SANTA MONICA COLLEGE

STRATEGIC ENROLLMENT MANAGEMENT PLAN

2022 - 2027

TABLE OF CONTENTS

2 Executive Summary

4 Introduction

8 Enrollment Targets

9 SEM Goals

14 Outreach, Admission, & Onboarding

22 International Students

34 Student Fees & Financial Aid

40 Counseling & Retention

48 Campus Life & Student Support

54 Curricular & Program Development/Methods of Program Delivery

60 Graduation & Completions

70 Marketing & Communications

76 Assessment & Continuous Improvement

77 Appendices

- 78 Board of Trustees Annual Goals & Ongoing Priorities
- 81 Baseline Data
- 99 SEM SWOT Survey Results
- 112 SEM Team

What is SEM?

Strategic enrollment management (SEM) is an institution-wide responsibility and the central focus of the institution's overall strategic plan.

SEM focuses on what is best for students and how to ensure their success while addressing all aspects of the institution's mission. Just like overall strategic planning, strategic enrollment management starts with the institution's mission.

-Educational Policy Institute

EXECUTIVE SUMMARY

The Strategic Enrollment Management (SEM) Plan (2022-2027) was developed over the last several years in consultation with the SEM Team that includes a wide array of managers, faculty, classified professionals, and student. During this time, the college was facing year-over-year declining enrollment; grappling with what it means to truly be an equity-centered, race-conscious institution committed to achieving equitable outcomes for all students; struggling to manage the devastating impact of the global COVID-19 pandemic and its effects on students and staff; and managing the overwhelming fiscal impact these challenges have on the future of the College.

Although Santa Monica College's enrollments declined slowly for several years, paralleling the decrease of students in the high school graduate pipeline, nothing compares to the sharp drop that followed due to the pandemic. During 2020 through 2022 the worldwide pandemic, COVID-19, forced a massive change in how people, businesses and educational institutions operated. In addition to this global health crisis, the United States confronted civil unrest across the nation. While both situations were alarming, community colleges and universities created sound measures allowing students to continue their higher education; developing and implementing online classes and a myriad of academic supports. The nation's social climate forced the re-examination of equity, diversity and inclusion.

Santa Monica College's response to these challenges was exceptional, however, ongoing commitment and effort to transform its policies and practices to foster a "safe, inclusive and dynamic learning environment…" is critical as the College moves forward to expand on-ground operations and restoring lost enrollments. Its commitment to social change is, rightfully, and more critically, being examined by prospective, new, and continuing students.

The SEM Plan 2022-2027 seeks to clearly articulate goals and strategies designed to maximize enrollment and student success. The annual enrollment targets found on page 8 are based on current trends, however, the college aims to re-grow as quickly as feasible, and the "Hold Harmless Goal" is the ultimate target.

The report is organized around the following framework utilized in the planning process for the SEM Plan:

The functional aspects of what the SEM Plan considers and works to advance and optimize include:

- *Characteristics of the institution and the world around it (eg. post-pandemic)*
- *Institutional mission and priorities (eg. Student equity)*
- *Optimal enrollments (number, demand, diversity)*
- *Evaluation of assessment outcomes of institutional initiatives*
- *Outreach, Admission, and Onboarding*
- *Student fees and Financial Aid*

- *International Students*
- *Counseling and Retention*
- *Campus life and student support*
- *Graduation/Completion Rates*
- *Institutional marketing & communication*
- *Curricular and program development*
- *Methods of program delivery*

The goals and strategies contained herein seek to address the following priorities:

- Increase enrollment by improving access, considering diverse needs of various markets, and removing barriers for students
- Close equity gaps by designing programs/services that center disproportionately impacted student populations (ie. Black and Latinx students)
- Improve student outcomes by increasing degree and goal attainment
- Increase fiscal stability by considering revenue generation needs (ie. Non-resident students and SCFF metrics)
- Alignment with other planning processes and overarching priorities:
    - Board Goals and Priorities
    - Student Equity Plan
    - Accreditation
    - Vision for Success
    - Guided Pathways
    - Student Centered Funding Formula (SCFF)

While thoughtful goals and strategies have been identified and articulated in the report, it is worth noting that several central themes have emerged as vital to the future of the College:

- The need to meet students where they are (e.g., modalities for both instruction and services) and facilitate pathways to success
- The need to eliminate unnecessary bureaucratic process that create barriers to enrollment and student success
- The need to design programs and services that center the most disproportionately impacted students in mind
- The need to provide clear, personalized, authentic, student-centered communication
- The need to identify efficiencies and organize the institution in such a way that leverages productivity
- The need to leverage technology in meeting stated goals

The Goals and Strategies and planning alignment matrix can be found starting on page 9.

INTRODUCTION

The Strategic Enrollment Management Plan (SEM) 2022-2027 serves as a roadmap for the College in outlining goals and strategies to achieve enrollment and student success targets over the course of the five-year period. This is a living document, not an exhaustive list of strategies, as enrollment is dynamic, and planning must remain responsive to the ever-changing environment and receptive to students' varying needs.

The purpose of the SEM Plan is to articulate planning objectives and strategies in support of the College Vision, Mission, and Goals.

***Santa Monica College**: Changing Lives in the Global Community Through Excellence In Education*

VISION

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

MISSION

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

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

GOALS

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

INSTITUTIONAL LEARNING OUTCOMES

Santa Monica College students will:

- Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives;
- Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;
- Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events;
- Assume responsibility for their own impact on the earth by living a sustainable and ethical life style; and
- Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

SUPPORTING GOALS

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

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

Enrollment Management Planning Process

An enrollment management workgroup has been meeting at least once or twice each term with a focus on dates, policies and processes affecting enrollment at each cycle for over 20 years. The frequency and make up of the group has varied with the challenges present at the time. The SEM Team expanded a great deal in the years leading up to the COVID pandemic disruption and even more so since.

The enrollment decline, however, began before the pandemic. In response to the sustained decline, the Vice President of Enrollment Development introduced the proposal to undergo a full Strategic Enrollment Planning process Plan in March 2020. Two weeks later, the COVID pandemic forced the closure of SMC and virtually the world. Subsequent meetings that year were dedicated to responding to the pandemic disruption and the policy issues associated with it. Further delaying completion of the written plan was the simultaneous work on the College's ISIR for Accreditation by the SEM Team leads, however work on implementation of strategies contained herein and others continued.

The SEM Team resumed work on the SEM Plan in early 2021 and the VPED introduced the following framework for the planning process for the SEM Plan:

The functional aspects of what the SEM Plan considers and works to advance and optimize include:

- *Characteristics of the institution and the world around it (eg. post-pandemic)*
- *Institutional mission and priorities (eg. Student equity)*
- *Optimal enrollments (number, demand, diversity)*
- *Evaluation of assessment outcomes of institutional initiatives*
- *Outreach, Admission, and Onboarding*
- *Student fees and Financial Aid*
- *International Students*
- *Counseling and Retention*
- *Campus life and student support*
- *Graduation/Completion Rates*
- *Institutional marketing & communication*
- *Curricular and program development*
- *Methods of program delivery*

Leads were assigned to the various components and groups formed to discuss strategies to address the sections. Each group was asked to include at least one manager, faculty, classified professional and student.

To help inform the SEM Team's work, in March 2021, a short survey was deployed to the SEM Team and the leadership of the various constituent groups to assess the perceived Strengths, Weaknesses, Opportunities and Threats (SWOT) to the College's enrollment prospects over the course of the subsequent. The top five reported responses for each category were as follows:

Strengths:

1. Reputation
2. Student Services
3. Location
4. Offerings
5. Faculty

Opportunities:

1. Modality
2. Student Support
3. Offerings
4. Outreach & Onboarding
5. Marketing

Weaknesses:

1. Staffing/Training
2. Student Services
3. Offerings
4. Planning/Data
5. Location/Cost of Living

Threats:

1. Competition
2. Demographics
3. Status Quo
4. External Climate
5. Student Support

The full survey results can be found in the appendix of this document. The results should be read with caution as the college was still in the middle of navigating the COVID disruption and the survey respondents were few.

The goals and strategies contained in the following report seek to address the following priorities:

- Increase enrollment by improving access, considering diverse needs of various markets, and removing barriers for students
- Close equity gaps by designing programs/services that center disproportionately impacted student populations (ie. Black and Latinx students)
- Improve student outcomes by increasing degree and goal attainment
- Increase fiscal stability by considering revenue generation needs (ie. Non-resident students and SCFF metrics)
- Alignment with other planning processes and overarching priorities:
    - Board Goals and Priorities
    - Student Equity Plan
    - Accreditation
    - Vision for Success
    - Guided Pathways
    - Student Centered Funding Formula (SCFF)

ENROLLMENT TARGETS

The target goals are projections based on current trends. The ultimate goal is to stabilize enrollment and fiscal stability to, at minimum, the hold harmless figures listed below. Current trends indicate that may not be possible, in all segments, during the five years covered until this plan, but the outlined goals and strategies in the next section are designed with that end goal in mind.

Resident Credit FTES

									Projected Target Goals – 3 % growth/yr.					HOLD HARMLESSS GOAL
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
Actual	20,950.58	19,936.59	19,936.59	19,501.31	19,604.23	19,101.47	17,013.67	-3,936.91 (-19%)	16,424	16,917	17424	17,947	18,485	22,257.19

Resident Noncredit FTES

									Projected Target Goals					HOLD HARMLESSS GOAL
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
CDCP NC FTES	167.26	167.47	157.57	149.69	121.43	136.68	134.14	-33.12 (-20%)	196	206	216	227	238	157.57
Emeritus Noncredit FTES	527.16	524.16	530.28	530.20	482.63	616.75	562.97	-35.81 (-7%)	570	577	584	591	600	530.28
Other Noncredit FTES	70.13	60.34	99.53	68.08	55.16	65.28	40.38	-29.75 (-4%)	44	48	52	56	60	99.53
Total Resident Noncredit FTES	764.55	751.97	787.38	747.97	659.22	818.71	737.49	-27.06 (-4%)	761	810	852	874	898	787.38

Non-Resident FTES

									Projected Target Goals – 5 % growth/yr.					HOLD HARMLESS GOAL
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
NonRes Credit FTES	4,742.31	4,797.47	4,589.04	4,259.18	3,920.99	3,067.16	2,761.77	-1,980.54 (-42%)	2891	3036	3,188	3,347	3,514	4,589

SEM GOALS & PLANNING ALIGNMENT

The following thirty-seven (37) goals are designed to help grow and stabilize enrollment; address equity gaps; and improve student outcomes. Initial strategies to achieve the goals are discussed in further detail in the chapters that follow. As the College advances this agenda, more goals and strategies will be developed in response to the changing landscape and to successes and lessons learned.

Outreach, Admission, & Onboarding Goals *Lead: Outreach*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase number of students who attend SMC directly following high school graduation from target high schools by 1.5% per year	x		x	x	x	x	x	x	x	x	x	x
Goal 2. Increase unit load and term to term persistence by increasing SMC Promise participation by 2.5%	x	x	x	x	x	x	x	x	x	x	x	x
Goal 3. Increase the number of High School parent group partnerships by 5% per year.	x			x			x	x				
Goal 4. Increase adult learner applicant to enrolled yield by 1.5% per year	x		x	x	x		x	x	x	x	x	x
Goal 5. Expand partnerships with community agencies and increase partners 5% per year	x			x			x	x				
Goal 6. Increase non-resident applicant to enrolled yield by 1.5% per year	x		x	x	x		x		x	x	x	x
Goal 7. Increase the number of High School Concurrent Enrollment and Dual Enrollment students by 2% per year	x		x	x	x	x	x	x	x	x	x	x

International Students Goals *Lead: International Education*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase new international student enrollment by 6% per year	x			x			x		x		x	
Goal 2. Increase continuing international student retention by 3% per year		x		x	x		x		x		x	

Student Fees & Financial Aid Goals *Leads: Financial Aid & Fiscal Services*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase awareness of Financial Aid opportunities, Financial Aid processes, and fee information designed to destigmatize the process and reduce anxiety	x	x		x	x		x	x	x	x	x	x
Goal 2. Increase opportunities to encourage students to work on campus as a retention mechanism	x	x			x		x	x	x		x	
Goal 3. Implement student-centered fiscal policies and practices	x	x		x			x	x		x	x	x
Goal 4. Address equity gaps for Black and Latinx students by providing education, counseling and assistance with the financial aid process	x	x	x	x	x	x	x	x	x	x	x	x
Goal 5. Enhance transition services for students moving from noncredit to credit programs		x	x			x	x	x	x		x	x
Goal 6. Promote enrollment in noncredit programs for credit students that have withdrawn or have been disqualified from financial aid as a mechanism to continue progress toward goal		x	x	x		x	x	x	x	x	x	x
Goal 7. Explore mechanisms to address college affordability (e.g. zero cost textbooks, expansion of promise programs for part-time students, etc.)	x	x	x	x	x	x	x	x	x		x	x

Counseling & Retention Goals *Lead: Counseling*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Improve overall college term-to-term persistence for first-time college students (FTIC) by 9% from 74% in 2019-2020 to 85% in 2026-2027		x			x		x	x	x	x	x	x
Goal 2. Reduce equity gaps in term-to-term persistence for Black/African American FTIC students from -13% in 2019-2020 (compared to highest performing group of 80%) to 0% in 2026-2027		x	x		x	x	x	x	x	x	x	x
Goal 3. Reduce equity gaps in term-to-term persistence for Latinx FTIC students from -7% in 2019-2020 (compared to highest performing group of 80%) to 0% in 2026-2027		x	x		x	x	x	x	x	x	x	x
Goal 4. Ensure 100% of FTIC students choose an Area of Interest, meet with a counselor, and connect to a program or service by the end of their first semester	x	x			x		x	x	x	x	x	x
Goal 5. Ensure that 75% of all counseling appointments for FTIC students are fulfilled through special programs and/or Student Care Teams (moving to case management model)	x	x	x		x	x	x	x	x		x	x
Goal 6. Ensure that 80% of SMC faculty report being aware of and successfully implementing at least one practice to address retention		x			x		x	x	x		x	x
Goal 7. Ensure Black and Latinx students report feeling they belong at SMC at similar rates as other racial/ethnic groups	x	x	x		x	x	x	x	x		x	x

Campus Life & Student Support *Lead: Student Affairs*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Improve the outreach, marketing and onboarding to campus support services to ensure that students are aware of resources and campus engagement opportunities	x	x	x	x	x	x	x	x	x		x	x
Goal 2. Successfully engage Black and Latinx students in campus life and support programs	x	x	x		x	x	x	x	x		x	x
Goal 3. Develop and implement intentional retention initiatives, programs and services to reduce equity gaps for disproportionately impacted students and to foster collaboration amongst areas.	x	x	x		x	x	x	x	x		x	x
Goal 4. Increase awareness of, and access to, college basic needs services and mental health support	x	x	x	x	x	x	x	x	x		x	x
Goal 5. Explore the expansion of programs and partnerships to address housing and food insecurity.	x	x	x	x	x	x	x	x	x		x	x

Curricular and Program Development / Methods of Program Delivery Goals *Lead: Academic Affairs*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Maintain and improve innovative instructional programming to serve emerging student populations and close inequitable degree progress gaps for Black and Latinx students	x	x	x			x	x	x	x	x	x	x
Goal 2. Working across divisions and with external partners, produce a responsive schedule of classes by including the appropriate range of courses, course modalities, and term lengths to serve non-traditional students and increase the course success and retention rates of Black and Latinx students	x	x	x	x		x	x	x	x	x	x	x
Goal 3. Explore the expansion of academic support services (e.g. expanded access to library/labs, expanded tutoring, supplemental instruction, etc.)		x	x		x	x		x	x		x	x

Graduation / Completion Goals *Lead: Enrollment Services*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Increase degree and certificate completions during award year by 1.5% per year overall		x		x	x	x	x		x	x	x	x
Goal 2. Increase degree and certificate completions during award year by 3% per year for equity populations (Black and Latinx students)		x	x	x	x	x	x	x	x	x	x	x

Marketing & Communications Goals *Lead: Marketing, Enrollment Development & Student Affairs*	New Student Enrollment	Retention	Targeted Populations	Marketing & Partnerships	Student Engagement	Closing Equity Gaps	Board Goals	Student Equity	Guided Pathways	SCFF	Vision for Success	Accreditation
Goal 1. Better support individuals across the student journey from first contact through goal completions	x	x	x	x	x	x	x	x	x		x	x
Goal 2. Maximize the use of intentional and authentic marketing and communication mediums to promote the College, facilitate onboarding, and reinforce a sense of belonging	x	x	x	x	x	x	x	x	x		x	x
Goal 3. Maximize the use of technology to improve user experience to better facilitate authentic, intentional, and personal communication	x	x	x	x	x	x	x	x	x		x	x
Goal 4. Increase collaboration across campus to develop a cohesive and unified communication strategy with students	x	x	x	x	x	x	x	x	x		x	x

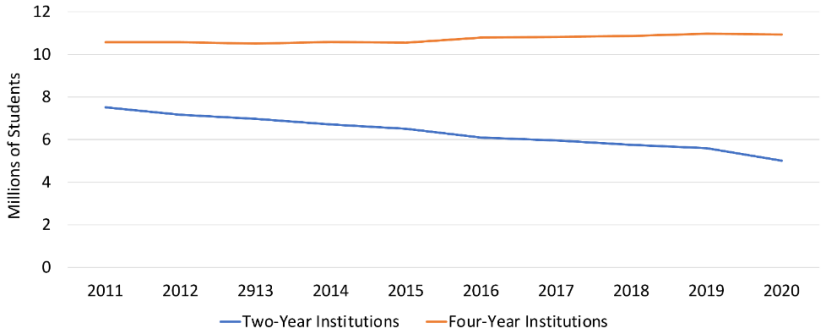
OUTREACH, ADMISSION & ONBOARDING

The national enrollment landscape has been challenging in recent years which necessitates a different engagement approach in attracting applicants in all the various market segments, as well as in assisting students in completing the process to full matriculation. High school student enrollment is in decline due to a number of factors. Many students report financial concerns, a need to prioritize work over college or delaying college plans after the stress of the pandemic disruption as reasons for opting out of college enrollment. Additionally, the CSU and UC systems have permanently suspended admission examination requirements (i.e. SAT, ACT) and are increasing the number of first year students accepted, thus reducing the pool of students who would traditionally begin at a community college.

The COVID pandemic has disrupted college attendance for all students, but the most severely impacted have been Black and Latinx students, men of color, and AB 540 students. With the ongoing challenges of the pandemic, economic constraints, increased labor demand, and the difficulty of returning to school after a prolonged disruption, college plans became a low priority for many students. New and creative approaches to engaging and supporting students will be required to attract and retain students in this post-pandemic reality.

According to recent enrollment data, the decline in enrollment was not new and sudden. Enrollment decline has been slowly progressing and increasing over time with the pandemic accelerating the drop. The following data was presented by SMC's Office of Institutional Research demonstrating the declining trend in enrollment both nationally and locally.

Figure 1
Total Fall Undergraduate Enrollment, 2011-2020



Source: National Center for Education Statistics, 2021a and 2021c.

