



MASTER PLAN FOR EDUCATION 2025-2030



SANTA MONICA COLLEGE

Santa Monica College

Master Plan for Education

2025-2030

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SUPERINTENDENT/PRESIDENT'S LETTER

Born on the eve of the Great Depression — and no stranger to hard times — Santa Monica College (SMC) approaches its centennial with a renewed commitment to the innovative, responsive, and inclusive high-quality education that has made it a pioneer among community colleges. It is with great pleasure that I make note of the Master Plan for Education (MPE) for 2025-2030, which sets forth a five-year roadmap to guide SMC's evolution into the next phase of excellence and service.

My sincerest gratitude goes out to the MPE workgroup — which included representation from all college constituencies — and to everyone who brought their perspectives and ideas to the table. And special thanks to Jason Beardsley, Vice President of Academic Affairs, for leading this crucial work on behalf of SMC. This plan is the result of their collective efforts and creative thinking to reimagine how best the college can adapt in a swiftly changing landscape while staying true to our core values of inclusion, equity, excellence, and service to all.

Through informing other important college planning processes — related to budget, technology, enrollment management, facilities, and more — the MPE ensures the infusion of the college's radical mission and vision in every aspect of operations. And, perhaps as importantly, the MPE provides recommendations for the college to adapt to emerging needs, while keeping a strong focus on nurturing an environment where all members of the SMC community — students, employees, community members — are inspired to fulfill their highest potential.

Whatever the future holds, Santa Monica College will continue to stand strong and transform lives — the thoughtfulness, carefully-made recommendations, and reflective planning contained in this MPE speaks volumes to that inherent commitment.

A handwritten signature in purple ink that reads "Kathryn E. Jeffery". The signature is fluid and cursive, with the first name being the most prominent.

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

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CHAPTER 1

Introduction



THE SANTA MONICA COLLEGE MASTER PLAN FOR EDUCATION 2025-2030

The Santa Monica College Master Plan for Education (MPE) is a comprehensive guiding document presenting the college's 5-year plan for education program development. The education plan helps inform and drive other foundational plans for the college, including the enrollment management plan, technology plan, facilities plan, staffing plan, and budget priorities. The MPE deeply reflects the college's mission and vision, and is rooted in intensive study of local community and workforce needs, as well as a careful assessment of the college's own strengths and opportunities for growth.

The Santa Monica College Master Plan for Education (MPE) was developed through a collaborative and inclusive process that engaged community stakeholders and relied on a comprehensive review of both internal and external data drawn from a wide range of sources. The MPE workgroup — a team composed of employee groups, including administration, faculty, and classified staff — brought diverse perspectives and professional expertise to the table, along with input from students. Over the course of several years, this group worked collectively to deeply understand the college's current state, engage the broader campus community, and collaboratively shape a shared vision for the institution's future.

The MPE presents a thorough overview of Santa Monica College's current state, grounded in the institution's mission, vision, values, and goals. Informed by detailed analysis of the external environment and an extensive review of the college's academic programs, the plan offers a clear assessment of institutional strengths and areas for improvement. In response to an era marked by rapid technological advancement and profound global shifts, the MPE outlines strategic goals and forward-thinking recommendations designed to help the college evolve. These strategies aim to ensure that SMC continues to effectively support student success and remains responsive to the needs of the broader community the college serves.

SANTA MONICA COLLEGE – AN OVERVIEW

History of Santa Monica College

The city of Santa Monica was founded in 1875. That same year saw the founding of the Santa Monica school district, which grew over time to also serve Malibu. In 1929, just weeks before the Great Depression, the school district established Santa Monica Junior College (SMJC) on the second floor of Santa Monica High School, offering classes to 153 students. During a humble time for many, SMJC survived the devastating 1933 Long Beach earthquake by erecting makeshift classrooms in temporary wooden structures that earned the nickname “Splinterville.” Despite the hardships, annual enrollment grew at the college as it played a critical role supporting those seeking a better path during the economic depression.

