s faculty had established, was a depth of collaboration between any college and a partnering presenting organization that is rarely achieved and that has been truly inspiring to witness.

With the success of the Jazz festival, which also marks the conclusion of the Stanley Clarke residency at BroadStage, the next residency is now ready to begin. Tony Award and Pulitzer Prize winning Tectonic Theater Project, Moises Kaufman, Artistic Director, will be the next company to take the lead at BroadStage, and create something new within this visionary program. A launch event is planned for Spring 2027, followed by a teaching and creation institute at BroadStage for five weeks in Summer of 2027. The Santa Monica International Jazz Festival will continue to run annually as a program of BroadStage in partnership with Santa Monica Festivals LLC and as a signature event of the City of Santa Monica who will co-produce the festival each May.

With the partnership now begun with Tectonic Theater Project, the work begins to build an equally deep opportunity for students in theater arts at SMC and across the west side, and an equally compelling

journey of creation and artistic outcomes for our community and our audiences over three years' time. Our annual presenting, which is the foundation of all we do, continues to thrive, bringing audiences to our door weekly to share in a sense of community and belonging, which everyday feels more urgently necessary than the day before.

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, and to enrich student life and learning for SMC. The Board is growing, renewing, and governing itself in a stable and meaningful fashion, and is performing its governance functions of oversight and support for BroadStage with care and generosity.

From 2022–23 through 2025–26 we added six new members, including representation from BIPOC and LGBTQ+ communities. These new members have done significant work to reinvigorate our Board and introduce fresh perspectives, particularly deepening the Latino presence on our board. We have two more candidates in the pipeline to bring on in 2026–27. We are looking to expand to the full 25 director membership allowed by our bylaws by our 20th anniversary season in 2028. Four members of the Board, including SMC Trustee Nancy Greenstein, comprise the IDEA committee, and are leading diversification goals for BroadStage Board or Directors, as well as overseeing ongoing Board orientation, training, and participation in IDEA platforms at the Board level.

The Board's recruitment activities have been exceptional this year, supported by an excellent Governance committee, typified by the Board Chair transition process moving smoothly from immediate past Chair Jennifer Diener's four-year tenure to Philip Rotner accepting the mantle in November of 2025. The Advancement Committee of the Board is now headed by new member Marina Sinaiko, who is organizing members toward both the 2027 spring gala and the 20th anniversary fundraising campaign supporting the Development staff and Executive leadership team. The Governance Committee is tasked, along with the Executive committee, with the review and renewal of the services agreement with SMC which expires in June 2027.

Finance. FY26 projection shows a nearly balanced operating budget of about \$5.57M (with the inclusion of the Santa Monica International Jazz Festival Budget at \$500K) and a small operating deficit of just under (\$80K) which is an improvement from the last projection showing an operating deficit of over (\$190K). This is mainly due to savings in production expenses and an open position in development.

The 2025 audit was clean and showed solid net assets. The board unanimously passed the audit. The endowment continues to perform well even in these volatile times. As of June 8, 2026 the endowment is up \$6.8M over its permanently restricted amount.

Compliance. BroadStage is a campus citizen of Santa Monica College, serving as a front porch to our local community, a curricular and co-curricular resource for our students and faculty, and a destination to world travelers and Angelenos alike. We are an international destination for the world's most accomplished and innovative artists, particularly those whose work is best served by our unique venues and our community's cultural, artistic, social, and aesthetic values. We are a nexus for collaboration among local, national, and international artists and arts institutions, allowing us to uplift and enrich student life and learning at SMC, while illuminating SMC as a leadership institution in the performing arts and in cultural practices nationally. Our program areas support the following goals set forth by the campus and the SMC Trustees.

Educational Advancement, Quality, and Equity

- **Culmination of Three-Year Artist Residency:** Concluded the Stanley Clarke Artist Residency, which provided classroom coaching, intimate workshops, and performance opportunities to over 100 Santa Monica College and Samohi students.
- **Professional Pipeline Integration:** Implemented a “full-circle” learning model for SMC dance and music students, book-ending academic coursework with professional mainstage performances, post-show artist workshops, and critical artist discussions. Hosted a paid arts administrative internship, providing an SMC student the opportunity to learn about and participate in the workings of an arts presenting organization such as BroadStage.
- **Workforce Readiness:** Through BroadStage’s Pre-Show on the Plaza program and Activation Internship facilitated professional development by training SMC students in industry standards, including technical requirements, performance contracts, promotional execution and other transferable skills.
- **Documented Career Outcomes:** Supported student pathways to higher education and professional practice, with residency alumni transitioning into prestigious music programs at Williams College, Cal Arts, Cal State Northridge, Cal State Long Beach and more.