Enrollment Baseline Data 2014-2015 to 2020-2021

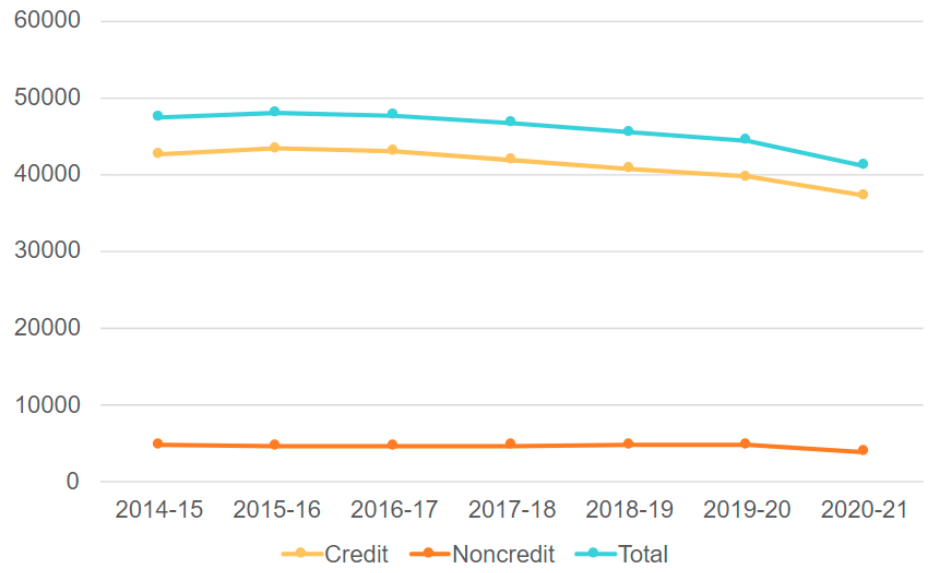
HEADCOUNT AND ENROLLMENT

Unduplicated Headcount and Course Enrollment (Duplicated)

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Change 2020-21 to 2019-20	3-Year Change 2020-21 to 2018-19	7-Year Change 2021-21 to 2014-15
Headcount	47,496	48,061	47,724	46,729	45,510	44,460	41,160	-7%	-10%	-13%
Enrollment	224,102	225,444	223,664	218,020	215,680	217,160	203,640	-6%	-6%	-9%
FTES*	26,319.44	26,770.72	27,055.35	23,217.82	24,508.46	24,184.44	22,821.90	-6%	-7%	-13%

At Santa Monica College, unduplicated, credit student headcount decreased by 13% between 2014-2015 and 2020-2021 and noncredit headcount decrease 19%. Enrollments decreased by 9%.

Student Headcount Trends



-13%

Credit Students

In 2020-2021, SMC enrolled **37,253** credit students, 5,403 or 13% **fewer** students than in 2014-2015.

-19%

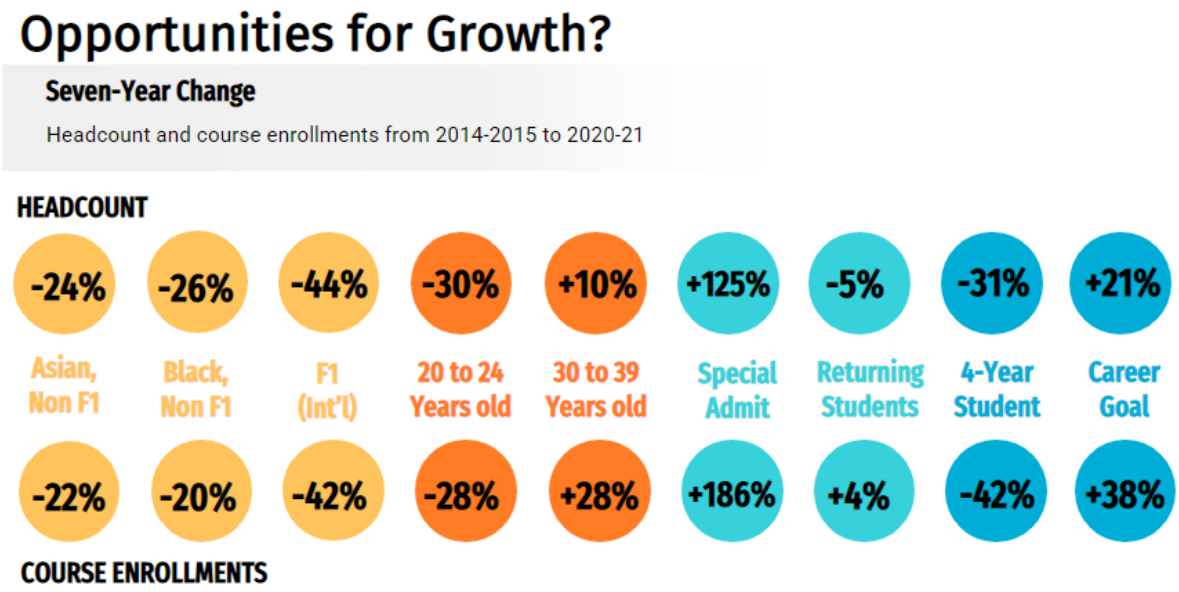
Noncredit Students

In 2020-2021, SMC enrolled **3,907** noncredit students, 933 or 19% **fewer** students than in 2014-2015.

A recent survey from the RP Group identifies the challenges that students are grappling with when deciding if they will attend college. Students are balancing and navigating complex lives, questioning whether they can afford college and, for those choosing to attend, are needing financial and non-financial support. Two groups of students were surveyed, prospective students and previously enrolled students. The data identifies the two top areas of concerns for both groups (The RP Group):

1. Cannot afford college at this time
2. Prioritizing work

Research continues to show that it will be some time before enrollments begin to recover. In the meantime, we must explore new ways to engage students that are applying to the college. Traditionally, SMC's largest focus has been predominately on the high school student population, however, this population is dramatically shrinking, and the college will need to adapt to include a strategic focus in the recruitment and onboarding of other market segments where growth is potentially available. As presented by SMC's Institutional Research, the data shows two potential areas for growth: non-traditional adult learners, and high school concurrent enrollment students, which increased by 10% and 125% in headcount, and by 28% and 186% in course enrollment between 2014-2015 and 2020-2021, respectively.



To stabilize enrollment and regrow the college, reimagining strategies that design specific engagement opportunities that support the different student populations will be necessary. The needs and desires of high school students and adult learners, for example are not necessarily the same. Understanding the unique needs of the various market segments must be considered in redesigning efforts for marketing, outreach engagement, application support, onboarding and course selection that align with students' goals, and the attainment of certifications that lead to employment may look different for each target group. Connecting students directly to support programs that will provide guidance in school success will be critical to successful onboarding, retention, and goal completion. The following goals and strategies have been identified to achieve these goals.

Goals, Projected Outcomes and Strategies to Achieve Goals and Outcomes

The Welcome Center focuses on outreach, recruitment, and onboarding new students. In introducing SMC's programs and services to prospective and new students, the Outreach and Recruitment strategy is multifaceted and includes local school districts, out of state students, community organizations, and adult learners. The comprehensive and effective outreach, recruitment, and engagement strategy seeks to capture students in the enrollment funnel and prioritizes support for disproportionately impacted student populations (Black/African American & Latinx students and Men of color) in identifying their areas of interest, academic and career pathways.

The Admissions and Records Office ensures that every admission application submitted by prospective students, including those not identified through Outreach and Recruitment are processed expeditiously, and promptly resolves problem applications so students may proceed with onboarding. Admissions and Records is the primary point of contact for high school concurrent enrollment students, their parents, school counselors and principals, and continuously offers application and enrollment workshops to prepare prospective applicants. To increase concurrent enrollment at Santa Monica College, admission policies must be revamped to remove systemic/administrative barriers currently present in administrative regulations. A case management approach to better assist Black, Latinx, and lower achieving concurrent enrollment students must be adopted to help them get through admission and onboarding processes.

Goal 1: Increase the number of students who attend SMC directly following high school graduation from target high schools the fall semester following high school graduation by 1.5% per year.

Strategies to achieve Goal #1

- Expand partnership with the Santa Monica-Malibu School District (SMMUSD)
- Increase participation in High School College Fairs and promotion of SMC Programs
- Increase High School Presentations and Application Workshops
- Increase High School Seniors' Visits to the main campus to explore the college
    - Learn about Careers and Majors
    - Learn about Student Support Programs
    - Financial Aid, Basic Needs and other academic services
- Assist students with the enrollment process via newly designed Onboarding Seminars
- Expand High School Engagements with grades 9-11
    - Raise awareness of High School Concurrent Enrollment Programs
    - Early Outreach initiative invites grades 9-11 to the college to expose them to SMC and its various programs.
- Expand Middle School Early Outreach exposure.
- Increase enrollment from top feeder High Schools
    - Biweekly high school recruitment on their campus
    - Priority Presentations and Workshops
    - Guaranteed reservation for Discover SMC Career Exploration visits
- Streamline non-feeder High School Visits
    - Email Communication of Activities and Events
    - Invitation to Discover SMC Career Exploration after Top Feeder Schools have reserved spaces.

    - Participate in College Fairs and SMC Program presentations.
- Student Ambassadors call campaign to Black and Latinx, first time in college applicants inviting them to participate in
    - Orientation+
    - Onboarding Seminars
    - Connecting with Peer Navigators if FTIC knows major.
    - Connecting with Career Services for Undecided Students
- Redesign Recruitment Initiatives to include Faculty, CE Programs & Special Program Staff

Goal 2: Increase unit load and term to term persistence by increasing SMC Promise participation by 2.5% per year

Strategies to achieve Goal #2

- Auto enroll all qualified students into the program
    - Students will choose to opt out if they do not want to be a part of SMCP instead of requiring them to opt in
- Offer an SMC Promise Orientation
    - Inform students of program requirements and how to maintain eligibility for program.
- Proactively outreach to eligible students to reemphasize program requirements via email, phone calls and SMS text messaging
    - Complete FAFSA/Dream Act
    - Counseling Support to enroll in 12 units
    - Utilizing GPS as an early alert system to target students that fall below 12 units for proactive intervention
- Increase collaboration with Student Support Programs to ensure a warm handoff for continued student support

Goal 3: Increase the number of high school parent group partnerships by 5% per year

Strategies to achieve Goal #3

- Establish ongoing partnership with SMMUSD Parent Groups
    - Parent Teacher Association (PTA)
    - African American Parent Student Staff Support Group (AAPSSSG)
    - SAMO Hi Puente Program, Grupo de Padres (Parent Group)
    - Malibu HS
    - Olympic OCLC Spanish Speaking Parent Group
    - SMMUSD Middle Schools
- Establish partnerships with other Local Feeder High School Parent Groups
    - Venice HS, Culver City HS, Palisades HS, University HS, Hamilton HS, Beverly HS
    - Will expand to local charter HS.
- Establish regular communication with Parent Groups via:
    - Presentations at group meetings
    - Parent Newsletter English & Spanish
- Include workshops for Parents at Open House and other events
    - How to Support your child College Student

- High School Concurrent Enrollment Programs for students still in HS
- Non-Credit Programs for Parents

Goal 4: Increase adult learner applicant-to-enrolled yield by 1.5%

Strategies to achieve Goal #4

- Develop a meaningful communication plan for adult learners supporting a sense of community and belonging
- Provide direct Adult Learner Support in Enrollment Lab
- Establish Adult Learning focused advising to support Adult Learner applicants
- Explore and promote low-cost childcare & direct connection to Student Support Programs
- Establish support for Adult Learners with basic needs programs
- Explore offering services outside the normal "9 to 5" model to support working students
- Continue partnerships with local Adult School Programs
- Provide priority enrollment to students parenting dependent children under age 18

Goal 5: Expand partnerships with community agencies and increase partners at a rate of 5% per year

Strategies to achieve Goal #5

- Build partnership with the city of Santa Monica Community Events
- Direct Liaison with Virginia Avenue Park ongoing community activities
- Increase Outreach presence at Community Events for neighboring cities.
    - Connect with local EDD Offices
    - Department of Social Services
    - Other agencies that support re-entry to the work force

Goal 6: Increase Non-Resident Applicant to Enrollment yield by 1.5% per year

Strategies to achieve Goal #6

- Continue participation in NACAC Fairs out of state in fall & spring
- Proactively register Non-Resident Applicants in Orientation+ Webinar online
- Invite California Non-Residents residing in the state to attend an in-Person Enrollment Lab for enrollment support
- Invite non-resident applicants and continuing students to attend Non-Resident Information Session to understand requirement to become CA residents
- Assist non-resident students with processing residency reclassification requests
- Connect students with Financial Aid office resources for non-resident students

Goal 7: Increase the number of High School Concurrent Enrollment and Dual Enrollment students by 2% per year

Strategies to achieve Goal #7

- Revise administrative regulations to ensure barriers to application and enrollment are removed

- Expand the number of information sessions held to include prospective students, parents, school counselors and principals and offer them year-round
- Adopt a case management approach to better support concurrent enrollment Black and Latinx applicants through the admission and enrollment process
- Implement a communication plan to help onboard concurrent enrollment students
- Create and promote degree and certificate pathways for concurrent enrollment students

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SANTA MONICA COLLEGE
CALIFORNIA
Santa Monica College

INTERNATIONAL STUDENTS

SMC faces challenging enrollment and retention trends in the form of decreasing new student applications and enrollments as well as an uptick in continuing student attrition. The International Education Center will address these challenges through a combination of marketing, recruitment and targeted retention initiatives designed to increase new student enrollment and continuing student persistence through graduation and transfer.

Enrollment Overview – Spring 2016 -Spring 2022

International enrollment has steadily declined since it peaked at 3488 students in the spring of 2016. By the spring of 2020, the first semester of the pandemic, enrollment had declined by 29% from its spring 2016 peak. **Appendix Data Table 1.**

Factors influencing pre-pandemic enrollment declines include:

- Demographic declines of college aged students across SMC's major recruitment markets
- Hostile domestic political rhetoric
- Increased competition from English speaking international markets
- Difficult Visa application process and increase in visa denials

International student enrollment declined further following the onset of the COVID-19 pandemic. Between spring 2020 and spring 2022, enrollment declined by an additional 34%.

Factors influencing pandemic enrollment declines include:

- SMC's transition to remote teaching and support service modalities
- Pandemic related consular closures/restricted appointment availability
- COVID-19 related travel restrictions

The remote teaching and service environment along with pandemic induced consular closures and travel restrictions, resulted in severe decreases of new and continuing student enrollment over the following four enrollment cycles. (Fall 2020 through Spring 2022). **Appendix Data Table 1.**

Factors Influencing Enrollment Outlook - 2022-27

The demographic declines of college age students and increased international competition from English speaking markets will present long term challenges to SMC's ability to attract and enroll students.

Domestic political realities will also continue to play a significant role. Despite prominent demographic declines, the number of students pursuing their educational goals outside of their home country has more than doubled in the past 21 years, from 2.1 million to 5.3 million, while the U.S. market share has dropped from 28% to 21%. The F-1 Visa application process, the U.S. social and political environment, limited employment options for F-1 visa holders, and high tuition costs were cited as the most common pre-pandemic deterrents to pursuing an education in the U.S. In addition, the Association of International Educators (NAFSA) surveys continue to show that international students and their families are deeply concerned about U.S. federal policies and rhetoric on immigration, along with apprehensions over personal safety and tense race relations.

While the U.S. has done little to resolve these structural deterrents, Canada, Australia and the U.K, have proactively established national policies and marketing strategies to capitalize on the U.S.' systemic legal and political weaknesses to attract international student enrollment to their shores.

In response to these alarming enrollment trends and global loss of market share due to stiff international competition, the current federal administration has taken important steps to reverse the previous administration's policies and messaging that have negatively impacted international student enrollment in the U.S.

To compete with Canada, the U.K and Australia, the federal Administration is considering proposals to streamline and expedite the visa application process, preserve Duration of Status and Optional Practical Training (OPT) employment programs and continue to expand the list of STEM eligible OPT majors. While these initiatives are a welcome departure from previous policies, they fall far short of the coordinated and well-funded recruitment efforts of our largest international competitors. While these changes are simply in the proposal stage in the U.S., America's largest competitors have operationalized these measures and feature them prominently in their marketing and recruitment campaigns.

Absent a national effort to simplify and expedite the visa application process, expand the length of employment opportunities associated with the F-1 Visa status and the establishment of a path to permanent residency based on choice of major and domestic labor needs, the U.S. is likely to continue to lose market share to Canada, the U.K and Australia.

While the pre-pandemic factors that exercised downward pressure on enrollment are here to stay, the pandemic factors that adversely impacted enrollment are improving, but have also not fully resolved. SMC continues hybrid operations with fewer on-ground courses, services and engagement activities. This largely remote service modality limits the opportunities of international students to participate in the immersive experiences that attract them to the campus in the first place.

Pandemic induced limits on consular services, on-going travel restrictions and vaccination requirements will also continue to impact students' ability to schedule visas appointments, obtain the necessary World Health Organization (WHO) approved vaccinations and ultimately travel to the U.S. to commence their studies well into the 2022-23 enrollment cycles.

In sum, SMC is facing a challenging and unpredictable recruitment environment.

The success of the enrollment strategies in this SEM plan are therefore predicated on the realization of a set of external and internal assumptions.

External Assumptions

- Consular services in major recruitment markets are fully reopened and staffed to handle the backlog of visa applications and new appointment requests.
- The U.S. experiences a sustained improvement of the domestic political landscape in its policies affecting visa holders.
- COVID-19 cases continue to decrease internationally and in California.
- Easing of COVID-19 related travel restrictions to the U.S.
- Expanded access to WHO approved vaccines in major recruitment markets.
- Post-pandemic global economic recovery and sustained economic stability in established and emerging recruitment markets.
- Continued demand for U.S. education.

Internal Assumptions

In the spring of 2020, the COVID-19 pandemic forced Santa Monica College to move all instructional and support services to remote modalities. The realization of the enrollment projections detailed in this plan assume that the internal factors that have adversely impacted enrollment are resolved as follows:

- SMC offers international students a fully immersive experience by expanding on-ground course instruction and on-ground student support services and engagement activities.
- SMC provides enough on-ground course options to accommodate full-time enrollment in on ground courses, in all majors, as required to maintain F1 visa status.
- Campus policies on safety and vaccinations establish a safe on-ground environment.
- SMC Non-Resident tuition rates remain stable and competitive.

Goals and Projected Outcomes

To address declining new student enrollment numbers and to increase continuing student persistence and enrollment, IEC's SEM Plan will focus on two primary goals. The goals have been developed in alignment with the following District Priorities:

Board of Trustees 2021-22 Annual Goals and On-Going Priorities:

- Fiscal Stewardship:
  - Reduce the deficit.
  - Maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.
- The Future of the College:
  - Develop a strategic vision and plan for the future of the college that includes lessons learned from COVID, the economic landscape, and current and projected revenue and enrollment demand.

SMC 2021-22 Vision, Mission and Goals:

- Institutional Learning Outcome:
  - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events.
- Stable Fiscal Environment:
  - Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources.

SMC's Vision for Success (VFS) goals:

- Goal 1: Completion: Increase all students who earned an Associate Degree and/or a Chancellors approved certificate.
- Goal 2: Transfer: Increase all students who transferred to a UC or CSU.
- Goal 4: Workforce Preparation: Increase the number of students who report being employed in their field of study.

Goal 1: Increase new student enrollment by 6% per year

Strategies to achieve Goal 1:

- **Enrollment targets and growth projections based on established annual Replacement Rates.**
  - On average the spring to fall replacement rate is approximately 45% of the continuing student population. The replacement rate for fall to spring is approximately 21% (Data Chart 3)

- To keep enrollment stable, incoming new student cohorts need to match, or exceed, the replacement rates. Growth projections will be set based on established replacement rates and market outlook for each year of the SEM Plan. (Data Chart 4)

- **Competitive commission structures to international agent partners**
  - Establishing and incentivizing global agent partnerships has been SMC's single most successful recruitment strategy. This is a very competitive market and SMC must monitor its direct competitors to ensure that SMC's commission strategy remains strong.

- **Develop digital Advertising/Search Engine Maximization (SEO) campaign**
  - SMC will develop digital ads and a search engine maximization strategy to increase direct new student enrollment and decrease customer acquisition costs. The plan will target major markets, develop key search terms to optimize impressions and click-through rates and redesign the main International Education Center (IEC) landing page to reflect key search terms. The IEC has worked with Marketing to develop key search terms to target SMC's 7 largest markets.

- **Increase admission yield through late admission enrollment cycles**
  - By adopting more flexible admission deadlines, the IEC has been able to admit and enroll additional students in late start classes. The IEC will continue to streamline the late admission process in order to yield 5% increases over established winter, spring, summer and fall 2022 late enrollment baselines.