The school district founded the Technical School in 1937 at 2200 Virginia Avenue, now the site of Virginia Avenue Park. In 1940, the school district purchased the first parcels of land for what is today’s main campus for SMC. Notably, during World War II, Santa Monica College made significant contributions by training over 40,000 workers for the Douglas Aircraft company, showing early prowess as a center for workforce-responsive technical training. This legacy of practical education continued into the post-war era, significantly shaping the college’s future identity. In 1945, three divisions — the junior college, vocational training, and adult education — were combined, and the college was renamed as Santa Monica City College to reflect the dual mission of academic and workforce education.

In 1970, after becoming a separate district, the college renamed itself Santa Monica College, and has grown to become a leading public community college serving a diverse student body from across the state and around the world. Through the latter half of the 20th century, Santa Monica College developed an identity as a hub of innovation, fostering creative academic initiatives such as the Scholars Program, Black Collegians, the Adelante Program and Latino Center, and other special programs that contribute to SMC’s 35-year reputation as the premier California community college for transfer to the University of California (UC), and to UCLA in particular. The college, accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), has consistently embraced new educational models, establishing itself firmly as one of California’s top institutions not only for transfer, but also for career-focused education.

SMC’s history is one of obstacles overcome, such as the impact of the 1994 Northridge earthquake, state fiscal reforms introduced by Proposition 13, and, later, by the Student-Centered Funding Formula (SCFF). Recent years have brought new trials, notably declining enrollment exacerbated by the COVID-19 pandemic and disruptions in international student enrollment. Despite these challenges, Santa Monica College has rallied by enhancing online and hybrid (online and on campus) educational opportunities, expanding community partnerships and ties to the local and regional workforce, pioneering transportation initiatives to manage campus accessibility and sustainability, and pursuing creative revenue streams for greater fiscal stability.

Community support has been a cornerstone of SMC’s development, demonstrated through multiple successful bond measures, including the substantial Measure V in 2016, enabling extensive campus improvements such as the modernized Student Services Building, the Center for Media and Design (home to renowned public radio station KCRW), a top-quality athletic facility, and a new 111,000-square-foot Math and Science Building featuring a world-class observatory and planetarium.

In alignment with its longstanding commitment to equity, SMC has expanded support structures for historically underserved groups, establishing initiatives like Guardian Scholars, the Veterans Success Center, and programs funded by Title VI Hispanic Serving Institution STEM grants aimed at closing racial equity gaps and enhancing faculty development.

Moreover, Santa Monica College continually aligns its academic programs with evolving workforce demands. California's pioneering Bachelor's degree in Interaction Design, the launch of cloud computing certificates in collaboration with industry leaders like Amazon Web Services, and robust career-technical education programs reflecting the dynamic Silicon Beach economy demonstrate the college's continual cycle of improvement.

Today, Santa Monica College's 43-acre Main Campus on Pico Boulevard anchors the district with a full spectrum of instructional facilities, student-services hubs, and beautiful open spaces. The SMC Main Campus is complemented by a constellation of satellite campuses across the Westside: the Bundy Campus for nursing, teacher training, workforce, and noncredit initiatives; the Administration Building at 2714 Pico Blvd; the Performing Arts Center — home to the Pete & Susan Barrett Art Gallery, the Eli & Edythe Broad Stage, and the Edye Second Space; the Center for Media and Design, which also hosts KCRW; the Emeritus Program in downtown Santa Monica, home to one of the state's largest lifelong learning programs for older adults; the recently opened Malibu Campus; and the Early Childhood Lab School developed with the City of Santa Monica to support teacher preparation and child-development research.

MISSION, VISION, VALUES, AND GOALS

Mission Statement

Santa Monica College offers robust educational programs and support services that assist students in the development of skills needed to succeed in college, prepare for careers and transfer, and nurture a lifetime commitment to learning. The College provides an inclusive and dynamic learning environment that supports intellectual exploration and helps students achieve their educational goals. As a proud minority-serving institution, the College works to eliminate racial equity gaps and recognizes the critical importance of each individual's contribution, ensuring that each person feels seen, affirmed, and valued.