Community Relations & The Future of the College

- **Inaugural Santa Monica International Jazz Festival:** Co-produced the launch of this city-wide festival in May 2026, creating professional performance opportunities for SMC and Samohi students and alumni at BroadStage, on the Third Street Promenade and Tongva Park Stages.
- **Local Cultural Partnerships:** Maintained partnerships to provide equitable services for historically underserved, underrepresented or income-impacted individuals, students or families. This included welcoming local community groups and students to BroadStage and serving in ongoing roles on the Juneteenth Celebration committee at Virginia Avenue Park. Also, curated performances for the Santa Monica Pier "Locals’ Night" and continued partnerships with local non-profit music organizations such as SOL-LA Music Academy and Elemental Music.
- **Campus Vitality:** Activated the BroadStage Plaza as a cultural hub for patrons, featuring pre-show performances by local educational and community partners, and residency alumni, including 18 students from the SMC Applied Music Program.

Student Life

- **Accessible Learning Opportunities:** Supported 200–250 participants annually through Student Nights and Community Field Trips, providing free or subsidized tickets to mainstage presentations.
- **Empowerment through Performance:** Provided high-visibility platforms for SMC and Samohi students to perform, including sets at the inaugural Santa Monica International Jazz Festival, the Future Sounds of Jazz festival, and multiple professional Plaza engagements

Programming Review 2025–26: Artistic Productions Presented by BroadStage. The 2025–26 season marked the maturation of BroadStage’s multi-year residency strategy and the organization’s emergence as a citywide cultural force. Its centerpiece was the inaugural Santa Monica International Jazz Festival: Route 66 Edition—a landmark weeklong event curated by Stanley Clarke that served as the triumphant culmination of BroadStage’s three-year Jazz Residency. Featuring Hiromi, Kamasi Washington, Stanley

Clarke & Stewart Copeland, and dozens of other extraordinary artists, the festival showcased emerging talent on promenade stages, presented iconic artists at venues across Los Angeles, and activated Tongva Park as a major performance destination—positioning BroadStage as a central force in the city’s cultural landscape in the lead-up to the 2028 Olympics. The festival represented the largest community footprint in BroadStage’s history and generated significant new visibility for the institution nationally and internationally.

The season’s music programming spanned generations and genres. The jazz series featured boundary-breaking artists including Camila Fernández, Julia Keefe and the Indigenous Jazz Ensemble, and viral jazz-pop sensation Stella Cole, alongside the legendary South African ensemble Ladysmith Black Mambazo. Each jazz program continued the popular pre-show plaza activations featuring SMC, SAMOHI, and other student ensembles, further deepening BroadStage’s identity as a campus-integrated cultural hub.

The Classical series reached new heights with the returns of Delirium Musicum and the Takács Quartet; a recital from piano legend Garrick Ohlsson with violist Richard O’Neill; and a landmark full orchestral Celebrity Opera concert featuring opera superstars Lise Davidsen and Freddie De Tommaso. The series also initiated a new annual partnership with the LA Master Chorale, and featured Avi Avital with Philharmonia Baroque. Holiday programming was further enlivened by Jane Lynch making her BroadStage debut with *Jane Lynch’s Swinging Christmas*.

Dance programming brought the 40th anniversary season of Parsons Dance, an emotionally resonant triptych of world premieres from Santa Monica’s own Jacob Jonas The Company, and Ragamala Dance’s *Ananta*—a program that deepened BroadStage’s curatorial through-line connecting South Asian classical tradition to contemporary practice.

Theater and comedy programming saw the long-awaited arrival of Patrick Page’s acclaimed *All the Devils Are Here* one-man Shakespeare tour-de-force that had been rescheduled from the prior season—alongside a new concert from Broadway star Mandy Gonzalez and a comedy set from the legendary Kevin Nealon.