- **Implementation of Admission Workshops, Pre-enrollment Seminars and Virtual New Student Webinar**
  - Online Admission Workshops aid students to complete their admission applications more efficiently. Pre-enrollment Workshops guide admitted students through the completion of pre-enrollment steps, and the online seminar allows students to connect with counselors and enroll at the earliest possible time. In combination, these added support structures allow for increased admission yields from a lower overall application base, and an overall higher conversion of admitted students to enrollments.

- **Work with the IEC Counseling Team to increase counselor availability following new student webinars to facilitate new student enrollment**
  - Counseling availability is critical to ensure a continued increase in the yield of admitted to enrolled students.

- **Virtual fair participation**:
  - Virtual fairs across established/Developing Markets were virtually unheard of pre-pandemic. SMC actively participated in them when it was the only option to reach students and is something the college needs to continue even as in person events

return. The virtual setting provides an inexpensive way to participate in a higher number of recruitment events across the globe.

- **Resume in-person travel**
  - In-person attendance for international recruitment fairs will remain a critical component of our outreach and recruitment strategies. Connecting in-person with prospective students and their families to showcase our degree and certificate offerings will continue to be an effective recruitment tool.

  - Connecting in-person with our agent partners to share our recruitment goals, marketing materials and to discuss marketing strategies will also remain a key component of our outreach and recruitment efforts.

- **Develop new on-line programs/markets**
  - The COVID-19 pandemic has increased the acceptance of online education. The IEC will partner with Academic Affairs to increase the number of available online certificates and degrees to target international students who may not have the financial means to pursue an on-ground education in the U.S.

- **Work with Academic Affairs to develop innovative programs in response to global economic demand**
  - The successful recruitment of international students is highly dependent on the economic relevance of our programmatic offerings. The IEC will work with Academic Affairs to develop programmatic offerings based on analysis of existing and emerging economic sectors in our largest markets.

Goal 2: Increase continuing student retention by 3% per year

Strategies to achieve goal 2:

Reducing continuing student attrition is dependent on identifying and substantively addressing the most common attrition causes. The international Education Center has identified the following prominent drivers of attrition:

- **Financial Difficulties:** A central driver of international student attrition is the continued ability to afford tuition, room and board, transportation and other associated educational expenses for the length of the student's course of study. The IEC will redesign our communication strategies to clearly articulate the expected costs to new students, provide timely information about on-campus employment, SEVIS eligibility regulations on Economic Hardship applications, Curricular Practical Training (CPT), and Optional Practical Training (OPT). The IEC will also connect students to SMC's Food Security programs and partner with Financial Aid and Education Enterprises to explore the possibilities of implementing a tuition payment system.

- **Housing:** Stable and affordable housing is central to international student retention. Housing is the highest expense incurred by international students. The IEC will continue to expand our

database of affordable housing options and make housing a central component of our new student on-boarding process.

- **Psycho-social challenges:** International students who pursue in person education in the U.S. often experience social isolation, as well as academic and financial stressors that may lead to anxiety and depression that may compromise their academic performance and their F-1 status. The IEC will work with the Center for Wellness and Wellbeing to offer programming to destigmatize mental health services and to implement outreach efforts designed to connect international students to mental health resources.

- **Academic difficulties:** International students, in aggregate, tend to academically outperform their domestic counterparts. A subset, however, are placed on academic probation and over time, become subject to academic disqualification that may lead to the termination of their F-1 Visa. The IEC will work with the counseling team to strategically identify new incoming students that would benefit most from the application of Reduced Course Load (RCL) rules in their first semester of enrollment. The IEC will also work to develop GPA/unit accrual reports to proactively identify students at risk of academic probation. The IEC will also partner with our counseling colleagues to support the GPS program and to connect students to tutoring and academic support services. In combination, these efforts will reduce the number of international students who are academically disqualified.

- **Creating a Campus-Wide Nurturing Environment:** The IEC will work with Academic Affairs to create faculty-led workshops designed to increase faculty awareness of international student needs. Workshop topics will include how to integrate international students from different cultures and academic systems into the fabric of the classroom, inform the class on how the presence of international students in the course will enrich the experience of everyone, and how to build a personal connection with the students.

  Workshops will also include topics on how to check instructor's own bias or preconceptions on students' language skills, perceived difficulties of teaching international students, or generalizations about students' propensity for certain behaviors based on nationality.

Conclusion

The 2022-27 SEM Plan for International Students will provide new student enrollment projections for each year of the plan and propose recruitment strategies to achieve the enrollment goals. The SEM plan will also propose targeted retention initiatives intended to increase student persistence and retention through graduation and transfer.

The goals of increasing new student enrollment and increasing continuing student retention will be addressed concurrently. The IEC has approached the goal of increasing new student enrollment pragmatically but aggressively.

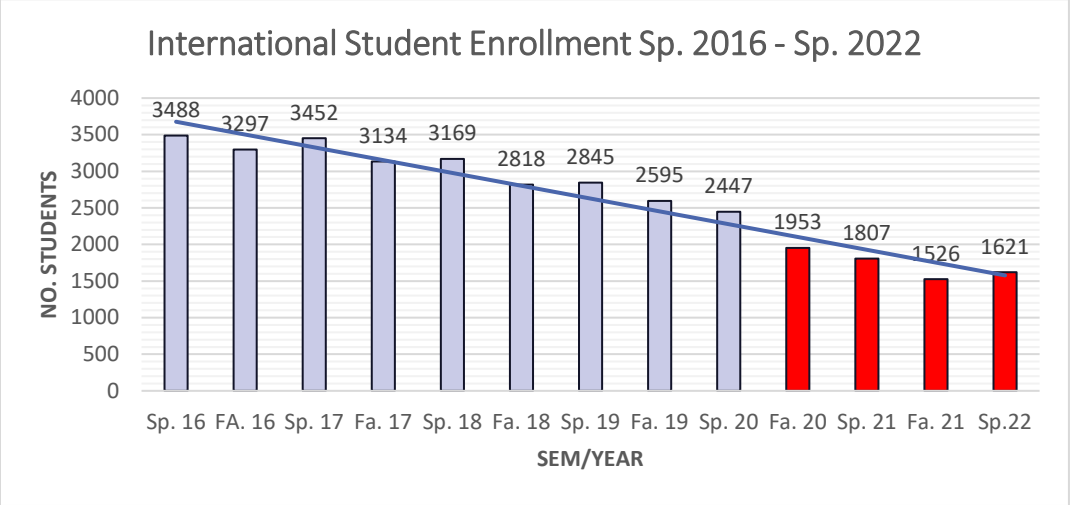
The IEC has also identified the leading causes of international student attrition and is planning to institute strategic initiatives and cross-campus partnerships to address the financial, housing, emotional and academic needs of our student population.

Appendix

Data Chart 1

Pre/Post Pandemic International Student enrollment – Spring 2016-Spring 2022

Source: WebISIS - Semester Active Unit Report



Data Chart 2

New Student Admissions – Pre-Pandemic/Pandemic

Source: WebISIS/I-APP – Admissions Statistics Report

Sem/Yr	No. Admitted	Percent Admit +/-	No. Apps	Percent +/-
Fa. 19 – Pre-Pan	874	-	2262	-
Fa. 20 – Pandemic	434	-50%	1374	-39%
Fa. 21 – Pandemic	611	+40%	1419	+3.2%
Sp. 20 – Pre-Pan	446	-	945	-
Sp. 21 – Pandemic	238	-47%	585	-38%
Sp. 22 – Pandemic	516	+117%	1087	+86%

Note: Applications and admission rates rebounded in fall 21 and spring 22 following low points preceding fall 2020 and spring 2021 enrollment cycles. New student applications closely correlate to enrollments. The increase in applications is factored into the 5-year SEM enrollment projections. **See Data Chart 4**

Data Chart 3

International Student Replacement Rates

Source: SMC Institutional Research

SPRING TO FALL	REPLACEMENT NUMBER	% OF SPRING COHORT
SP. 2019	865	42%
SP. 2020	725	42%
SP. 2021	395	49%
AVERAGE REP. NO.	662	45%
FALL TO SPRING	**Rep. Number**	**% of Fa. Cohort**
FALL 2019	372	21%
FALL 2020	173	20%
AVERAGE REPLACEMENT	273	21%

Data Chart 4

Enrollment Projections 2022-23 – 2026-27 (Unduplicated)

Academic Year	Starting Headcount End of Prior Year	Projected Term-to-Term Attrition (-)			Projected New Enrollments (+)			Ending Headcount in Academic Year	Change Beginning of Year to End of Year		Change from Baseline Year 2019-2020	
			Attrition Rate	Attrition #								
2020-2021		Spring to Fall	44%	795	Fall	571						
		Fall to Spring	27%	427	Spring	370						
	1807	Total:		1222	Total:	941		1526	-281	-16%	0	0%
2021-2022		Spring to Fall	42%	641	Fall	680						
		Fall to Spring	22%	344	Spring	400						
	1526	Total:		985	Total:	1080		1621	95	6%	-186	-10%
2022-2023		Spring to Fall	42%	681	Fall	751						
		Fall to Spring	22%	372	Spring	450						
	1621	Total:		1053	Total:	1201		1769	148	9%	-38	-2%
2024-2025		Spring to Fall	42%	743	Fall	840						
		Fall to Spring	22%	411	Spring	460						
	1769	Total:		1153	Total:	1300		1915	147	8%	108	6%
2025-2026		Spring to Fall	42%	804	Fall	825						
		Fall to Spring	22%	426	Spring	520						
	1915	Total:		1230	Total:	1345		2030	115	6%	223	12%
2026-2027		Spring to Fall	42%	853	Fall	961						
		Fall to Spring	22%	470	Spring	540						
	2030	Total:		1323	Total:	1501		2208	178	9%	401	22%

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PEOPLE AND SOCIETY
STEM

STUDENT FEES & FINANCIAL AID

Student Fees and Financial Aid funding greatly influence student enrollment as students must ensure that they have enough monetary support, either through personal finances or financial aid assistance to pay their direct and indirect educational costs to attend school. Santa Monica College (SMC) has an overarching goal to provide equitable access to education and thus aims to increase the number of financial aid recipients.

At SMC, Black and Latinx students experience the largest equity gaps as evidenced by the College Institutional Effectiveness data. And, through the college's re-enrollment Call Center Campaign, many are reporting financial concerns and the need to prioritize work as the number one reason they are postponing college at this time. Apart from this troubling post-pandemic concern, Black and Latinx students have expressed anxiety and frustration in navigating the financial aid process.

The State of California recently enacted a mandate that all high school seniors complete and submit a Free Application for Federal Student Aid (FAFSA) or California Dream Act application beginning with the 2022-2023 academic year. The intention is to avail all students of the opportunity for financial assistance afforded to them and to address the following concerns (AB 469):

> *(1) California's student financial aid application process is overly complex and burdensome to students and families.*
>
> *(2) Many eligible students do not complete a financial aid form because they believe they are ineligible, have no information on how to apply, think that the forms are too much work, or do not want to share personal information because of deportation fears.*
>
> *(3) While the financial aid system is intended to make college "access and affordability a guarantee to every qualified student," California currently ranks 30th in the nation in application rates. As a result, California's students leave, on average, $550,000,000 in federal and state financial aid on the table.*

While this new policy helps increase the financial aid applicant pool, Black and Latinx students are disproportionately subject to what is referred to as "verification melt" – where students are either unable to unwilling to complete the requisite financial aid verification process and therefore never receive aid -- as evidenced by a recent audit of the Department of Education that shows that students from predominantly Black and Latinx neighborhoods are disproportionately selected for verification. Fear, misunderstanding, and/or misinformation are among the reasons students selected for verification often do not complete the often-burdensome financial aid verification process. This research demonstrates, the inequity groups and high-risk populations are African American and Latinx students who express anxiety

and intimidation in completing the Financial Aid application process. It is incumbent on Santa Monica College to address and decrease the barriers to accessing financial aid resources.

Santa Monica College's goal is to provide Financial Aid and Scholarship information through various marketing and outreach activities to encourage students to apply and receive counseling and assistance along the way. In recent years, both for the 2021-2022 and the 2022-2023 academic years, the Department of Education placed a waiver on the verification requirements related to the FAFSA application process. The verification process requires students to submit documentation to prove the accuracy of the information reported on the FAFSA. Many students with the highest financial need have been marred by these requirements as they have found it difficult to substantiate the low to no income coming into the household and instead heavily relying on SNAP benefits or help from other family members which does not have to be reported on the FAFSA application. SMC evaluates the Financial Aid application process annually, to determine unnecessary barriers that may exist to aid in the anxiousness that students and families experience when applying for financial aid assistance, but more must be done early in the process.

The cost of tuition and fees can also be a deterrent to students enrolling in class if they are unaware of the financial aid assistance options available to them. For students who may not qualify for grant aid following the evaluation of their FAFSA application, other resources and payment options should be outlined for consideration in paying their bill.

In addition to the impact on students, financial aid is a critical component of the college in stabilizing enrollment funding. Under the Student-Centered Funding Formula (SCFF), the college receives a supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540. The college must make every effort to increase outcomes for this population of students, not only for the fiscal health of the college, but as a mechanism to positively impact student success and help close equity gaps.

In an effort to improve internal business practices, Santa Monica College participated in a "Standards of Excellence" review that was conducted by three peer Financial Aid professionals who partner through the National Association of Student Financial Aid Administrators. This review served as a "pre-audit" to determine compliance and customer service areas of concern. While the review primarily assessed the internal policies within the Financial Aid department, other department areas were evaluated as many other areas of the college directly affect various business practices associated with financial aid. The objective of the review was to provide a "blueprint" for corrective action requiring attention and to develop a strategic plan to address the outlined issues over a multi-year timeframe.

The goals and strategies listed below will enhance Santa Monica College's efforts to positively impact student enrollment by ensuring Financial Aid and Fees information and details are intentionally publicized in a variety of avenues and creating focused improvements in institutional business practices to improve student engagement.

Goals and Projected Outcomes

Goal 1: Increase awareness of Financial Aid Opportunities, Financial Aid Processes, and Fee Information designed to destigmatize the process and reduce anxiety

Strategies to achieve Goal 1:

- Enhance marketing efforts to disseminate Financial Aid and Fees information
- Provide peer-led workshops to explain charges/fees/payment deadlines to various student populations (out of state students, AB 540 students and noncredit students)
- Create short video clips of various student scenarios (AB540, Out of State Dependent and Independent, Incoming resident freshman) submitting the FAFSA/California Dream Act application to be posted on the Website, Instagram, and Tik Tok
- Develop communication plan to promote campaigns and "Just in Time" information on all social media platforms, website, and SMC Go app, chatbots, etc.
- Offer workshops and webinars to student population to explain Satisfactory Academic Progress in relation to overall Academic Progress, effects of withdrawal for Financial Aid eligibility, and various appeal opportunities especially Income Appeals for financial aid eligibility
- Message encouraging students to apply for financial aid on Corsair Connect student portal once students first log into following admissions application submission
- Create short videos that explain the fees and payment process at SMC along with information concerning Bank Mobile as the platform to receive refunds

Goal 2: Increase opportunities to encourage students to work on campus as a retention mechanism

Strategies to achieve Goal 2:

- Develop marketing pieces, (e,g., flyers, hiring posters, etc. to be placed around campus and on social media platforms, and SMC Go app
- Support student engagement in the campus by intentionally marketing on-campus job opportunities
- Develop better mechanisms to connect students and expose them to student employment opportunities
- Simplify the hiring packet and provide clearer communication to students
- Increase off –campus employment opportunities. Re-engage with community resources and agencies

Goal 3: Implement student-centered fiscal policies and practices

Strategies to achieve Goal 3:

- Consider establishing a payment plan option for non-resident students to boost enrollment by spreading payment out
- Fiscal Services to expedite implementation of system to disburse financial aid electronically to reduce check printing of financial aid funds through Bank Mobile System

- District to consider integrated ERP that includes Financial Aid and Student Accounts modules to reduce inefficient and manual processing of financial awards and disbursements
- Work with MIS to change fee payment structure to maintain all fee payments/refunds within the same term

Goal 4: Address equity gaps in Black and Latinx students by providing education, counseling and assistance with the financial aid process.

Strategies to achieve Goal 4:

- Work with Institutional Research to develop a student survey to poll students on who is and who is not applying for aid. From the students who applied for financial aid (submitting the FAFSA), how did they know to apply for aid?
- Collaborate with Student Affairs and Academic Affairs to offer Financial Aid presentations to Counseling 20 Classes as well as working with English and Math faculty to offer Financial Aid presentations in first year courses
- Enhance Financial Literacy education inside and outside of the classroom

Goal 5: Enhance transition services for students transitioning from noncredit to credit.

Strategies to achieve Goal 5:

- Partner with Noncredit and External Programs department to develop a referral process to onboard students into credit academic programs
- Form partnerships with Counselors assigned to work with noncredit students to provide counsel on the Financial Aid application process and explain fees information to students interested in transitioning from non-credit to credit academic programs

Goal 6: Promote enrollment in SMC noncredit programs for credit students that have withdrawn or have been disqualified from financial aid as a mechanism to continue progress toward goal and potentially reinstate financial aid eligibility

Strategies to achieve Goal 6:

- Marketing campaigns to students that have withdrawn or stopped out from attendance of credit coursework
- For students who may be close to meeting AB540 eligibility, inform them about free non-credit programs that can be counted towards meeting AB540 eligibility which helps with resident tuition charges and possibly Cal Grant eligibility

Goal 7: Explore mechanisms to address college affordability (e.g. zero cost textbooks, expansion of promise programs for part-time students, etc.)

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111
112
114

COUNSELING AND RETENTION

In 2017, the California Community Colleges (CCC) Chancellor's Office adopted the *Vision for Success,* a set of system-wide goals and commitments to improve the economic mobility and career opportunities by breaking down barriers faced by the 2.1 students served by the system. The 116 colleges of the system, including Santa Monica College (SMC), play a vital role in ensuring a student-ready campus to make sure students, particularly those from minoritized backgrounds, reach their goals and attain the career and life they seek.

Student retention, the number of students who re-enroll at the same institution from one year to the next, is a critical component to achieving the *Vision for Success*. Students who leave school before completing their credentials are not able to make progress towards their educational goals. Retention is a momentum point that ensures students are set on the most efficient trajectory towards completing a degree, certificate, or transfer. At SMC, the fall-to-fall retention has been trending downward over the last five years. Among first-time to SMC students in Fall 2016 with a credential goal (transfer, degree, certificate)[i], the fall-to-fall persistence rate was 57.0%. By Fall 2020, the retention rate decreased by 2.7% to 54.3%. Furthermore, the retention rates are lowest amongst Black and Latinx students when compared to the racial/ethnic group with the highest fall-to-fall retention rates, Asian students (58.6%, Fall 2020). SMC produces equity gaps in terms of retention for Black (-8.4%) and Latinx (-4.6%) students.

A comprehensive approach to improving retention, particularly for racially minoritized students, is paramount to not only fulfill the Chancellor's Office *Vision for Success,* but to inform SMC's enrollment planning efforts as retention improves enrollment by retaining existing students. Low retention, however, is a complex problem, which requires a comprehensive reform approach. The Retention Section of SMC's Strategic Enrollment Management Plan outlines the College's priorities for improving student retention, and ultimately, student success.

National, State, and Institutional Contexts

Using Guided Pathways Framework to Improve Retention

Over the last several years, SMC, like many other community colleges nationally, have adopted the guided pathways framework to drive systems and structural changes to better serve students. One centerpiece of guided pathways includes organizing college programs, degrees, and certificates into meta-majors, or broad categories of related programs. The justification for meta-majors is rooted in a growing body of research that indicates that the "cafeteria" style approach to classes and programs offers too many choices and inhibit students' ability to progress and complete their studies as they have trouble navigating the array of options offered by colleges.

Meta-majors help students choose a broad area of study in their first year by narrowing the available choices. Students are encouraged to choose a "cluster" of programs based on their career and academic interests early in their educational journey, and when further along their studies, commit to a more specific program of study. When designed effectively, the coursework taken by students early in their meta-majors also fulfill the academic requirements for the specific program of study they ultimately choose; and as a result, students complete their programs more quickly and without loss of course credits that are not applicable towards their certificate, degree, or transfer.

In 2019, SMC implemented meta-majors, called "Areas of Interest" (AOIs). The change from the "cafeteria" model of program offerings to the AOI structure extended beyond reorganizing existing programs. The change includes the creation of communities around each of the AOIs where students pursuing similar programs and careers can connect with peers and faculty mentors and receive contextualized resources, career information, and targeted academic counseling and other student support services. The College plans to achieve this by adopting a Student Care Teams (SCT) model which involves assigning a dedicated team made up of student peer coaches (Peer Navigators), discipline faculty, counselors, and other support practitioners to each AOI. The research literature provides evidence that the SCT model is effective in ensuring students stay enrolled (are retained) by connecting first year students with the college community, strengthening their sense of belonging, and providing individualized and proactive interventions and support.

The SCT model is SMC's centerpiece strategy for improving student retention. The transition to the SCT model will require the College to revise its existing structure and processes related to delivering academic counseling services to students. SMC has offered general counseling services which are accessed using a "first-come, first-serve" method where students primarily initiate a counseling appointment. Recently, the SCT counseling model has launched with a focus on first-time in college Black and Latinx students since the retention rates are the lowest compared to other racial/ethnic groups. The SCT model is organized around AOIs and requires a proactive, case management approach with assigned counselors. The long term vision is to expand the model to assign one counselor to *every* first-time student, the same counselor who will oversee students' progress throughout their entire educational careers. This enables counselors to get to know individual students better, monitor their progress, and intervene when students stray from their educational plans.

The challenges SMC faces in successfully implementing SCT are primarily related to organizational culture. While the concepts behind guided pathways and case management are well accepted by the SMC community, the College has faced challenges in *implementing* the structural and cultural changes required to redesign student support services.

A hallmark of Santa Monica College's excellent reputation statewide includes its strong Counseling Department. The College has one of the largest counseling departments in the system, offering over 20 different counseling-based programs, with over 35 full-time counselors and dozens of adjunct or part-time counselors. The student to counseling ratio statewide (in Fall 2017; most recent data available) is 563 students to 1 counseling FTE. In contrast, SMC's ratio is 291 students per 1 counseling FTE, the lowest ratio in the state, and the existing model of delivering counseling services ("first-come, first-serve") has served the College well thus far as demonstrated by the 20+ years of the strongest transfer outcomes in the CCC system. Given its strong record in counseling, the College is reluctant to adapt to the changes required to successfully implement SCT and the case management approach to counseling. The proposed

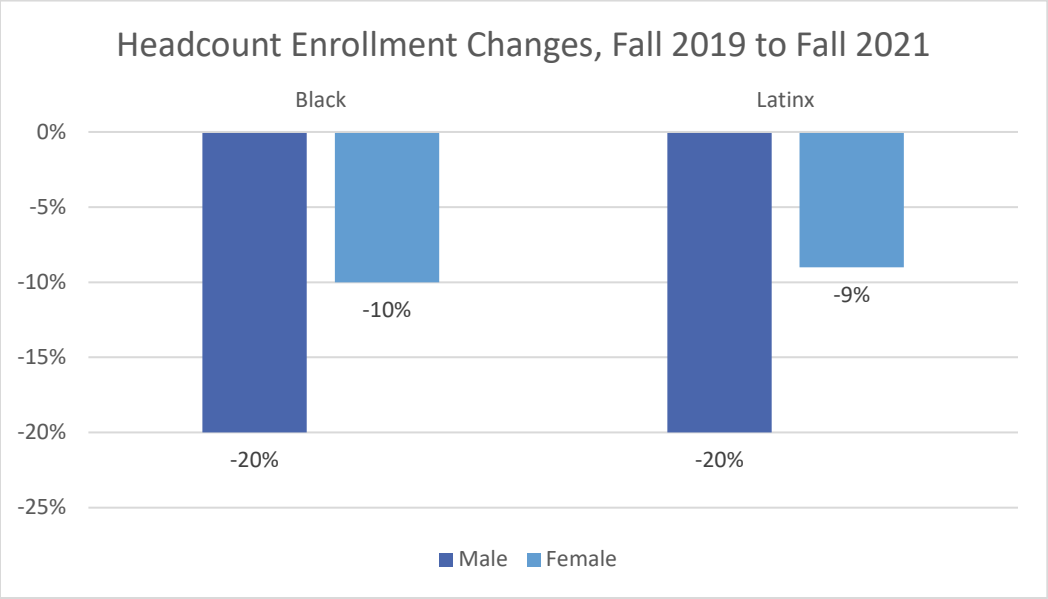
strategies in this section of the Strategic Enrollment Management Plan identify opportunities to improve the institutional culture and create a climate in which the College seeks to break with the existing status quo model of counseling. The improved culture will better position SMC to implement a retention-driven case management model.

Furthermore, as a large, complex organization, the academic and student services divisions of SMC have traditionally worked in siloes. To successfully implement SCT to improve retention, the responsibility and accountability for guiding students into and through program paths need to be shared by both faculty and Student Affairs. Currently, academic advising is perceived as the exclusive role of the counselor. In the SCT model, instructional faculty play a critical role in sharing the responsibility of the onboarding experience for students based on their field of interest. The literature on guided pathways indicates that forming relationships with discipline faculty are effective in promoting engagement in school, which positively impacts student retention. This section includes strategies to improve the organizational culture to one where every practitioner, regardless of their formal roles or discipline areas, accepts responsibility for the retention and success of students.

Decline in Enrollment and Retention of Black Men

The equity gaps observed for retention rates for Black and Latinx students at SMC reflects a national trend. According to the National Student Clearinghouse (NSC, 2021), the retention rates among first-time freshmen in Fall 2019 who returned in the second year at the starting institution at all public two-year colleges was 51.6%. When compared to the highest performing group, Asian students who were retained at a rate of 64.4%, disproportionately fewer Black (44.0%) and Latinx (52.9%) students returned for their second year.

Furthermore, the COVID-19 pandemic has exacerbated the equity gaps for Black and Latino men. According to the NSC, Black and Latino men enrollment in all public two-year colleges between Fall 2019-Fall 2021 experienced steeper declines when compared with their female counterparts. The trend at SMC follows this national trend; Black and Latino male student headcount enrollment has declined at disproportionately higher rates than their female counterparts (see figure below).



The broad strategies presented in this section need to be addressed using an equity-minded and race-conscious lens to ensure that they are implemented in ways that not only address overall retention and success, but also reduce racial equity gaps in retention produced for Black and Latinx students. The strategies should be designed to mitigate the specific challenges faced by these populations and address their needs.

Goals and Projected Outcomes

The College's long-term retention-related vision is to:

1. Improve organizational well-being and culture to one that values collaboration between counselors, staff, and faculty, **fosters personal and institutional responsibility for addressing racial equity gaps in retention**, and cultivates commitment to change

2. Successfully implement the case management model for each of the seven Area of Interest using race-conscious and equity-minded practices that foster connection amongst students and sense of belonging

3. Build capacity of the counselors, staff, and faculty serving students through the Student Care Team (SCT) models to more effectively: address the specific needs of, mitigate challenges faced by, and build authentic relationships with Black and Latinx students

The following goals, when met, serve as evidence that the College's retention goals have been achieved:

Goal 1: Improve overall college term-to-term persistence for first-time in college students (FTIC) by 9%, from 74% in 2019-2020 to 85% in 2026-2027.

Goal 2: Reduce equity gaps in term-to-term persistence for Black/African American FTIC students from -13% in 2019-2020 (compared to highest performing group of 80%) to 0% in 2026-2027

Goal 3: Reduce equity gaps in term-to-term persistence for Latinx FTIC students from -7% in 2019-2020 (compared to highest performing group of 80%) to 0% in 2026-2027

Goal 4: Reduce the gender disparity in term-to-term persistence for first-time in college students for Black and Latinx students

Goal 5: Ensure 100% of FTIC students choose an Area of Interest, meet with a counselor, and connect to a program or service by the end of their first semester

Goal 6: Ensure that 75% of all counseling appointments for FTIC students are fulfilled through special programs and/or Student Care Teams (moving to case management model)

Goal 7: Ensure that 80% of SMC faculty report being aware of and successfully implementing at least one practice to address retention

Goal 8: Black and Latinx students report feeling they belong at SMC at similar rates as other racial/ethnic groups

Strategies to Achieve Goals

Interventions that improve students' sense of belonging, a feeling of connectedness and that one matters to others, have been documented in the literature as a crucial factor in engaging and retaining students, particularly racially minoritized students. The plan includes strategies to ultimately address students' sense of belonging, including the institutional conditions (structures, procedures, practices, and culture) needed to address this goal.

1. **MENTORING:**
    a. **Targeted Mentoring:** The Men of Color Action Network (MOCAN) is a mentoring component housed in Black Collegian's and the Latino Center that works with men of color across campus. The collaborative connects students and staff to mentors on campus and holds monthly meetings, workshops, and discussion sessions.

    b. **Peer Mentoring:** Strengthen and improve upon existing peer outreach and contact efforts by using students in the onboarding and retention process.
        i. **Student Ambassadors:** Student Ambassadors reach out to new students and provide information about the onboarding process for the college.
        ii. **Peer Navigators**: Peer Navigators are a component of the Student Care Teams and are directly linked to the Area of Interest. Peer Navigators specifically reach out to Black and Latinx students to connect them to a Student Care Team.

2. **PROFESSIONAL DEVELOPMENT:** Increase opportunities for intensive, intentional, and sustained professional learning for counselors, faculty, and staff by using a cohort-based model for professional development that focuses on increasing understanding of the cultural and historical factors that affect the learning and educational experience of racially minoritized students, deepening cultural empathy, and improving skills to work with Black and Latinx student populations.

3. **RETENTION COMMITTEE:** Establish a committee with cross-representation on campus to collaborate on retention efforts, monitor progress on retention strategies and goals, and foster communication and collegiality amongst Academic Affairs and Student Services practitioners.

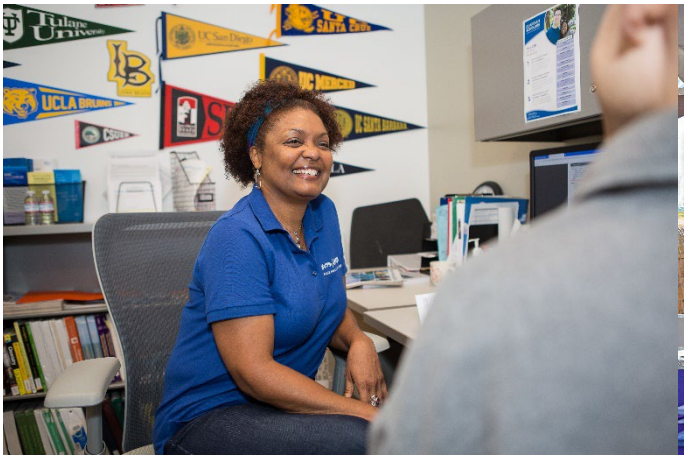
4. **MARKETING:** Design and implement a marketing and communication campaign to improve awareness of retention strategies and garner commitment around the idea that retention is everyone's job and should be infused into our daily work.

5. **INQUIRY & RESOURCE DEVELOPMENT:** Research evidence-based interventions, practices, and programs that cultivate students' feelings of belonging in the classroom and develop a repository for faculty. Ensure that practices included in this resource use a race-conscious and equity-minded lens.

6. **EARLY ALERT:** Strengthen existing early alert efforts and increase usage of tool by incorporating early alert into the student experience and working with the Academic Senate to encourage faculty participation.

7. **ADOPT TECHNOLOGY:** Adopt data analytic tools to identify and proactively refer students to campus resources more effectively.

8. **HIGH IMPACT PRACTICES:** Continue to explore and implement high impact practices both in the classroom and in support services that increase retention for our Black and Latinx student populations.



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[1] First-time freshmen and first-time transfer to SMC

SMC
SANTA MONICA COLLEGE

CAMPUS LIFE & STUDENT SUPPORT

Ensuring students retain and persist can only happen in tandem with optimized support programs, services, and a robust campus life. Santa Monica College works to align support services with other strategic enrollment efforts to foster student access, assist with outreach and recruitment and provide wrap-around services to increase persistence, course completion and educational goal attainment.

BACKGROUND

Over the last five years there has been a decline in enrollment at Santa Monica College. That decline was happening even before the COVID-19 pandemic that began in Spring 2020. The pandemic, however, exacerbated the enrollment and retention issues for the college. As expected, the decline in college enrollment also affected student participation in college programs, support services, and student life opportunities.

Snapshot of Campus Life and Student Support Programs

EOPS/CARE	Black Collegians Umoja Community	Adelante/ Latino Center	CalWORKs
Guardian Scholars	Center for Wellness and Wellbeing	Center for Disability Support	Health Center
Basic Needs	Veterans Success Center	Student Equity Center	Associated Students
Student Life/Clubs	RISING Program	DREAM Program	Pico Partnership

Student engagement is positively linked to college retention and completion. The above programs and services are critical to providing holistic and wrap-around services to foster student success. Unfortunately, over the last few years, we have seen the following challenges at Santa Monica College:

- Participation in EOPS/CARE decreased 38% from Spring 2019 to Spring 2022
- Participation in Black Collegians Umoja Community decreased 34% from Fall 2019 to Fall 2022
- Participation in Adelante/Latino Center decreased 35% from Fall 2019 to Fall 2022
- Participation in Guardian Scholars decreased 24% from Spring 2019 to Spring 2022
- Participation in Student Clubs decreased 49% from Fall 2019 to Spring 2022
- Participation in Associated Student's leadership positions decreased 25% from Spring 2019 to Spring 2022
- Submission for Associated Students funding and activity support decreased 63% between Fall 2020 to Spring 2022

These are just a few examples of the decline in student engagement from the most disproportionately impacted students at the college: low-income, first generation, Black, Latinx and foster youth.

The ***2020 Real College Survey***, conducted by the Lumina Foundation, which captured responses from over 195,000 students from 130 two-year colleges and 72 four-year colleges and universities, revealed the following:

- Nearly 3 in 5 students experienced basic needs insecurity
- 39% of community college students faced food insecurity
- 48% faced housing insecurity and 14% were affected by homelessness
- 35% of students exhibited at least moderate anxiety
- 52% did not apply for supports because they did not know how

As a result, Santa Monica College has seen the need to increase basic needs services and mental health/wellness support.

Goals and Projected Outcomes

The following goals and outcomes were identified by the Santa Monica College campus life and student support programs and services.

Goal #1: Improve the outreach, marketing and onboarding to campus support services to ensure that students are aware of resources and campus engagement opportunities.

Goal #2: Successfully engage Black and Latinx students in campus life and support programs.

Goal #3: Develop and implement intentional retention initiatives, programs and services to reduce equity gaps for disproportionately impacted students and to foster collaboration amongst areas.

Goal #4: Increase awareness of, and access to, college basic needs services and mental health support.

Goal #5: Explore the expansion of programs and partnerships to address housing and food insecurity.

The following outcomes have been identified to be achieved by Spring 2027:

1. 75% of first time in college students report being aware of campus life and support programs available at the college.

2. Student participation in special programs will increase by 25% from Spring 2022 participation rates.

3. 75% of students that participate in special programs and student life will complete their educational goal in four years.

4. 80% of faculty and staff will report being aware of support services and engagement opportunities for students.

5. Students within their respective program will report feeling a sense of belonging at SMC and that the college cares about their success.

Strategies to Achieve Goals

The following strategies were identified by the Santa Monica College campus life and student support programs and services to meet the goals and projected outcomes listed above.

1. **Accessibility and Technology:** Expand hours and availability of support services to accommodate varied student schedules and needs, both in person and virtually. Develop service modalities that are also accessible to students at the various satellite campuses.

2. **Marketing and Communications:** Improve awareness of support programs and services across campus, with an intentional focus on Black and Latinx students. Campus life and support services will develop streamlined marketing materials and an online presence that will make information easy to find and easy to engage with programs and services.

3. **Special Programs Onboarding and Orientation:** Develop onboarding and orientation programs within special programs that complement and reinforce the college-wide orientation services. This will reinforce student engagement and student success messaging. In addition, it will allow students to connect with other students in a smaller setting at the beginning of their college career.

4. **Professional Development:** Design and implement intentional professional development for SMC faculty, staff and managers on the resources available to assist students and how they can promote them to their students. These PD opportunities will be available at Flex Day and throughout the year but will also be implemented in the onboarding/orientation process for all new SMC hires. In addition, provide semesterly "Student Engagement Retreats" for campus life and support programs to further collaborate and discuss best practices.

5. **Collaborative Wrap-Around Services:** Enhance partnerships with Santa Monica and Los Angeles community organizations and agencies to support providing holistic and wrap-around services at the college. This will enhance services in the areas of basic needs, mental health, legal support, childcare, etc.

6. **Leadership Transcript:** Enhance the SMC transcript so students can have their participation in clubs, Associated Students and special programs listed to support their leadership and engagement activities.

Conclusion

The next five years will mark an ambitious effort in strategic enrollment management at Santa Monica College. The decline of enrollment due to the COVID-19 pandemic, and other related factors, has affected the college drastically. In addition, the California Community College State Chancellor's Office Vision for Success Goals and Guided Pathways Initiatives encourage us to strategize and plan differently, and completely redesign the student experience. As Santa Monica College works toward a college and student culture that centers diversity, equity and inclusion, campus life and student support programs will be essential to support the learning that is happening in the classroom. The goals and strategies listed above will foster an environment that is transformative, student-centered and assist the college in achieving its enrollment and retention goals.

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SMC Institutional Research Report Repository: https://www.smc.edu/administration/institutional-research/Report-Repository.php

Real College Survey: https://hope.temple.edu/research/hope-center-basic-needs-survey

CURRICULAR AND PROGRAM DEVELOPMENT / METHODS OF PROGRAM DELIVERY

Curricular and Program Development

Includes curriculum development and program innovation, and the factors that contribute to adding or discontinuing offerings; as well as the allocation of weekly teacher hours and factors considered in building a student-centered schedule.

Methods of Program Delivery

Discusses methods of delivery considering the mix of on-ground, hybrid, online offerings; dual enrollment; credit and noncredit; day, evening, weekend; etc.

Santa Monica College faces enrollment challenges in the form of troubling inequitable achievement gaps among Black and Latinx students, declining numbers of high-school graduates from area high schools, and increased competition from both 4-year, 2-year, as well as nontraditional postsecondary educational institutions. Recovering from the pandemic, SMC must face those trends head-on as it strives for FTES growth. Although a broad range of student-service strategies must and will be used to support strong enrollment over the next half-decade, as the Chancellor's Office notes in its *Update to the Vision for Success: Reaffirming Equity in a Time of Recovery*, post-pandemic, "it will be critical [for colleges] to reach out and get students reenrolled by offering services and courses when, where, and how students need them" (15). In other words, SMC, like other community colleges, must prioritize in its recovery efforts a focus on relevant, effective curriculum development and student-centered methods of program delivery.

Inequitable Achievement Gaps

A social justice as well as a retention problem, the institution's persistent achievement gap for Black and Latinx students relative to their White and Asian counterparts represents an essential area for growth. For example, while SMC's adoption of AB705-compliant course sequences has improved its ability to promote first-time in college students through transfer-level English and Math in their first year, troubling gaps continue for our Black and Latinx students. As compared to Asian students, the highest performing group on this indicator with a 30.8% completion rate, Black and Latinx students completed transfer-level Math and English in their first year at a rate of 8.2% and 22.6%, respectively. Insofar as a student's first transfer-level English and Math course serves as a pre-requisite or advisory to many gateway courses in their course of study, the troubling English/Math completion rate gaps for Black and Latinx students represent salient problems for those student groups' overall degree completion timeline as well as term-

to-term persistence. Since timely degree completion and term-to-term persistence factor in SMC's funding metric, those racially inequitable English/Math achievement gaps also represent costly enrollment barriers for the District.