Ongoing series including Sunday Morning Music, Blackbox, and Nat Geo Live continued to draw loyal audiences and bring world-class artists, scientists, and storytellers to Santa Monica.

2025–26 Marketing Summary. BroadStage 2025–26 season wraps up with our blackbox concert series featuring Vivian Sessoms on June 20. Her soulful and energizing performance will conclude a season filled with both successes and valuable lessons that will help us continue to evolve and grow.

Season ticket revenue for 2025–26 is currently tracking at 101.2 percent of the mid-season reforecast, though it remains below the goals established at season launch. This season provided important insights into evolving audience purchasing behaviors, particularly the split between patrons buying tickets at season launch (months in advance) and the other half waiting until the final weeks before an event to purchase tickets. Next season, we will expand our long-lead marketing efforts while developing more robust last-minute sales campaigns. We will also refine our group sales strategies, strengthen partnerships with community organizations to grow audiences (especially for theater), and launch a first-time ticketbuyer engagement campaign designed to increase retention and encourage repeat attendance.

The 2026–27 season will be revealed on June 17 to the public, with member presales beginning that day and ticket sales opening to the general public on July 1. Following this season’s success of offering

subscriptions and single tickets simultaneously, we will continue this approach and gather comparative data to inform future sales strategies.

We are proud to share that *the inaugural Santa Monica International Jazz Festival was a tremendous success*. The festival sold 3,018 tickets and attracted more than 3,000 attendees to the free event on the Third Street Promenade. BroadStage reached capacity on May 8, and Tongva Park welcomed approximately 2,500 attendees. It garnered feature stories on KTLA, the Los Angeles Times, KCRW, Pollstar, and more. The marketing campaign was comprehensive and included an aggressive digital ads strategy, promotional partnerships with our sponsors, a big PR push, and extensive collaboration with artists and the presenting partners. The City of Santa Monica and Santa Monica Travel and Tourism were valuable marketing partners and worked with us to secure media coverage, digital content, and create compelling social media content.

The Way Forward: 2026–27 Programming at BroadStage. BroadStage’s 2026–27 season enters its 19th year at a pivotal moment for the institution and for Los Angeles—just two years out from the 2028 Olympics, and one year away from BroadStage’s 20th anniversary season. BroadStage’s strategy of deep residency partnerships, co-productions, and citywide festival-building converges into an ambitious and purposeful new chapter. The season marks a deliberate shift in residency focus from jazz to theater, while continuing to present a dynamic jazz series and co-produce the now-annual Santa Monica International Jazz Festival.

The theater residency will officially launch in the Summer of 2027 at the opening of BroadStage’s 2027–28 20th Anniversary season, but the groundwork begins now. The 2026–27 season represents an expansive theater platform anchored by a unique new partnership and a clear sense of where the institution is headed. At the center of that strategy is the Tectonic Summer Institute—BroadStage’s forthcoming multi-week summer residency with Tectonic Theater Project, which will bring artists, educators, and community members together for intensive workshop and performance activity on the SMC campus, deepening BroadStage’s mission as a nexus for collaboration between professional practice and student learning.

Leading the theater season is our co-production of *Kaiju* with The Road Theatre Company—a world premiere by playwright Dan Caffrey and a pilot effort in a model we intend to build on in the years ahead. By entering the production process at the development stage alongside one of the LA 99-seat community’s most vital companies, BroadStage is deepening its role in the city’s theater ecology and laying the relational groundwork for the residency to come. The season also features *Lost Lear*, a bold and widely acclaimed reimagining of Shakespeare’s late tragedy, and Broadway concerts from two of the American stage’s most celebrated performers: **Brian Stokes Mitchell** and **Sierra Boggess**. A comedy evening from **Michael Winslow** rounds out a theater platform that is growing in ambition, range, and purpose—and that will only deepen as BroadStage moves toward the 20th Anniversary season.