Demographic Challenges

Compounding the retention and persistence issue aforementioned and noted elsewhere in the SEM report, Santa Monica College faces an historic projected decrease in the local K-12 student population through 2030. The California State Department of Finance projects a 24% decline in the number of public high-school graduates in Los Angeles County between 2021 and 2031. Insofar as students 19 years of age or younger comprise 28% of SMC's student demographic as of the Spring 2021 term, the projected loss of students in that demographic poses no small threat to SMC's FTES goals. Not only will SMC need to work harder to attract and retain students in that demographic, but it will also need to work harder and smarter to attract and serve nontraditional and older adult learners to stabilize its FTES projects as the traditional college-age population shrinks. To best serve nontraditional and older adult students, SMC must continue to invest in noncredit programs for the working adult, program development and articulation with local workforce trends, and instructional delivery methods consistent with the needs of a working adult population.

Changing Student Preferences

As we emerge from the pandemic, students are now far more likely to enroll in online college courses than they had been before March of 2020, revealing a trend that may threaten Santa Monica College's brand and location leverage. In other words, as today's college student—First Time In College (FTIC), returning, or nontraditional—is more familiar with and increasingly interested in a partially or fully online education, it is clear students have more choices about what college—or *colleges*—to attend. Even a prestigious institution like Santa Monica College will suffer enrollment losses to online mavericks unless we continue to adapt high-quality online pedagogy and wraparound services for online and hybrid learners.

At the same time, as noted elsewhere in the SEM plan, recent federal regulatory changes have mandated a return to predominantly on-ground instruction for our international student population. Thus, although general student demand for online enrollment is now far higher than it had been before the pandemic, the college must develop a refined and deliberate strategy to adequately serve *both* online as well as on-ground learners, including those who seek flexibility to enroll and learn in a variety of modalities. Not only will SMC need continued investment in online instructional technology to meet the needs of the online/hyflex learner, but it will also need a more intentional and efficient class schedule production process to optimally serve a student body with complex needs.

Looking Ahead

Since every salient higher educational outcome rests on a *sequence* of courses, then every degree attainment problem is *also* an enrollment (FTES) problem. Insofar as curriculum design, instructional

delivery, and schedule planning all impact a student's ability to *complete* each course in a sequence, those three elements must also be factors impacting SMC's FTES goals. As the preceding paragraphs demonstrate how social, legal, economic, and technological crosscurrents bear on SMC's ability to produce high enrollment and completion rates for *all* students, the following goals and strategies in the areas of curriculum development and delivery are recommended to support notable FTES growth over the next five years:

To attract and retain students, SMC must offer high-quality, relevant educational programs with clear pathways, rendered through a deliberately coordinated course schedule, in a variety of instructional modalities, and with appropriate student support.

Goals and Projected Outcomes

Goal 1: Maintain and improve innovative instructional programming to serve emerging student populations and needs and close inequitable degree progress gaps for Black and Latinx students.

Outcomes indicating successful attainment of Goal 1 would include the following:

- Higher success rates and decreased inequitable achievement gaps for FTIC Black and Latinx students in year-one English and Math completion
- Higher success rates and decreased inequitable achievement gaps for FTIC Black and Latinx students in certificate or degree completion within a three-year timeframe
- Higher success rates and decreased inequitable achievement gaps for FTIC Black and Latinx students in rates of transfer to 4-year institutions
- Increased FTES in noncredit as well as concurrent/dual enrollment courses

Strategies to achieve Goal 1:

- With the Dean of Equity, Pathways, and Inclusion, identify, promote, and support curriculum development and instructional best practices shown to close inequitable achievement gaps for Black and Latinx students
- Develop a high-completion, high-wage additional baccalaureate degree at SMC with a specific plan to recruit African American/Black and Latinx students
- Develop apportionment framework for tutoring services as a means to increasing support for AB705 English and Math students of color
- Increase noncredit degree pathways to transfer-level credit courses and programs.
- Increase planned concurrent enrollment opportunities with partner high schools

- Work with Math and English departments to develop proposals for first-year Math and English courses with Area of Interest content and experiences
- Support Area of Interest-based Student Care Teams with instructional faculty leads trained in racial equity practices to support FTIC Black and Latinx students
- Employ instructional designers sufficient to support dynamic, multi-media content across all instructional modalities
- Establish a regular process to identify emerging industries and skills gaps to invest in new programs and upskilling opportunities with demonstrable wage-improving employment outcomes

Goal 2: Working across divisions and with external partners, produce a responsive schedule of classes by including the appropriate range of courses, course modalities, and term lengths to serve non-traditional students and increase the course success and retention rates of Black and Latinx students.

Outcomes indicating successful attainment of Goal 2 would include the following:

- Increased understanding of, and number of course sections using modalities and term lengths associated with greater Black and Latinx student course success
- A decrease in the number of class sections canceled during the enrollment cycle
- Higher and more consistent FTES/FTEF ratios within and across academic departments, where appropriate
- Increased student reports of successful course enrollment/schedule planning
- Increase in total units enrolled per student, per semester
- Increase in the % of nontraditional/older adult student enrollment

Strategies to achieve Goal 2 Include the Following:

- Maintain a comprehensive online program with expanded online-specific student support
- Assess racially disaggregated success and retention data by online modality and term length to scale up practices supportive of Black and Latinx student course completion
- Adopt scheduling and enrollment management tools more responsive to students' enrollment needs, including an approach to scheduling that limits class cancellations
- Use student education plan data to assess the effectiveness of current scheduling practices

- Publish annual course schedule (or course frequency data) in a student-friendly format
- Publish current program maps with relevant and accessible labor market information

Goal 3: Explore the expansion of academic support services (e.g. expanded access to library/labs, expanded tutoring, supplemental instruction, etc.)

SMC Planning Documents

Student Equity Plan 2.0

Board of Trustees Annual Goals 2022-2023

SMC Redesign Goals and Objectives: 1, 2, 5, 6, 8

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GRADUATION & COMPLETIONS

Overall Completions

Over the course of the past few years, Santa Monica College (SMC) has made substantial progress in conferring degrees and certificates. According to the Institutional Research Office, 3,132 unduplicated students received at least one degree/certificate in 2014-15, while 5,450 students did in 2021-22, representing an overall increase of 74%. Of particular interest is that the number of Black and Latinx students receiving a degree/certificate increased by 82% and 120%, respectively. Latinx outpaced White students by 38 percentage points, while Black and White students grew equally.

Table 1. Unduplicated students who earned a degree or certificate by award year and race/ethnicity

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Pct. Increase
Asian	401	480	410	567	608	591	560	535	33%
Black	168	172	224	225	320	296	312	306	82%
Latinx	935	1,038	1,036	1,480	2,141	2,031	1,916	2056	120%
Native American	2	4	1	6	10	9	8	1	-50%
Pacific Isl.	9	5	6	9	13	12	8	5	-44%
Student Visa (F-1 or M-1 visa)	529	720	642	1,093	813	966	839	717	36%
Two or More	87	112	119	156	220	204	220	214	146%
Unknown/Not Stated	167	530	86	94	121	136	158	169	1%
White	834	958	1,078	1,291	1,495	1,510	1,388	1,447	82%
Grand Total	**3,132**	**4,019**	**3,602**	**4,921**	**5,741**	**5,755**	**5,409**	**5,450**	**74%**

Degree Conferrals

Between 2014-15 and 2021-22 the number of unduplicated students receiving at least one associate degree or bachelor's degree in Interaction Design grew by 65% - from 1,861 to 3,061 degrees, albeit SMC awarded the most degrees (3,228) in 2020-21. The percentage of Latinx, Black, and White students receiving a degree grew by 81%, 43%, and 69%, respectfully. Latinx students outperformed their White counterparts by 12 percentage points.

Table 2. Unduplicated Students Who Earned an Associate or Bachelor's Degree by Award Year and Race/Ethnicity

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Pct. Increase
Asian	214	296	228	333	217	225	314	274	28%
Black	118	134	159	155	149	170	200	169	43%
Latinx	643	782	705	1,053	943	1,006	1,226	1,165	81%
Native American	1	3	1	4	4	5	5	1	0%
Pacific Isl.	8	4	4	4	6	6	6	3	-63%
Student Visa (F-1 or M-1 visa)	269	419	327	534	423	369	445	418	55%
Two or More	56	76	72	106	103	102	134	127	127%
Unknown/Not Stated	71	462	50	55	45	55	87	91	28%
White	481	598	661	755	640	679	811	813	69%
Associate or bachelor's degree	**1,861**	**2,774**	**2,207**	**2,999**	**2,530**	**2,617**	**3,228**	**3,061**	65%

Certificate of Achievement Conferrals

Turning to the conferral of Certificates of Achievement—fully approved by the California Community Chancellor's Office and consisting of 12+ units—the number of unduplicated students receiving a certificate grew from 1,271 in 2014-15 to 3,733 in 2021-22, an overall increase of 194%. Of interest is that this growth was highest among Latinx (404%), Two or More Races (368%) and Black (310%), in comparison to White (178%) students.

Table 3. Unduplicated Students Who Earned a Certificate of Achievement by Award Year and Race/Ethnicity

Race/Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Pct. Increase
Asian	187	184	171	234	374	355	353	388	108%
Black	50	38	58	69	163	124	203	205	310%
Latinx	292	256	283	387	1,173	997	1,311	1,472	404%
Native American	1	1		2	5	4	5	0	-100%
Pacific Isl.	1	1	2	5	7	6	6	4	300%
Student Visa (F-1 or M-1 visa)	260	301	312	558	387	597	554	427	64%
Two or More	31	36	41	50	113	101	148	145	368%
Unknown/Not Stated	96	68	35	38	61	69	98	111	16%
White	353	360	397	515	816	816	929	981	178%
Credit Certificate 12+ units	**1,271**	**1,245**	**1,299**	**1,858**	**3,099**	**3,069**	**3,607**	**3,733**	**194%**

Noncredit Certificates of Completion and Competency

Santa Monica College awarded noncredit certificates of completion for the first time in 2018-19 to 35 students. By 2021-22, the number of students with a noncredit certificate conferral more than tripled to 111. Although the number of conferrals is relatively low now, conferrals among Latinx grew by 340% in just four years, in comparison to 286% for White students.

Table 4. Unduplicated Students Who Earned a Noncredit Certificate of Completion and Competency by Award Year and Race/Ethnicity

Race/Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	Pct. Increase
Asian	6	11	25	22	267%
Black	1	2	6	2	100%
Latinx	10	28	36	44	340%
Student Visa (F-1 or M-1 Visa	0	0	0	1	100%
Two or More	1	1	3	3	200%
Unknown/Not Stated	10	12	15	12	20%
White	7	15	37	27	286%
Total	**35**	**69**	**122**	**111**	**217%**

Impact of the Awards Without Petition Initiative on Completions

The rise in degrees and certificates awarded at SMC is the result of a combination of efforts undertaken over the past few years at SMC, including comprehensive academic counseling, AB 705 implementation, the redesign of the student experience, proactive hyper-personalized graduation email campaigns, graduation webinars, and most importantly, the institutionalization of an innovative *Awards Without Petition Initiative* (AWPI) starting in 2014 by Admissions and Records. This Initiative runs in parallel to the "traditional" graduation petitioning process.

SMC has experienced record-breaking years in degree conferrals since the AWPI was implemented. In partnership with MIS, the project entails running batch regressive degree audits on coursework completed exclusively at SMC to identify students who stopped attending during the previous two years who may be eligible for a degree/certificate. Once potentially eligible students are identified through the regressive degree audit, academic records evaluators in Admissions and Records run individual degree audits and review SMC transcripts to ensure that students are indeed qualified to receive the degree/certificate. Starting in 2020-2021, the same regressive degree audit program was used to identify currently enrolled students eligible for a degree/certificate and those students were emailed to encourage them to submit a graduation petition. This expanded effort was intentionally designed to identify Black and Latinx students who might be close or who would be eligible for a certificate of achievement. In the Spring 2022, 589 certificates were awarded through this expansion. In Fall 2022, the initiative was once again expanded to also include Associate degree evaluations for actively enrolled students, focusing first

on Black and Latinx students. Although 2022-2023 data is not yet available for the entire academic year, an early analysis of Fall 2022 data shows the expanded initiative yielded an additional 1,219 degrees and certificates among actively enrolled students, in addition to the 3,428 also awarded without petition to non-enrolled students, for a total of 4,780 awarded without petition.

A total of 53,475 Chancellor's Office[1]-approved degrees and certificates were awarded at SMC between 2014-2015 (the year AWPI was implemented) and 2021-2022. During this time, the number of conferrals based on petition grew by 57%, while conferrals through AWPI grew by an astonishing 326%, for a combined total increase of 123% in degrees/certificates awarded (duplicated—many students are eligible for more than one degree or certificate).

Of particular interest to SMC's completion agenda is the closure of an achievement gap between Black and Latinx with White students. For example, total conferrals for White students increased by 107% between 2014-15 and 2021-22, but by 117% for Black, and 187% for Latinx students. Further disaggregation of the data shows that awards conferred by direct petition grew by 48%, 48%, and 103%, respectively. However, those awarded through AWPI increased by 266% for White students, 435% for Black, and 435% for Latinx students.

Table 5. Total Degrees and Certificates Awarded by Conferral Source

Conferral Source	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change	Percent Change
Direct Petition	2,821	3,047	3,173	4,205	4,181	5,258	4,254	4,425	1,604	57%
Without Petition (AWPI)	916	1,814	919	2,020	4,735	3,387	4,318	3,902	2,986	326%
Without Petition Percent	25%	37%	22%	32%	53%	39%	50%	47%		
Total	**3,737**	**4,861**	**4,092**	**6,225**	**8,916**	**8,645**	**8,572**	**8,327**	**4,590**	**123%**

[1] Department Certificates were removed from degrees/certificates conferred as they are not transcripted.

Table 6. Total Degrees and Certificates Awarded by Conferral Source and Race/Ethnicity

Awarded Without Petition	Race/ Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total	Number Change	Percent Change
Direct Petition	Asian	483	561	675	1,047	697	867	519	429	**5,278**	**-54**	**-11%**
Direct Petition	Black	170	161	187	210	221	257	249	251	**1,706**	**81**	**48%**
Direct Petition	Latinx	856	928	986	1,319	1,626	1,907	1,490	1,735	**10,847**	**879**	**103%**
Direct Petition	Native American	4	2	2	7	3	9	3	1	**31**	**-3**	**-75%**
Direct Petition	Pacific Is.	8	2	5	10	10	12	5	4	**56**	**-4**	**-50%**
Direct Petition	Two or More	78	85	99	137	164	205	173	215	**1,256**	**137**	**176%**
Direct Petition	Unreported	440	432	265	349	349	608	692	631	**3,766**	**191**	**43%**
Direct Petition	White	782	876	954	1,126	1,111	1,393	1,123	1,159	**8,524**	**377**	**48%**
Direct Petition (AWPI)	**Total**	**2,821**	**3,047**	**3,173**	**4,205**	**4,181**	**5,258**	**4,254**	**4,425**	**31,464**	**1,604**	**57%**
Without Petition	Asian	187	508	147	536	795	549	538	481	**3,741**	**294**	**157%**
Without Petition	Black	37	67	72	77	267	163	268	198	**1,149**	**161**	**435%**
Without Petition	Latinx	292	479	241	559	1,971	1,395	1,813	1,561	**8,311**	**1,269**	**435%**
Without Petition	Native American	1	3	0	1	9	5	10	0	**29**	**-1**	**-100%**
Without Petition	Pacific Is.	7	7	3	5	12	5	10	5	**54**	**-2**	**-29%**
Without Petition	Two or More	29	47	30	65	174	113	186	122	**766**	**93**	**321%**
Without Petition	Unreported	72	196	56	141	180	198	372	469	**1,684**	**396**	**551%**
Without Petition	White	291	507	370	636	1,327	959	1,121	1,066	**6,277**	**775**	**266%**
Without Petition	Total	916	1,814	919	2,020	4,735	3,387	4,318	3,902	**22,011**	**2,986**	**326%**
Total		3,737	4,861	4,092	6,225	8,916	8,645	8,572	8,327	**53,475**	**4,590**	**123%**

Assessment

When disaggregating degree conferral data by degree type and race/ethnicity, it is evident that Latinx and Black students have outpaced White students and the closure of this achievement gap is to be celebrated. The expanded efforts and (re)visioning of how SMC supports students and promotes success and completion through various interventions and programming have resulted in more students receiving their legitimately earned degrees and certificates. The Awards Without Petition Initiative has proven to be a major equity initiative in improving success outcomes for Black and Latinx students that previously went unreported.

While degree/certificate conferrals have grown substantially in the previous 7 years, SMC must continue to strive to improve student success and achievement across all student populations. Although Black and Latinx students have been awarded degrees and certificates at higher proportional increases than White students, SMC must see this success as an opportunity to recommit itself to removing systemic barriers facing Black and Latinx students, especially considering the enrollment losses the College has sustained among these two student populations during the COVID-19 pandemic, which undoubtedly will manifest in degree attainment soon. Additionally, far too many students leave SMC without earning a degree or certificate, which is disproportionately true for Black and Latinx students.

Expanding efforts to address equity gaps through better planning and shifting of resources is one way SMC can help students reach their goals and pivot toward a better financial position by maximizing funding opportunities that can be realized through Student Centered Funding Formula (SCFF). Key here is the need to increase degrees and certificate attainment in the same academic year that a student attends SMC. Admissions and Records will, therefore, expand its successful and innovative Awards Without Petition Initiative to focus on students while they are in attendance at SMC. This will entail repurposing the regressive degree audit algorithms that the Management Information Systems Unit has developed for AWPI. As noted earlier, the Awards Without Petition Initiative was expanded in Spring 2022 and then again in Fall 2022 to identify students who might be eligible to receive a Certificate of Achievement/Certificate of Completion/Certificate of Competency, and Associate degrees, respectively focusing first on Black and Latinx students, and then encompassing all other students. The results have been fruitful.

Given the dated degree audit program in use at SMC and the lack of integration of the SMC course articulation program (MyCAP) with degree audit and MyEdPlan, SMC is far too reliant on the work of evaluators and counselors to manually evaluate external transcripts. Counselors and evaluators spent hundreds (likely thousands) of hours annually evaluating the same courses from the same institutions repeatedly. SMC is in dire need of integrating data with sophisticated tools already in our possession. In doing so, it is very likely that degrees and certificate conferrals would vastly increase, especially when combined with the acquisition of a new degree audit tool that enables end users (not IT programmers) to run regressive degree audits among student cohorts. This is the direction that SMC must take in the near future.

Goals and Strategies

To increase the number of students earning a degree or certificate at SMC, the following goal has been established:

Goal 1. Increase degrees and certificate completions during award year by 1.5 % per year overall

Goal 2. Increase degrees and certificate completions during award year by 3 % per year for equity populations (Black and Latinx students)

Strategies to achieve Goal 1 and Goal 2:

- Expand the "Awards Without Petition Initiative" to include currently enrolled students.
    - Focus on credit and noncredit certificates for all students.
    - Focus on associate degrees for students not receiving federal aid to avoid negative impact on exceeding maximum time frame as defined by federal aid regulations.
    - Prioritize expanded efforts first to Black, Latinx, and Pell recipients.
- Create a communication and student engagement plan focused on progression milestones and the early selection of a program of study.
    - Design a communication strategy around the scaffolding of degrees/certificates.
    - Create a communication strategy for career education student completion (9+ unit metric).
- Promote use of program maps built around stackable credentials.
- Redesign the goal/major declaration process and align it to Guided Pathways and Areas of Interest, and financial aid. Institutionalize a "sole source of truth" for declared goal/major.
- Support the adoption and implementation of credit for prior learning assessment and the awarding of relevant college credit.
- Engage key institutional stakeholders to devise a plan for how to best utilize existing technology used in degree audits, articulation systems, etc., and develop an action plan to replace systems that no longer adequately meet the needs of students and college personnel (i.e., degree audit, MyEdPlan).
- Integrate external course articulation/transcript decisions into degree audit.
- Encourage and support the conversion of department certificates into Chancellor's Office approved certificates.
- Improve the collection of regional living wage data.

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MARKETING & COMMUNICATIONS

As alluded to in other sections of this report, institutions of higher learning across the board are facing enrollment challenges that intensified during the Covid-19 pandemic. The California Community College system experienced a 13% decline in enrollments and 11% in headcount between 2021 and 2022. There is recent good news in that Fall 2022 enrollment data from the National Student Clearinghouse Research Center shows that both freshman enrollment and overall enrollment are up year-over-year at community colleges for the first time since the start of the pandemic. But it's not clear if this is a trend that will continue, or if it will manifest at Santa Monica College in the near future, albeit recent enrollment data has begun to turn things around. The forecast over the next decade is that there will be an ongoing demographic decline in high school graduating seniors in California. So simultaneously attracting nontraditional and older adult learners as the traditional college-age pool of students shrinks will be important, as well as retaining the students who are enrolled.

Student Journey

It is critical to keep these national and regional dynamics in mind when trying to understand the student journey now and what it will look like in the future. Students' lives are significantly more challenging and must balance between personal (e.g., childcare, food insecurity), financial (e.g., college affordability), work, and academic demands. Given this, they expect greater flexibility from colleges, including more online classes and student support services.

From the student journey perspective, the first step is awareness and onboarding, then coursework and college life, and finally goal achievement. Marketing is part of student awareness and influences student choices. Onboarding—a collective effort of outreach, admissions, financial aid, counseling, and academic affairs—prepares the individual for their student role. Counseling and the academic body assist the student in reaching their goal. A variety of social structures are in place for the student, including cohorts, general counseling, tutoring, campus life, and guided pathways. Santa Monica College must strive to make the transition to college seamless, with ample opportunities to connect with students to programming and services through proactive in-reach and providing wrap around services.

Demographic Impact on Marketing Trends

When it comes to marketing and communications to both prospective and current students, it is also important to note that the recent high school graduate population (known as Generation Z) primarily consumes content in an increasingly digital format, outside of traditional marketing channels. This key demographic group trusts and engages most with content that is communicated in an authentic way. This group also makes up approximately 60% of Santa Monica College's student population. Articulating the SMC advantage for students with this context in mind must be at the heart of institutional communications. Additionally, coordinating the student journey in an environment of belonging, cohesive collaboration, and celebration of purpose must be an SMC priority.

Goals and Projected Outcomes

The College's long-term goals related to Marketing and Communications include:

Goal 1: Better support individuals across the student journey from first contact through goal completion.

Outcomes:

1. SMC will have both the capability and capacity to allow for a better student engagement experience across the different programs and resources the College offers.

Strategies to achieve Goal 1:

1. Implement a new Enterprise Resource Planning (ERP) system that will provide the College with an integrated student information system.

Goal 2: Maximize the use of intentional and authentic marketing and communication mediums to promote the College, facilitate onboarding, and reinforce a sense of belonging.

Outcomes:

1. Prospective students will be able to better imagine themselves as a student at SMC by seeing themselves reflected in marketing communications they receive and encouraged to take the next step on the student journey to SMC (i.e., attend an open house, connect with admissions, submit an application, enroll in the upcoming semester).

2. Higher growth in website traffic to gateway pages on the SMC website (i.e., homepage, Apply to SMC page, Financial Aid).

3. Current students will continue to be reminded of resources available at SMC, helping to reinforce that there is a community of support around them, so they can persist on through to goal completion.

Strategies to achieve Goal 2:

1. Develop marketing materials based on authentic representation and intentional inclusion of marginalized students that promote resources available at the College to support their onboarding, adjustment, and belongingness.

2. Celebrate Black, Latinx, and first-generation college student successes through appreciative communication (i.e., acknowledge successful completion of first term; Dean's List; progression milestones).

3. Expand and refresh digital assets such as authentic photographs and videos that showcase SMC campus life, for use in marketing and communication campaigns.

4. Increase the use of digital marketing channels across social media, search engines, and display marketing platforms to market academic and career education programs to reach a greater number of diverse prospective students.

5. Improve marketing of evening, late-start, and weekend classes.

6. Improve communication and follow-up with current and prospective students, parents, high schools, and members of the community by employing a multi-channel approach including the use of printed materials, email, phone, text messaging, social media, landing pages, radio, etc.

7. Expand the use of personalized electronic and mailed communications to better engage prospective students.

Goal 3: Maximize the use of technology and improve user experience to better facilitate authentic, intentional, and personal communication.

Outcomes:

1. A more streamlined and efficient student journey from awareness through enrollment, so that marketing leads can more easily continue through the application and enrollment process to convert into enrolled SMC students.

Strategies to achieve Goal 3:

1. Redesign and modernize Corsair Connect, the student portal, based on student feedback, emphasizing onboarding and enrollment essentials. Develop a style guide to ensure a unified look and experience throughout portal elements.

2. Redesign select College webpages (landing page, Apply to SMC) to better promote "Why SMC" to prospective students and enhance the onboarding of new students. Incorporate authentic and inclusive student voices to drive the student narrative.

3. Improve use of communication technologies to better serve students, thereby positively impacting recruitment, onboarding, and retention. As an example, a new onboarding campaign introducing students to essentials and supports is now running.

4. Upgrade the current Salesforce data structure architecture to the *Education Data Structure* architecture to enable communications and tracking throughout the student journey.

5. Fully utilize the Salesforce/Target X customer relationship management platform to better track prospective student communications and their effectiveness.

6. Continue to regularly update SMC GO and aim for hyper-personalization by integrating web services directly from WebISIS.
   a. Incentivize the use of SMC GO to garner buy-in with opt-in and personal channels.
   b. Encourage Special Programs to communicate directly with their populations using SMC GO app, and limited emails.

Goal 4: Increase collaboration across campus to develop a cohesive and unified communication strategy with students.

Outcomes:

1. Support for the use of branded college messaging in all marketing and recruitment pieces.
2. Creation of "ready to use" templates for "Why SMC;" "Top 5 Reasons to Attend SMC;" "Student Successes;" "Alumni in the News;" etc., that can be easily updated regularly and used to support recruitment and retention efforts.

3. Expanded drip and call campaigns for various stages of the admissions funnel for all audiences (freshmen, transfer, online, international).

4. Inclusion of Guided Pathways and Areas of Interest in the communication of college programs and as a retention tool.

5. A strategic institutional communications plan reflective of the student journey (Awareness, Onboarding, Retention, Completion).
    a. Develop marketing strategies to reach specific prospective student populations (e.g., working adults, online learners) while maintaining focus on SMC's strong transfer reputation.
    b. Develop and institutionalize a strategic text messaging communication plan focused on specific outcomes and impacted student populations (e.g., FAFSA application; enrollment; first-year hacks).
    c. Develop and adopt a non-emergency email and text messaging institutional policy to reduce redundant and non-essential communications with students.

Strategies to achieve Goal 4:

1. Have recurring cross-functional meetings between Marketing, Enrollment Development, Student Affairs, and Academic Affairs to guide internal and external marketing and communication strategy, especially as it impacts enrollment.

2. Devise a mechanism (i.e., blog, intranet) by which SMC offices may share timely enrollment and student support services information, how-to's, etc., with college personnel so they may in turn better assist students.

3. Create a communications stakeholder workgroup that meets regularly to review upcoming enrollment-related communications and other events to curate a "Top 5 Things to Know This Week" email that will be sent to all students on a recurring basis.

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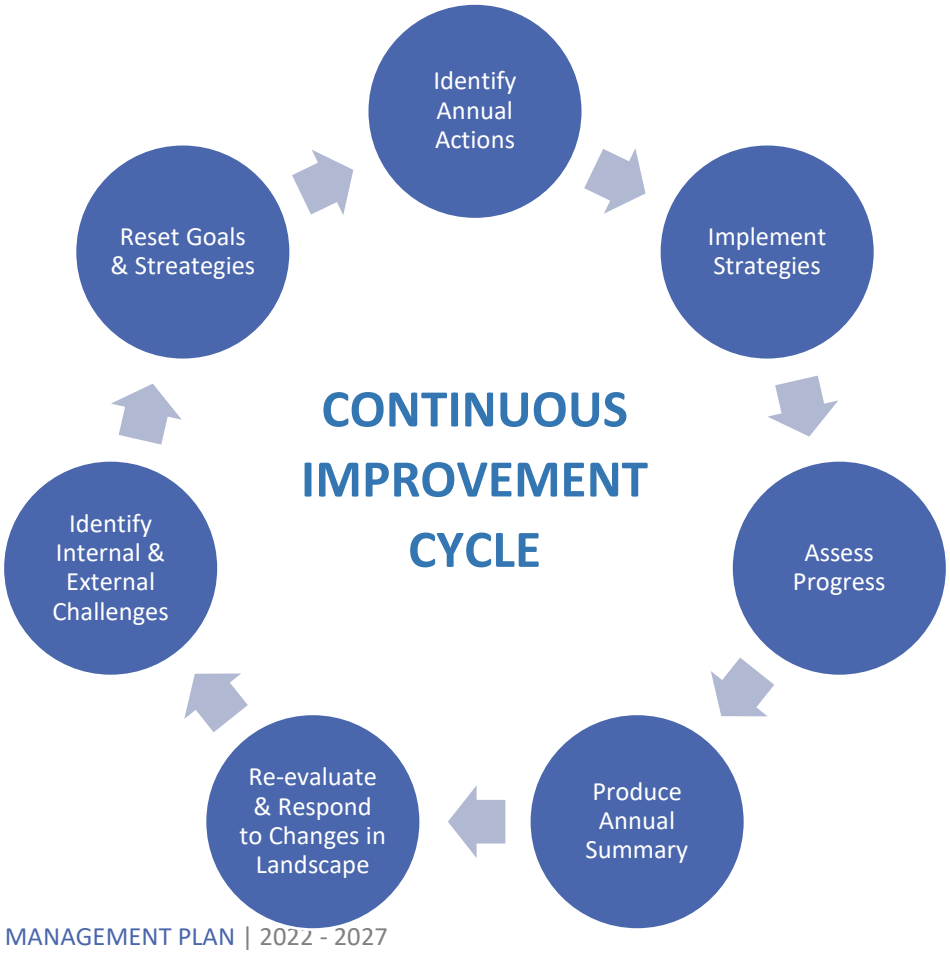
ASSESSMENT & CONTINUOUS IMPROVEMENT CYCLE

As previously stated, in as much as the SEM Plan (2022-2027) serves as a roadmap for the College in outlining goals and strategies to achieve enrollment and student success targets, it is a living document, not an exhaustive list of strategies. Enrollment is dynamic, and planning must remain responsive to the ever-changing environment and receptive to students' varying needs. Each year the SEM Plan will be evaluated according to the Assessment and Continuous Improvement Cycle. Unique Annual Actions will be identified along with respective implementation strategies. Progress is to be appropriately assessed utilizing qualitative or quantitative methods and revealed in an Annual Summary. The progress assessment will tell a more thorough story when evaluated considering changes in the landscape. To this end, identifying internal and external challenges, and resetting goals and strategies accordingly, is required to make continuous progress on enrollment goals.

An Annual Summary will be due each year at the final SEM meeting of the year and will be memorialized in the year-end report. At the first SEM meeting each fall, resetting of goals and strategies will be discussed.



APPENDICES

i. Board of Trustees Annual Goals and Ongoing Priorities

ii. Baseline Data

iii. SEM SWOT Survey Results

iv. SEM Team

Santa Monica Community College District

BOARD OF TRUSTEES

ANNUAL GOALS 2022-2023 AND ONGOING PRIORITIES

Santa Monica College strives to be the best community college in the world for our students, faculty, staff, and community.

ANNUAL GOALS 2022 – 2023

Future of the College

1. Complete a Master Education Plan that includes lessons-learned from COVID, challenges and opportunities presented by the economic and demographic landscape, and current and projected revenue and enrollment.

2. Successfully complete the Accreditation Institutional Self-Evaluation report.

3. Increase enrollment.

Educational Advancement, Quality and Equity

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

5. Decrease equity gaps and increase
    a. Successful enrollment for first time applicants
    b. Persistence from first term of enrollment to subsequent term
    c. Course success in equitized gateway courses
    d. Transfer level English and transfer level Math successful course completion in year one
    e. Units successfully completed in year 1.

6. Decrease equity gaps and increase Vision For Success and Student Centered Funding Formula (SCFF) completion metrics for all populations – Bachelor Degrees, Transfers, AAs, ADTs Chancellor's Office approved Certificates.

Student Life

7. Complete an equity audit of all campus operations.

Fiscal Stewardship

8. 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.

9. Reduce the gap between hold harmless and SCFF funding.

10. Minimize the deficit.

11. Maintain a reserve sufficient to protect against anticipated and unforeseen circumstances.

Facilities

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

Community Relations

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

    - Simplify enrollment processes for high school students.

14. Begin offering classes at the Malibu Campus.

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. Continue to support and hire a diverse and innovative faculty and staff, while seeking to increase the percentage of full-time faculty over time.

3. Ensure a supportive, inclusive, and collegial environment for students and staff.

4. Continue support for the college's participatory governance structure.

Student Life

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

6. Continue implementing initiatives that focus on solving barriers related to students' financial resources and unmet basic needs.

7. Continue support for campus resources that assist students with personal circumstances that may negatively impact student success.

Fiscal and Facilities

8 Continue efforts in revenue generation, cost control, re-organization, and enrollment management to ensure a sustainable budget.

9. Continue as a model of environmental sustainability.

Community and Government Relationships

10 Continue support for special programs that serve local students and increase college readiness and success.

11. Continue strong support for Emeritus Program.

Reviewed and Discussed by the Board of Trustees: September 13, 2022 Approved by the Board of Trustees: October 11, 2022

Enrollment Baseline Data 2015-2016 to 2021-2023

HEADCOUNT AND ENROLLMENT

Note: For students self-reporting more than one value in the same demographic category with the year, the value reported earliest in the academic year is included in the analyses.

Unduplicated Headcount and Course Enrollment (Duplicated)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Headcount	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%
Enrollment	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%
FTES*	26,770.72	27,055.35	23,217.82	24,508.46	24,184.44	22,821.90				

*Includes resident and non-resident

GENDER

Unduplicated Headcount by Gender

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Female	26,699	26,694	26,096	25,517	24,993	23,908	21,852	-9%	-13%	-18%
Male	21,362	20,862	20,263	19,293	18,673	16,416	14,984	-9%	-20%	-30%
Other	0	1	257	568	714	789	864	+10%	+21%	+86400%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,701	-8%	-15%	-22%

Course Enrollment (Duplicated) by Gender

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Female	123,385	123,507	120,575	120,887	122,334	120,327	105,042	-13%	-14%	-15%
Male	102,059	100,156	96,775	92,811	92,077	80,062	72,990	-9%	-21%	-28%
Other	-	1	670	1,982	2,749	3,251	3,624	+11%	+32%	+362400%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

RACE/ETHN.

Unduplicated Headcount by Race/Ethnicity

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Asian	4,984	4,846	4,663	4,467	4,204	3,862	3,805	-1%	-9%	-24%
Black	4,294	4,105	3,966	3,749	3,516	3,144	2,961	-6%	-16%	-31%
Latine/x	16,501	16,700	16,463	15,978	15,800	15,028	13,777	-8%	-13%	-17%
Native Am	85	82	84	85	84	61	60	-2%	-29%	-29%
PI	112	115	97	86	88	73	69	-5%	-22%	-38%
Two+	1,773	1,822	1,982	2,053	1,883	1,951	1,894	-3%	+1%	+7%
Unknown	878	862	915	1205	2,396	1,448	1,048	-28%	-56%	+19%
White	14,905	14,769	14,460	14,074	12,986	13,088	11,793	-10%	-9%	-21%
F1 (Int'l)	4,529	4,256	3,986	3,681	3,423	2,458	2,293	-7%	-33%	-49%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Race/Ethnicity

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Asian	22,641	21,507	20,469	19,801	19,497	18,119	16,999	-6%	-13%	-25%
Black	17,942	17,234	16,635	16,281	16,202	14,542	13,650	-6%	-16%	-24%
Latinx	77,297	77,536	75,708	75,572	78,259	74,152	66,462	-10%	-15%	-14%
Native Am	355	384	350	354	437	332	258	-22%	-41%	-27%
PI	459	526	522	342	361	302	337	+12%	-7%	-27%
Two+	7,941	8,150	8,839	9,204	8,883	9,126	8,597	-6%	-3%	+8%
Unknown	3,542	3,494	3,649	4,496	9,100	6,791	4,655	-31%	-49%	+31%
White	63,611	63,457	61,948	62,260	58,973	62,183	54,837	-12%	-7%	-14%
F1 (Int'l)	31,656	31,376	29,900	27,370	25,448	18,093	15,861	-12%	-38%	-50%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

AGE GROUP

Unduplicated Headcount by Age Group*

*Based on age in first term in academic year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
<=19	13,155	13,127	12,432	12,418	12,744	12,255	10,703	-13%	-16%	-19%
20 to 24	17,377	16,700	16,060	15,026	14,007	12,395	11,544	-7%	-18%	-34%
25 to 29	6,133	6,260	6,522	6,192	5,984	5,583	4,941	-11%	-17%	-19%
30 to 39	4,413	4,475	4,420	4,603	4,559	4,758	4,579	-4%	+0%	+4%
40 to 49	1,864	1,792	1,907	1,795	1,779	1,715	1,767	+3%	-1%	-5%
50+	5,119	5,203	5,275	5,344	5,307	4,407	4,166	-5%	-21%	-19%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Age Group

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
<=19	67,993	67,930	63,875	66,237	71,734	65,183	56,728	-13%	-21%	-17%
20 to 24	90,505	88,181	84,400	78,370	74,264	66,411	59,400	-11%	-20%	-34%
25 to 29	24,319	24,686	25,614	25,057	24,547	23,713	20,728	-13%	-16%	-15%
30 to 39	15,559	15,408	15,754	17,081	17,252	19,258	17,511	-9%	+2%	+13%
40 to 49	5,887	5,913	6,279	6,037	6,330	6,306	6,323	+0%	+0%	+7%
50+	21,181	21,546	22,098	22,898	23,033	22,769	20,966	-8%	-9%	-1%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

RESIDENCE

Unduplicated Headcount by Residence

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
CA	39,660	39,292	38,402	37,457	37,123	35,173	32,027	-9%	-14%	-19%
Foreign	4,529	4,256	3,986	3,681	3,423	2,458	2,293	-7%	-33%	-49%
OFS	3,872	4,009	4,228	4,240	3,834	3,482	3,380	-3%	-12%	-13%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Residence

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
CA	177,067	175,032	170,149	170,071	173,831	169,328	150,701	-11%	-13%	-15%
Foreign	31,656	31,376	29,900	27,370	25,448	18,093	15,861	-12%	-38%	-50%
OFS	16,721	17,256	17,971	18,239	17,881	16,219	15,094	-7%	-16%	-10%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

ED STATUS

Unduplicated Headcount by Education Status

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Associate	1,667	1,681	1,683	1,677	1,642	1,433	1,392	-3%	-15%	-16%
Adult School	237	253	206	191	143	144	189	+31%	+32%	-20%
Bachelor's+	7,714	7,900	8,268	8,196	8,135	7,451	6,974	-6%	-14%	-10%
HS Grad	36,157	35,423	34,045	32,745	31,695	29,298	26,658	-9%	-16%	-26%
Not HS Grad	536	501	543	539	555	444	424	-5%	-24%	-21%
Special Admit	1,402	1,472	1,593	1,766	1,943	2,166	1,929	-11%	-1%	+38%
Unreported	348	327	278	264	267	177	134	-24%	-50%	-61%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Education Status