Music programming continues to be among the most unique and well regarded throughout the region. The jazz series features **Hiromi Trio**, **Lucia**, **Keyon Harrold**, and **The Hot Sardines**—familiar favorites alongside fresh voices, affirming BroadStage’s standing as a major West Coast destination for contemporary jazz. The classical series brings the **Takács Quartet with Jeremy Denk**, the **Orpheus Chamber Orchestra with Isata Kanneh-Mason**, and the **Academy of St Martin in the Fields with Conrad Tao**, alongside **Delirium Musicum** and a landmark LA Master Chorale program: Peter Sellars’ celebrated staging of *Le Lagrime di San Pietro*. The Celebrity Opera series returns with **Huw Montague Rendall** and the welcome return of **Lise Davidsen**. Rounding out the music programming are standout artists including

Perla Batalla, Camila Fernández, Nella, and the Aga Khan Master Musicians—a lineup that reflects the full breadth of BroadStage’s curatorial range.

Dance programming continues to find its footing as a signature strength of the season, with three returning companies: **Ragamala Dance Company, Gravity and Other Myths**, and local hip hop legends **Versa-Style Dance Company**. Together they represent the range of contemporary dance BroadStage is increasingly known for presenting—from rigorous classical tradition to bold, physically inventive new work.

Ongoing series including **Blackbox** and **Nat Geo Live** continue to anchor the season with consistent, high-quality programming for BroadStage’s loyal subscriber base. The beloved Sunday Morning Music series returns under a new name—**BroadStage Sundays**—reflecting the program’s evolution and BroadStage’s broader identity as it grows into its next chapter.

Rentals

The Performing Arts Center (PAC) rental program continued to generate revenue from local arts and charitable organizations, local area schools, as well as commercial events from several first-time clients. Demand continues to exceed supply of available dates as desirable weekends in Spring and Fall are regularly scheduled by SMC Dance and Music programs as well as Madison Project DBA BroadStage. Even with limited inventory, the PAC rental program generated over \$1M in 2025–26 revenue (net of deposit refunds) while continuing to be mindful of operating expenses including staff overtime expenses.

This exemplifies the PAC Rental Program’s satisfaction of the 2025–26 Board of Trustees Annual Goal #8 by showing “continued efforts in revenue generation and cost control... to achieve a sustainable budget.”

Highlights from 2025–26 include:

- Allstate National Commercial
- Jay Mohr Stand-up Comedy Special
- Jazz Bakery “100th Birthday Celebration of Alan Bergman”
- Location Managers’ Guild International Awards
- AIA|LA Design Awards
- Westside Ballet’s annual Nutcracker and Spring Showcase
- Archer School for Girls annual Night of Dance performances

KCRW

KCRW is a service of Santa Monica College and a leading National Public Radio affiliate, serving audiences across Southern California, the United States, and around the world. Through its distinctive mix of local and national news, music, public affairs, cultural coverage, podcasts, newsletters, social media, live events, and digital platforms, KCRW informs, inspires, and connects people wherever they choose to engage.

KCRW supports the Mission and Vision of Santa Monica College by advancing open dialogue, lifelong learning, civic engagement, and the free exchange of ideas. Its programming helps listeners think critically, understand diverse perspectives, and engage more deeply with the communities and issues that shape Los Angeles and the wider world.

Anchored in trusted reporting, music discovery, and cultural storytelling, KCRW is a public service and cultural touchstone. Each week, KCRW produces more than 50 hours of local and original programming, while its app, newsletters, podcasts, social media, and live events extend that work across the platforms and communities where audiences now spend their time.

Highlights of 2025–26

Community Events and Cultural Partnerships. KCRW continued to serve Southern California through live events, cultural partnerships, and public gatherings that brought audiences together around music, food, arts, journalism, and civic life. The Summer Nights season included major gatherings at cultural and civic locations across the region, with strong turnout at CAAM, the Wende Museum, Descanso Gardens, Grand Performances, Union Station, and other partner venues. KCRW also expanded family-oriented programming through Summer Nights Jr. at Kidspace Museum and community events such as Spookysburg at Smorgasburg, which drew more than 10,000 guests throughout the day.

KCRW’s 2026 PieFest at the Autry Museum was one of the strongest examples of KCRW’s real-world community power. More than 10,000 people attended.

KCRW also continued testing and growing event formats that build deeper audience participation, including School Night, members-only partner screenings, KCRW Presents events, Stand Up for KCRW comedy fundraisers, and neighborhood-oriented gatherings. These events strengthened KCRW’s role as a cultural convener and deepened Santa Monica College’s visibility across Southern California.

Board Priority: Priorities 1, 3, and 10. This work supports new programs and partnerships aligned with the College’s strategic vision, strengthens a supportive and inclusive environment for the broader SMC community, and promotes special programs that serve local students and communities.