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Associate	5,599	5,833	5,681	6,006	5,801	5,566	5,411	-3%	-7%	-3%
Adult School	989	982	840	872	448	680	837	+23%	+87%	-15%
Bachelor's+	25,029	25,592	27,069	28,039	28,816	29,800	26,559	-11%	-8%	+6%
HS Grad	187,649	185,036	178,111	174,350	174,973	160,118	142,483	-11%	-19%	-24%
Not HS Grad	2,144	1,952	2,074	2,005	2,466	2,066	1,901	-8%	-23%	-11%
Special Admit	2,270	2,672	2,838	3,066	3,366	4,300	3,571	-17%	+6%	+57%
Unreported	1,764	1,597	1,407	1,342	1,290	1,110	894	-19%	-31%	-49%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

ED GOAL

Unduplicated Headcount by Education Goal

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Associate	1,169	1,030	1,241	1,448	1,610	1,627	1,688	+4%	+5%	+44%
Career	3,176	3,283	3,515	3,454	3,433	3,211	2,948	-8%	-14%	-7%
Certificate	748	715	759	823	860	862	824	-4%	-4%	+10%
Ed Dev	3,229	3,289	2,808	2,339	2,039	1,816	1,723	-5%	-15%	-47%
Other	684	734	959	1122	1,265	1,237	1,173	-5%	-7%	+71%
Transfer	28,818	28,012	27,360	26,393	25,476	23,930	21,554	-10%	-15%	-25%
Undecided	2,499	2,576	2,507	2,511	2,591	2,473	2,286	-8%	-12%	-9%
Uni Stu (4yr)	2,829	2,805	2,590	2,309	2,123	1,860	1,570	-16%	-26%	-45%
Unreported	4,909	5,113	4,877	4,979	4,983	4,097	3,934	-4%	-21%	-20%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Education Goal

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Associate	4,866	4,529	5,245	6,460	7,527	7,352	7,607	+3%	+1%	+56%
Career	9,096	9,196	9,957	10,098	10,530	10,434	8,990	-14%	-15%	-1%
Certificate	3,145	3,310	3,273	3,699	3,841	3,944	3,465	-12%	-10%	+10%
Ed Dev	8,777	8,994	8,068	6,638	6,046	5,662	4,967	-12%	-18%	-43%
Other	1,674	1,838	2,060	2,433	2,761	2,670	2,337	-12%	-15%	+40%
Transfer	158,441	155,252	150,890	148,566	148,915	137,787	121,991	-11%	-18%	-23%
Undecided	8,691	8,706	8,352	7,966	8,309	8,567	7,568	-12%	-9%	-13%
Uni Stu (4yr)	7,678	7,706	6,384	5,291	4,359	4,189	3,357	-20%	-23%	-56%
Unreported	23,076	24,133	23,791	24,529	24,872	23,035	21,374	-7%	-14%	-7%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

ENROLL STAT

Unduplicated Headcount by Enrollment Status*

*Based on status in first term in academic year

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Continuing	21,537	21,133	20,805	19,959	19,135	17,969	16,869	-6%	-12%	-22%
FTIC	7,936	7,847	7,190	7,285	7,410	6,423	5,855	-9%	-21%	-26%
Transfer In	9,160	9,121	9,266	8,688	8,400	7,157	6,375	-11%	-24%	-30%
Returning	8,008	7,975	7,761	7,673	7,488	7,383	6,628	-10%	-11%	-17%
Special Admit	1,411	1,472	1,593	1,766	1,943	2,166	1,929	-11%	-1%	+37%
Unreported	9	9	1	7	4	15	44	+193%	+1000%	+389%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Enrollment Status

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Continuing	156,254	154,690	150,850	147,975	146,778	139,370	124,174	-11%	-15%	-21%
FTIC	28,074	27,991	25,733	27,191	29,300	24,954	22,625	-9%	-23%	-19%
Transfer In	21,956	21,505	22,132	21,086	21,157	17,914	15,796	-12%	-25%	-28%
Returning	16,873	16,793	16,464	16,355	16,552	17,073	15,387	-10%	-7%	-9%
Special Admit	2,270	2,672	2,838	3,066	3,366	4,300	3,571	-17%	+6%	+57%
Unreported	17	13	3	7	7	29	103	+255%	+1371%	+506%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

ENROLL STAT

Unduplicated Headcount by Credit Status

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Credit	43,351	42,941	41,979	40,700	39,702	37,212	34,044	-9%	-14%	-21%
Noncredit	4,710	4,616	4,637	4,678	4,678	3,901	3,656	-6%	-22%	-22%
Total	48,061	47,557	46,616	45,378	44,380	41,113	37,700	-8%	-15%	-22%

Course Enrollment (Duplicated) by Credit Status

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Change 2021-22 to 2020-21	3-Year Change 2021-22 to 2019-20	7-Year Change 2021-22 to 2015-16
Credit	204,631	202,812	196,684	193,021	194,170	181,006	161,051	-11%	-17%	-21%
Noncredit	20,813	20,852	21,336	22,659	22,990	22,634	20,605	-9%	-10%	-1%
Total	225,444	223,664	218,020	215,680	217,160	203,640	181,656	-11%	-16%	-19%

Reported FTES

Resident Credit FTES

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
Actual	20,950.58	19,936.59	19,936.59	19,501.31	19,604.23	19,101.47	17,013.67	**-3,936.91 (-19%)**
Borrowed FTES (incl in Total)	+313.28	-313.28 +2,065.19	-2,065.19	0	0	0	0	**-313.28 (-100%)**
Reported Resident Credit FTES	21,263.86	22,257.88	17,871.40	19,501.31	19,604.23	19,101.47	17,013.67	**-4,250.19 (-20%)**

Resident Noncredit FTES

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
CDCP NC FTES	167.26	167.47	157.57	149.69	121.43	136.68	134.14	**-33.12 (-20%)**
Emeritus Noncredit FTES	527.16	524.16	530.28	530.20	482.63	616.75	562.97	**-35.81 (-7%)**
Other Noncredit FTES	70.13	60.34	99.53	68.08	55.16	65.28	40.38	**-29.75 (-4%)**
Total Resident Noncredit FTES	764.55	751.97	787.38	747.97	659.22	818.71	737.49	**-27.06 (-4%)**

Total Resident FTES

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
Resident Total FTES	22,028.41	22,257.88	18,628.78	20,249.28	20,263.45	19,920.18	17,751.16	**-4,277.25 (-19%)**
Borrowed FTES (incl in Total)	313.28	2,065.19	0	0	0	0	0	**-313.28 (-100%)**

Non-Resident FTES

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
NonRes Credit FTES	4,742.31	4,797.47	4,589.04	4,259.18	3,920.99	3,067.16	2,761.77	**-1,980.54 (-42%)**
NonRes Noncredit FTES	0	0	0	0	0	0.85	1.79	**+1.79**
Total NonRes FTES	4,742.31	4,797.47	4,589.04	4,259.18	3,920.99	3,088.29	2,763.56	**-1,978.75 (-42%)**

90

WSCH, Sections, WTH, FTEF

Credit

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
# Sections	7,227	7,136	7,026	7,050	7,121	6,360	6,245	**-982 (-14%)**
WTH	23,530.26	23,431.38	22,907.15	22,688.31	22,638.16	20,974.36	20,673.64	**-2,857 (-12%)**
WSCH	42,601.97	42,161.43	41,724.42	41,183.36	41,144.37	39,089.14	39,251.17	**-3,351 (-8%)**

CDCP*

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
# Sections	59	61	77	100	99	117	108	**+49 (+83%)**
WTH	148.81	168.48	179.95	215.34	232.45	332.61	244.51	**+96 (+64%)**
WSCH	241	277	295	386.2	439.5	635	472.5	**+232 (+96%)**

*Courses that fall into the noncredit enhanced funding categories: ESL, Elementary and Secondary Basic Skills, Short-term Vocational, and Workforce Preparation

Noncredit (Non-CDCP)

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
# Sections	421	416	415	439	477	458	486	**+65 (+15%)**
WTH	766.98	758.94	759.04	828.12	914.42	758.68	8,27.39	**+60 (+8%)**
WSCH	1,145.7	1,176	1,182.4	1,225.4	1,318.9	1,089.26	1,317.5	**+172 (+15%)**

Total

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	7-Year Change
# Sections	7,707	7,629	7,558	7,598	7,707	6,935	6,839	**-868 (-11%)**
WTH	24,446.05	24,358.80	23,846.14	23,731.77	23,785.03	22,065.65	21,745.54	**-2,701 (-11%)**
WSCH	43,988.67	43,614.43	43,201.82	42,794.96	42,902.77	40,813.40	41,041.17	**-2,948 (-7%)**
FT FTEF	353.74	363.00	360.06	337.00	342.05	353.37	323.73	**-30 (-8%)**
PT FTEF	395.84	401.23	383.42	389.40	375.96	322.54	331.26	**-65 (-16%)**
Total FTEF	749.55	764.23	743.48	726.40	718.01	675.91	654.99	**-95 (-13%)**
Res FTES	22,028.41	22,257.88	18,628.78	20,249.28	20,263.45	19,920.18	17,751.16	**-4,277 (-19%)**
FTES/FTEF	29.39	29.12	25.06	27.88	28.22	29.23	27.1	**-2 (-8%)**

PERSISTENCE AND RETENTION – EXCLUDING EMERITUS STUDENTS*

*Enrolled in any course in the subsequent fall or spring term

Fall-to-Spring Persistence and Fall-to-Fall Retention

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Fall Headcount	31,411	30,526	29,778	28,549	26,827	24,455
Persisted to Spring	21,529	20,873	20,309	19,693	18,423	16,156
%	**68.5%**	**68.4%**	**68.2%**	**69.0%**	**68.7%**	**66.1%**
Retained to Next Fall	15,030	14,563	13,964	12,971	12,176	10,678
%	**47.8%**	**47.7%**	**46.9%**	**45.4%**	**45.4%**	**43.7%**

GENDER*

*Tables exclude "unreported" or "unknown" gender categories

Fall-to-Spring Persistence by Gender

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	Fall Headcount	16,784	16,367	15,999	15,433	15,109	13,723
	Persisted to Spring	11,388	11,058	10,901	10,567	10,374	8,973
	%	**67.9%**	**67.6%**	**68.1%**	**68.5%**	**68.7%**	**65.4%**
Male	Fall Headcount	14,627	14,050	13,451	12,676	11,234	10,202
	Persisted to Spring	10,141	9,764	9,222	8,869	7,752	6,852
	%	**69.3%**	**69.5%**	**68.6%**	**70.0%**	**69.0%**	**67.2%**

Fall-to-Fall Retention by Gender

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	Fall Headcount	16,784	16,367	15,999	15,433	15,109	13,723
	Retained to Next Fall	7,918	7,790	7,587	7,179	6,843	5,928
	%	**47.2%**	**47.6%**	**47.4%**	**46.5%**	**45.3%**	**43.2%**
Male	Fall Headcount	14,627	14,050	13,451	12,676	11,234	10,202
	Retained to Next Fall	7,112	6,738	6,251	5,624	5,133	4,525
	%	**48.6%**	**48.0%**	**46.5%**	**44.4%**	**45.7%**	**44.4%**

RACE/ETHNICITY

*Tables exclude "Native American/Alaskan Native" and "Pacific Islander" groups due to small numbers

Fall-to-Spring Persistence by Race/Ethnicity

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Asian	Fall Headcount	4,777	4,463	3,797	3,002	2,502	2,365
	Persisted to Spring	3,541	3,300	2,710	2,115	1,691	1,527
	%	**74.1%**	**73.9%**	**71.4%**	**70.5%**	**67.6%**	**64.6%**
Black	Fall Headcount	2,792	2,683	2,559	2,344	2,119	2,011
	Persisted to Spring	1,671	1,637	1,546	1,462	1,380	1,251
	%	**59.8%**	**61.0%**	**60.4%**	**62.4%**	**65.1%**	**62.2%**
Latinx	Fall Headcount	12,438	12,206	11,856	11,554	11,055	10,070
	Persisted to Spring	8,731	8,469	8,208	8,077	7,617	6,638
	%	**70.2%**	**69.4%**	**69.2%**	**69.9%**	**68.9%**	**65.9%**
Two or More	Fall Headcount	1,252	1,328	1,412	1,252	1,310	1,279
	Persisted to Spring	811	882	919	875	896	852
	%	**64.8%**	**66.4%**	**65.1%**	**69.9%**	**68.4%**	**66.6%**
Unreported	Fall Headcount	1,428	1,471	2,048	3,409	2,683	2,162
	Persisted to Spring	1,072	1,075	1,535	2,436	2,031	1,585
	%	**75.1%**	**73.1%**	**75.0%**	**71.5%**	**75.7%**	**73.3%**
White	Fall Headcount	8,600	8,241	8,003	6,881	7,069	6,487
	Persisted to Spring	5,617	5,419	5,328	4,659	4,752	4,257
	%	**65.3%**	**65.8%**	**66.6%**	**67.7%**	**67.2%**	**65.6%**

Fall-to-Fall Retention by Race/Ethnicity

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Asian	Fall Headcount	4,777	4,463	3,797	3,002	2,502	2,365
	Retained to Next Fall	2,270	2,112	1,686	1,266	1,067	994
	%	**47.5%**	**47.3%**	**44.4%**	**42.2%**	**42.6%**	**42.0%**
Black	Fall Headcount	2,792	2,683	2,559	2,344	2,119	2,011
	Retained to Next Fall	1,189	1,176	1,122	960	946	864
	%	**42.6%**	**43.8%**	**43.8%**	**41.0%**	**44.6%**	**43.0%**
Latinx	Fall Headcount	12,438	12,206	11,856	11,554	11,055	10,070
	Retained to Next Fall	6,544	6,315	6,036	5,525	5,391	4,719
	%	**52.6%**	**51.7%**	**50.9%**	**47.8%**	**48.8%**	**46.9%**
Two or More	Fall Headcount	1,252	1,328	1,412	1,252	1,310	1,279
	Retained to Next Fall	600	613	621	588	584	561
	%	**47.9%**	**46.2%**	**44.0%**	**47.0%**	**44.6%**	**43.9%**
Unreported	Fall Headcount	1,428	1,471	2,048	3,409	2,683	2,162
	Retained to Next Fall	683	702	974	1,559	1,166	903
	%	**47.8%**	**47.7%**	**47.6%**	**45.7%**	**43.5%**	**41.8%**
White	Fall Headcount	8,600	8,241	8,003	6,881	7,069	6,487
	Retained to Next Fall	3,682	3,585	3,481	3,031	2,981	2,608
	%	**42.8%**	**43.5%**	**43.5%**	**44.0%**	**42.2%**	**40.2%**

AGE GROUP

Fall-to-Spring Persistence by Age Group

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
19 and younger	Fall Headcount	9,590	9,018	9,049	9,327	8,936	7,586
	Persisted to Spring	7,492	7,066	7,094	7,396	6,750	5,709
	%	**78.1%**	**78.4%**	**78.4%**	**79.3%**	**75.5%**	**75.3%**
20 to 24	Fall Headcount	12,494	11,862	11,187	10,098	9,122	8,340
	Persisted to Spring	8,815	8,314	7,693	7,064	6,335	5,528
	%	**70.6%**	**70.1%**	**68.8%**	**70.0%**	**69.4%**	**66.3%**
25 to 29	Fall Headcount	4,165	4,339	4,207	3,964	3,722	3,324
	Persisted to Spring	2,416	2,491	2,499	2,338	2,250	1,948
	%	**58.0%**	**57.4%**	**59.4%**	**59.0%**	**60.5%**	**58.6%**
30 to 39	Fall Headcount	2,889	2,837	2,947	2,855	3,101	3,058
	Persisted to Spring	1,509	1,590	1,637	1,593	1,878	1,733
	%	**52.2%**	**56.0%**	**55.5%**	**55.8%**	**60.6%**	**56.7%**
40 to 49	Fall Headcount	1,157	1,225	1,164	1,152	1,043	1,185
	Persisted to Spring	646	676	672	656	657	669
	%	**55.8%**	**55.2%**	**57.7%**	**56.9%**	**63.0%**	**56.5%**
50+	Fall Headcount	1,116	1,245	1,224	1,153	903	962
	Persisted to Spring	651	736	714	646	553	569
	%	**58.3%**	**59.1%**	**58.3%**	**56.0%**	**61.2%**	**59.1%**

Fall-to-Fall Retention by Age Group

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
19 and younger	Fall Headcount	9,590	9,018	9,049	9,327	8,936	7,586
	Retained to Next Fall	5,616	5,326	5,306	5,282	4,703	4,003
	%	**58.6%**	**59.1%**	**58.6%**	**56.6%**	**52.6%**	**52.8%**
20 to 24	Fall Headcount	12,494	11,862	11,187	10,098	9,122	8,340
	Retained to Next Fall	5,748	5,403	4,856	4,259	3,986	3,422
	%	**46.0%**	**45.5%**	**43.4%**	**42.2%**	**43.7%**	**41.0%**
25 to 29	Fall Headcount	4,165	4,339	4,207	3,964	3,722	3,324
	Retained to Next Fall	1,608	1,657	1,619	1,503	1,397	1,193
	%	**38.6%**	**38.2%**	**38.5%**	**37.9%**	**37.5%**	**35.9%**
30 to 39	Fall Headcount	2,889	2,837	2,947	2,855	3,101	3,058
	Retained to Next Fall	1,056	1,118	1,114	1,100	1,220	1,152
	%	**36.6%**	**39.4%**	**37.8%**	**38.5%**	**39.3%**	**37.7%**
40 to 49	Fall Headcount	1,157	1,225	1,164	1,152	1,043	1,185
	Retained to Next Fall	492	492	511	429	466	465
	%	**42.5%**	**40.2%**	**43.9%**	**37.2%**	**44.7%**	**39.2%**
50+	Fall Headcount	1,116	1,245	1,224	1,153	903	962
	Retained to Next Fall	510	567	558	398	404	443
	%	**45.7%**	**45.5%**	**45.6%**	**34.5%**	**44.7%**	**46.0%**

96

UNIT LOAD STATUS

Fall-to-Spring Persistence by Unit Load

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Non-credit	Fall Headcount	581	658	638	617	339	518
	Persisted to Spring	259	342	321	288	186	245
	%	**44.6%**	**52.0%**	**50.3%**	**46.7%**	**54.9%**	**47.3%**
0.5 to 5.5 units	Fall Headcount	7,620	7,445	7,394	6,903	6,897	6,454
	Persisted to Spring	3,337	3,192	3,221	3,123	3,225	2,926
	%	**43.8%**	**42.9%**	**43.6%**	**45.2%**	**46.8%**	**45.3%**
6 to 8.5 units	Fall Headcount	6,283	5,894	5,791	5,400	5,031	4,803
	Persisted to Spring	4,067	3,786	3,644	3,425	3,164	2,880
	%	**64.7%**	**64.2%**	**62.9%**	**63.4%**	**62.9%**	**60.0%**
9 to 11.5 units	Fall Headcount	5,610	5,383	4,787	4,502	4,331	3,716
	Persisted to Spring	4,258	4,026	3,601	3,308	3,152	2,632
	%	**75.9%**	**74.8%**	**75.2%**	**73.5%**	**72.8%**	**70.8%**
12+ units	Fall Headcount	11,317	11,146	11,168	11,127	10,169	8,964
	Persisted to Spring	9,608	9,527	9,522	9,549	8,696	7,473
	%	**84.9%**	**85.5%**	**85.3%**	**85.8%**	**85.5%**	**83.4%**

Fall-to-Fall Retention by Unit Load

		Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Non-credit	Fall Headcount	581	658	638	617	339	518
	Retained to Next Fall	176	247	241	130	118	162
	%	**30.3%**	**37.5%**	**37.8%**	**21.1%**	**34.8%**	**31.3%**
0.5 to 5.5 units	Fall Headcount	7,620	7,445	7,394	6,903	6,897	6,454
	Retained to Next Fall	2,402	2,236	2,318	2,102	2,145	1,990
	%	**31.5%**	**30.0%**	**31.3%**	**30.5%**	**31.1%**	**30.8%**
6 to 8.5 units	Fall Headcount	6,283	5,894	5,791	5,400	5,031	4,803
	Retained to Next Fall	2,962	2,789	2,634	2,324	2,250	2,006
	%	**47.1%**	**47.3%**	**45.5%**	**43.0%**	**44.7%**	**41.8%**
9 to 11.5 units	Fall Headcount	5,610	5,383	4,787	4,502	4,331	3,716
	Retained to Next Fall	2,980	2,865	2,524	2,258	2,139	1,778
	%	**53.1%**	**53.2%**	**52.7%**	**50.2%**	**49.4%**	**47.8%**
12+ units	Fall Headcount	11,317	11,146	11,168	11,127	10,169	8,964
	Retained to Next Fall	6,510	6,426	6,247	6,157	5,524	4,742
	%	**57.5%**	**57.7%**	**55.9%**	**55.3%**	**54.3%**	**52.9%**

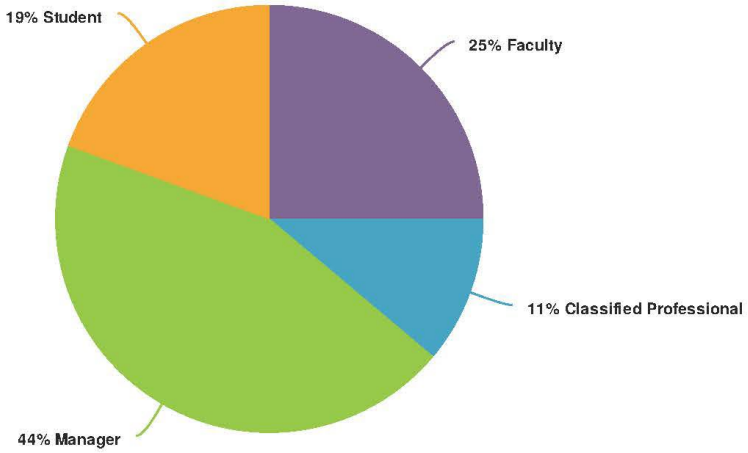
98

Strategic Enrollment Management SWOT Survey Report

Response Counts

Completion Rate:	**92.3%**	
	Complete	36
	Partial	3
		Totals: 39

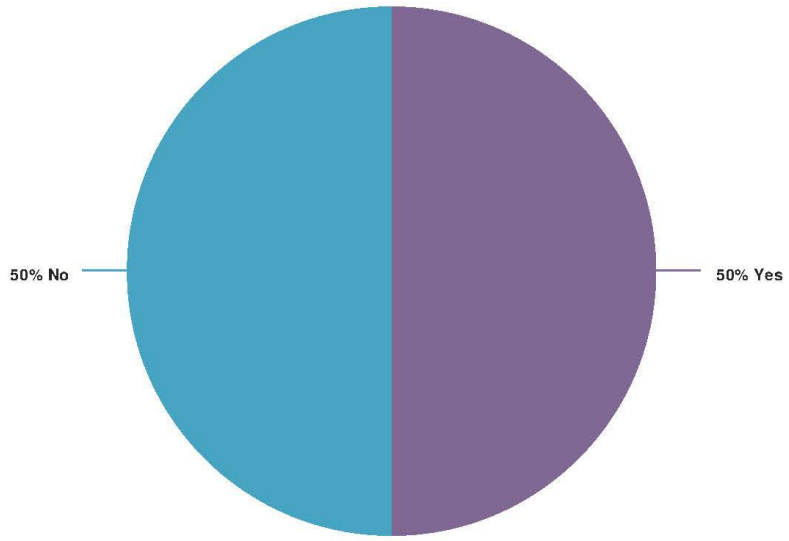
1. What is your role at Santa Monica College?



Value	Percent	Responses
Faculty	25.0%	9
Classified Professional	11.1%	4
Manager	44.4%	16
Student	19.4%	7

Totals: 36

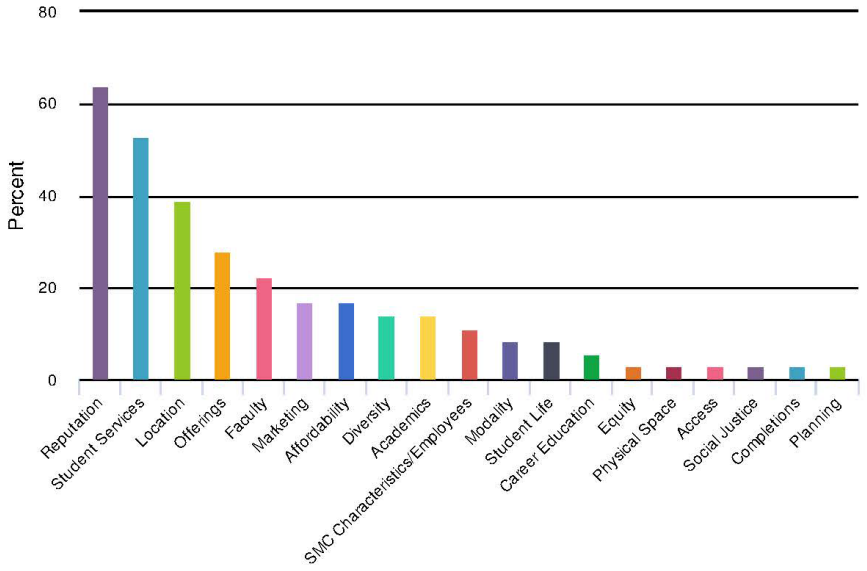
2. Would you like to participate in one of the groups that will work on the SEM Plan?



Value		Percent	Responses
Yes		50.0%	18
No		50.0%	18

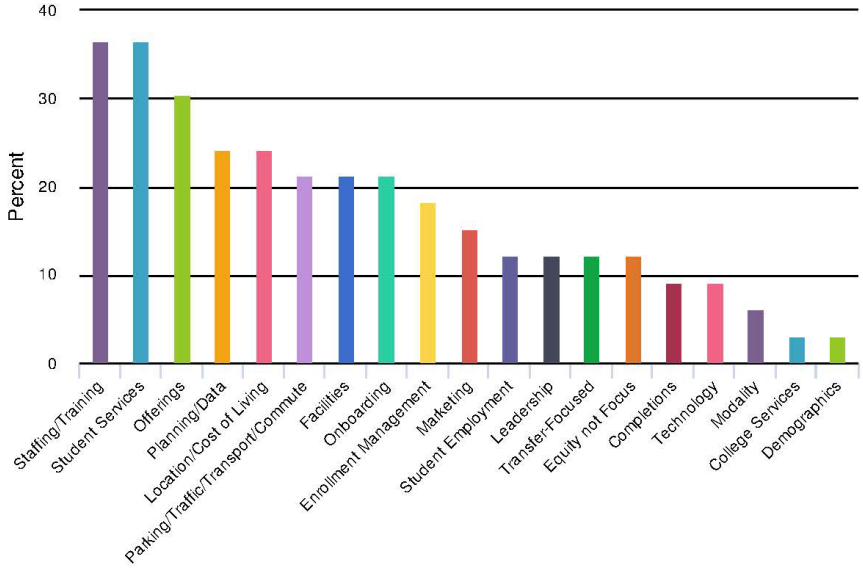
Totals: 36

3. Strengths of the college that influence enrollment: - Text Analysis



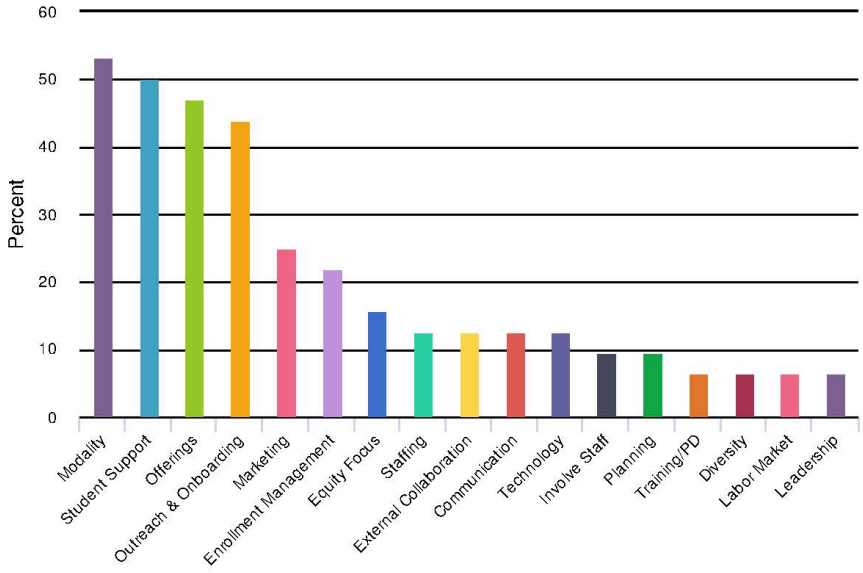
Value	Percent	Responses
Reputation	63.9%	23
Student Services	52.8%	19
Location	38.9%	14
Offerings	27.8%	10
Faculty	22.2%	8
Marketing	16.7%	6
Affordability	16.7%	6
Diversity	13.9%	5
Academics	13.9%	5
SMC Characteristics/Employees	11.1%	4
Modality	8.3%	3
Student Life	8.3%	3
Career Education	5.6%	2
Equity	2.8%	1
Physical Space	2.8%	1
Access	2.8%	1
Social Justice	2.8%	1
Completions	2.8%	1
Planning	2.8%	1

4. Weaknesses of the college that influence enrollment: - Text Analysis

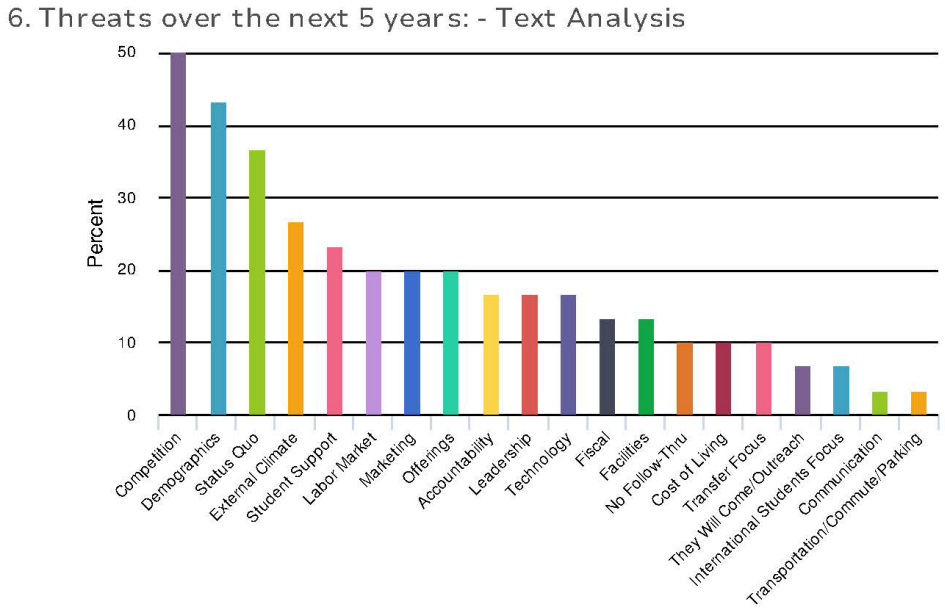


Value	Percent	Responses
Staffing/Training	36.4%	12
Student Services	36.4%	12
Offerings	30.3%	10
Planning/Data	24.2%	8
Location/Cost of Living	24.2%	8
Parking/Traffic/Transport/Commute	21.2%	7
Facilities	21.2%	7
Onboarding	21.2%	7
Enrollment Management	18.2%	6
Marketing	15.2%	5
Student Employment	12.1%	4
Leadership	12.1%	4
Transfer-Focused	12.1%	4
Equity not Focus	12.1%	4
Completions	9.1%	3
Technology	9.1%	3
Modality	6.1%	2
College Services	3.0%	1
Demographics	3.0%	1

5. Opportunity over the next 5 years: - Text Analysis

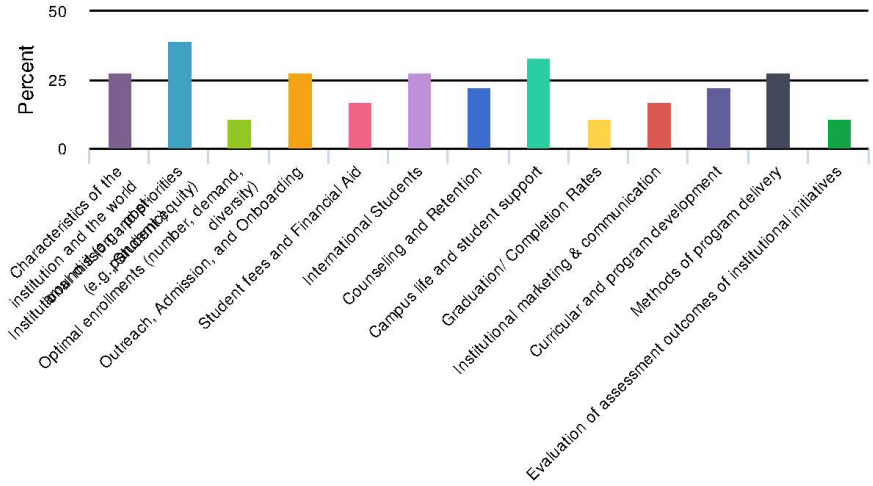


Value	Percent	Responses
Modality	53.1%	17
Student Support	50.0%	16
Offerings	46.9%	15
Outreach & Onboarding	43.8%	14
Marketing	25.0%	8
Enrollment Management	21.9%	7
Equity Focus	15.6%	5
Staffing	12.5%	4
External Collaboration	12.5%	4
Communication	12.5%	4
Technology	12.5%	4
Involve Staff	9.4%	3
Planning	9.4%	3
Training/PD	6.3%	2
Diversity	6.3%	2
Labor Market	6.3%	2
Leadership	6.3%	2


6. Threats over the next 5 years: - Text Analysis
Percent
50
40
30
20
10
0
Competition
Demographics
Status Quo
External Climate
Student Support
Labor Market
Marketing
Offerings
Accountability
Leadership
Technology
Fiscal
Facilities
No Follow-Thru
Cost of Living
Transfer Focus
They Will Come/Outreach
International Students Focus
Communication
Transportation/Commute/Parking

Value	Percent	Responses
Competition	50.0%	15
Demographics	43.3%	13
Status Quo	36.7%	11
External Climate	26.7%	8
Student Support	23.3%	7
Labor Market	20.0%	6
Marketing	20.0%	6
Offerings	20.0%	6
Accountability	16.7%	5
Leadership	16.7%	5
Technology	16.7%	5
Fiscal	13.3%	4
Facilities	13.3%	4
No Follow-Thru	10.0%	3
Cost of Living	10.0%	3
Transfer Focus	10.0%	3
They Will Come/Outreach	6.7%	2
International Students Focus	6.7%	2
Communication	3.3%	1
Transportation/Commute/Parking	3.3%	1

7. Which of the groups below would you be interested in working with? Check all that apply.



Value	Percent	Responses
Characteristics of the institution and the world around it (e.g., post-pandemic)	27.8%	5
Institutional mission and priorities (e.g., Student equity)	38.9%	7
Optimal enrollments (number, demand, diversity)	11.1%	2
Outreach, Admission, and Onboarding	27.8%	5
Student fees and Financial Aid	16.7%	3
International Students	27.8%	5
Counseling and Retention	22.2%	4
Campus life and student support	33.3%	6
Graduation/ Completion Rates	11.1%	2
Institutional marketing & communication	16.7%	3
Curricular and program development	22.2%	4
Methods of program delivery	27.8%	5
Evaluation of assessment outcomes of institutional initiatives	11.1%	2

SEM TEAM

Leads:

SEM CHAIR	**Teresita Rodriguez**, *Vice President, Enrollment Development*
ADMISSION, OUTREACH & ONBOARDING:	**Jose Hernandez**, *Associate Dean,* Outreach, Onboarding & Student Engagement **Esau Tovar**, *Dean, Enrollment Services*
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CAMPUS LIFE & STUDENT SUPPORT:	**Nick Mata**, *Dean, Special Programs* **Isaac Rodriguez Lupercio**, *former Associate Dean, Student Life* **Thomas Bui**, *Associate Dean, Student Life*
CURRICULAR AND PROGRAM DEVELOPMENT / METHODS OF PROGRAM DELIVERY	**Jason Beardsley**, *Interim Vice President, Academic Affairs* **Tricia Ramos**, *Dean, Academic Affairs* **Scott Silverman**, *Interim Dean, Noncredit/External Programs*
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MARKETING & COMMUNICATIONS:	**Rebecca Agonafir**, *Director, Marketing & Communications* **Kiersten Elliott**, *Dean, Community & Academic Relations* **Esau Tovar**, *Dean, Enrollment Services*
INSTITUTIONAL RESEARCH:	**Hannah Lawler**, *Dean, Institutional Research*

Participants: In addition to the Leads, the following individuals participated in SEM Team, and/or subgroup, meetings in of the development of the SEM Plan:

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Rachel Demski, *Academic Affairs*
Sara Eazell, *Academic Affairs*
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Latoya Hightower, *International Education*
Luis Jauregui, *Noncredit*
Teresa Morris, *International Education* (Retired)
Jonathan Ng, *Marketing*
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Tafari Alan
Josh Elizondo
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Natasha Woolridge

MANAGERS/ADMINISTRATORS

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Silvana Carrion-Palomares, *Project Manager, NSF Grant*
Dione Carter, Dean, Academic Affairs
Susan Fila, *Interim Associate Dean, Health & Well-Being*
Don Girard, *Senior Director, Institutional Communications/ Government Relations*
Jose G. Hernandez, *Supervisor, Admissions & Records*
Mitch Heskel, *Dean, Education Enterprise*
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Regina Ip, *former Director, Web & Social Media Strategy*
Stacey Jones, *former Supervisor, Assessment Center*
Gustavo Kalinec, *Manager, Cashier's Office*
Lina Ladyzhenskaya, *Director, Student Judicial Affairs*
Bradley Lane, *former Vice President, Academic Affairs*
Debra Locke, *Supervisor, EOP&S/CARE*
Ashley Mejia, *Project Manager, Noncredit (Adult Ed) Programs*
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Lizzy Moore, *Dean, Institutional Advancement/ SMC Foundation*
Maria Muñoz, *Interim Dean, Equity, Pathways & Inclusion*
Delores Raveling, *Dean, First Year Programs (Ret.)*
Paul Trautwein, *Director, Web & Social Media Strategy*
Deirdre Weaver, *Director, Outreach & Onboarding Initiatives*
Tammara Whitaker, *Associate Dean, Online Services*
Catherine Weir, *Director, International Development*

FACULTY

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Stephanie Amerian, *History*
Ashanti Blaize, *Communication*
Sherri Bradford, *Counseling*
Lydia Casillas, *Counseling* (Ret.)
Nancy Cardenas, *Counseling*
Guido Del Piccolo, *Sociology*
Nate Donahue, *Art & past Academic Senate President*
Gail Fukuhara, *Counseling*
Jenna Gausman, *Counseling*
Laurie Guglielmo, *Counseling*
Shannon Herbert, *English*
Matthew Hotsinpiller, *English*
Gary Huff, *Early Childhood Education*
Nathalie Laille, *Counseling*
Jamar London, *Math & Academic Senate President*
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Elisa Meyer, *English*
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Dan Nannini, *Counseling (Ret.)*
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