Music Discovery, Live Performance, and Cultural Authority. KCRW continued to expand its role as one of the country’s most important platforms for music discovery. Morning Becomes Eclectic remained a flagship expression of KCRW’s cultural identity, with Guest DJ conversations and live sessions that connect listeners to artists, ideas, and new music. Throughout the year, KCRW welcomed major artists and cultural figures into its studios and performance spaces, including Lady Gaga, Moby, Jon Batiste, Florence Welch, Khruangbin, Thundercat, Bright Eyes, Mac DeMarco, Tame Impala, Billy Idol, and others.

The station launched and developed new music experiences designed for contemporary listening behavior, including the Resident DJ program, Dance24, Vintage24, and app-exclusive music streams and playlists. KCRW talent reinforces KCRW’s commitment to human curation in an increasingly algorithm-driven media environment.

Board Priority: Priorities 1, 3, 8, and 10. This work supports innovation, cultural partnership, audience development, and sustainable operations while reinforcing KCRW’s role as a public-facing educational and cultural service of Santa Monica College.

New Original Programming and National Recognition. KCRW strengthened its original programming portfolio with Question Everything with Brian Reed and The Sam Sanders Show. Question Everything examines journalism from and by journalists, addressing issues such as press freedom, media ethics, government censorship, and reporting under pressure. The Sam Sanders Show brings a fresh perspective to entertainment, culture, and the stories audiences consume on screen.

Both programs earned strong industry and audience recognition during the year. Question Everything received Signal Awards, an Ambie for Best Reporting, a Webby Award, and Apple recognition for one of the top podcast episodes of 2025. The Sam Sanders Show received Signal Awards recognition and was selected as an Apple Podcasts Pick of the Month in Society & Culture. Both shows surpassed two million total downloads.

KCRW also continued to build a more direct conversation with listeners and helped the station build community around its journalism and cultural programming.

Board Priority: Priorities 1, 3, 8, and 10. These programs support innovation, audience growth, inclusive storytelling, and KCRW's continued role as a trusted public media service associated with Santa Monica College.

Civic Journalism and Public Affairs. KCRW continued to serve audiences with trusted reporting and civic context on issues affecting Los Angeles and the country. Our newsroom covered local government, culture, transportation, immigration, housing, labor, public health, and civic life, while Left, Right & Center continued to bring together voices from across the political spectrum for thoughtful and civil public affairs discussion. Left, Right & Center now airs on 60 stations nationwide, extending KCRW's national profile and Santa Monica College's public service mission.

KCRW also launched and tested new civic engagement products and formats, including Steady State, a politics-focused newsletter designed to help audiences make sense of national and international issues in a fact-based, accessible way. Press Play interviews with contenders in the Los Angeles mayor's race demonstrated audience demand for KCRW's role as a trusted guide to the city.

Board Priority: Goal 7 and Priorities 1, 3, and 10. This work supports civic education, public media's role in democratic discourse, and KCRW's ability to connect local communities with reliable information and thoughtful conversation.

Membership Growth, Fundraising, and Financial Resilience. KCRW responded to federal public media funding cuts with urgency and clarity, using the moment to deepen audience support and strengthen financial resilience. The station ended 2025 with more than 51,000 members. KCRW also received meaningful philanthropic support for strategic infrastructure and content priorities, including the Getty Prize, major support for new production and streaming equipment, and foundation support for a new Performance Studio console. These investments strengthened KCRW's capacity to produce high-quality programming and remain financially sustainable.

Board Priority: Goal 7 and Priority 8. This work supports the Board's focus on stabilizing funding, strengthening revenue generation, controlling costs, and creating sustainable operations.

Public Appearances, Advocacy, and Profile-Building. KCRW leadership helped raise the station's visibility through public appearances, speeches, interviews, and advocacy. During the funding crisis, KCRW's leadership appeared on CNN, was interviewed on various podcasts, engaged with NPR's public editor, helped organize conversations among major public radio stations and NPR, and represented the station in meetings and forums focused on the future of public media.

These appearances strengthened KCRW's reputation as a trusted civic and cultural institution and connected the station's work more visibly to Santa Monica College's public mission.

Board Priority: Goal 7 and Priorities 1, 8, and 10. This work supports public advocacy, institutional visibility, partnership development, and the long-term sustainability of KCRW and Santa Monica College.

Partnerships and Institutional Visibility. KCRW deepened relationships with major cultural, civic, and media partners throughout the year. The station became the official exclusive radio partner of The Greek Theatre through a three-year trade agreement, strengthened partner screening relationships with film studios and venues, and expanded KCRW Presents beyond music to include food and cultural conversations. KCRW also collaborated with LACMA on music experiences for the opening of the David Geffen Galleries, including the KCRW music mix Currents and a new Brian Eno and Beatie Wolfe composition connected to the building’s Wilshire Boulevard overlook.

KCRW’s relationship with Los Angeles cultural institutions also showed up through events, screenings, food programming, museum partnerships, and new opportunities to integrate KCRW’s music and storytelling into the life of the city. These partnerships strengthen the station’s public role and raise the visibility of Santa Monica College across the region.

Board Priority: Priorities 1, 3, and 10. This work supports new programs and partnerships, inclusive community engagement, and programs that serve local students and communities.

Student and Emerging Talent Development. KCRW continued to invest in emerging journalists and future media professionals through the Report LA Fellowship. Two fellows complete 18-month terms. The program provides meaningful professional training in public-service journalism and supports a stronger, more diverse pipeline for local news.

KCRW also worked with USC MBA students on final projects focused on membership growth, conversion, visibility, and value clarity. Students attended KCRW events, interviewed attendees, reviewed social media and newsletters, and provided recommendations that the station can use to improve how audiences understand KCRW’s value and role in sustaining independent public media.

Board Priority: Priorities 2, 3, and 10. This work supports diverse and innovative talent development, a supportive professional environment, and special programs that connect local students and communities with real-world learning opportunities.

Awards and Recognition. KCRW’s journalism, podcasts, and cultural programming continued to receive recognition across the media field. In addition to Gracie Awards, regional Edward R. Murrow Awards, and James Beard Award nominations, KCRW received Signal Awards, an Ambie, a Webby Award, Apple Podcasts recognition and other honors. Team KCRW also received the McCourt Foundation’s Breakthrough Partner award for its LA Charity Marathon and Half-Marathon fundraising effort.

These honors reflect the quality, credibility, cultural relevance, and public-service value of KCRW’s work. They also raise the profile of Santa Monica College with audiences, donors, partners, and the broader media and cultural sectors.

Board Priority: Priorities 1, 3, and 10. Recognition for KCRW’s work raises the profile of Santa Monica College, strengthens community pride, and affirms the value of high-quality public media as part of the College’s broader educational mission.

Community and Government Relationships. KCRW serves as an ambassador for Santa Monica College by providing lifelong learning, civic information, cultural programming, and a positive association with the College throughout Southern California. Because KCRW’s work is external facing, the station reaches many of the communities where SMC students, families, alumni, and future students reside.

Through programming, events, partnerships, public service journalism, advocacy, digital products, newsletters, and profile-building appearances, KCRW strengthens SMC’s visibility and connection to the broader region. The station’s work supports the College’s commitment to public service, community connection, and lifelong learning beyond the classroom.

Board Priority: Goals 7 and 9 and Priorities 1, 8, and 10. KCRW’s work supports community and government relationships, strengthens public partnerships, contributes to sustainable funding conversations, and promotes programs that serve local students and communities.

CONCLUSION

This annual report cannot be concluded without acknowledging the challenges that shaped the 2025–26 academic year. SMC has not been immune to many of the challenges that have beset higher education in recent years, including a questioning of the value of higher education and a decline in international student enrollment caused by federal policies. However, as we look ahead to our centennial in 2029, and a transition in leadership, the hope remains strong that adversity will be transformed into an opportunity for needed change, and that the mission of SMC will continue to be visible and unwavering in its second century of service—and beyond.



SANTA MONICA COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES

Dr. Sion Roy, *Chair*; Dr. Tom Peters, *Vice Chair*; Dr. Luis Barrera Castañón; Anastasia Foster;
Dr. Nancy Greenstein; Dr. Margaret Quiñones-Perez; Rob Rader; Audrey Liljegren, *Student Trustee*;
Kathryn E. Jeffery, Ph.D., *Superintendent/President*