Vision Statement

Santa Monica College will be a leader and innovator in college transfer, career preparation, upward mobility, and lifelong learning. We will provide an inclusive, equitable, and high-quality education designed to transform the lives of our students, their families, and the community.

Values Statement

As an institution committed to the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, integrity, accountability, ethical behavior, democratic processes, communication and collaboration, civic engagement, global citizenship, and sustainability.

Adopted: June 6, 2017

Revised: July 6, 2021, June 4, 2024 (references only)

Revised/Updated: June 3, 2025

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 lifestyle; 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.

ACCREDITATION

Santa Monica College is accredited by the Accrediting Commission for Community and Junior Colleges, or ACCJC. SMC's accreditation was reaffirmed for seven years by the ACCJC in January, 2024, with no compliance requirements and no recommendations for improving institutional effectiveness. The decision reflects SMC's strong institutional quality and effectiveness, as demonstrated through its Institutional Self-Evaluation Report, the September 2023 site visit, and the Peer Review Team's findings. The next step in the accreditation cycle will be the Midterm Report, due October 15, 2027, followed by the next comprehensive review in 2030.



CHAPTER 2

Planning Context



STATE AND SYSTEMWIDE FACTORS IMPACTING THE PLAN

A variety of local, regional, and state- or nationwide factors bear on the college's planning efforts. From seemingly routine California legislative impacts (such as AB 1705) to the rise of artificial intelligence to the rising cost of local housing, Santa Monica College must continually navigate a changing landscape for higher education providers. The factors described below represent the most salient concerns for SMC as the college works to develop academic programs and facilities over the next decade.

The California Community College System

The California Community College (CCC) system is the largest system of higher education in the United States, with 116 colleges that annually serve over 1.8 million students. Although community colleges have existed in California for more than 100 years, the California Community College as a system was established in 1967 under the California Master Plan for Higher Education. The CCC system plays an essential role in providing accessible, affordable, and high-quality education to a diverse student population spread across California. The CCC system's mission is threefold:

- Provide academic and career technical education,
- Prepare students for transfer to four-year universities, and
- Offer basic skills instruction and lifelong learning opportunities.

The CCC system is governed by the Board of Governors, which sets policy and provides guidance to local districts. However, each community college district operates autonomously through its locally elected Board of Trustees. This decentralized structure allows individual college districts to address the unique needs of their communities while adhering to statewide policies and initiatives.

At the same time, California state representatives frequently pass legislation designed to regulate or reform the community college system. Those new laws are implemented across all colleges through the interpretation of the Board of Governors and systemwide guidance by the Chancellor's office. Recent significant examples of state law impacting Santa Monica College include AB 1705, AB 928, and AB 1111, among many others.

Vision 2030

The California Community Colleges' Vision 2030 plan — Chancellor Sonya Christian's roadmap for the next five years — outlines a comprehensive strategy to enhance educational access, equity, and success across the state's community college system. The plan sets bold goals for all colleges and relies on a set of key metrics to hold colleges accountable to the plan. Key components of the plan include:

- **Proactive Student Engagement:** The plan emphasizes bringing educational opportunities directly to students, rather than waiting for them to enroll. This involves expanding dual enrollment programs for high school students, offering credit for prior learning to veterans and working adults, collaborating with community-based organizations to provide workforce training to low-income adults, and delivering instruction through flexible modalities.
- **Inclusive Access:** Vision 2030 aims to create a more inclusive higher education system that ensures access points for every learner, regardless of race, ethnicity, or background.

- **Climate Action and Sustainability:** The plan guides the community colleges' efforts in climate action, focusing on facilities and operations, workforce and curriculum development, community engagement, and resource development.
- **Policy and System Reforms:** Vision 2030 calls for bold actions in policy reform, fiscal sustainability, systems development, and process improvements to support students, communities, and the environment.

Service Area of Santa Monica College

The nearest community college at the time of SMC's founding was Los Angeles City College on Vermont Avenue in the East Hollywood area. SMC immediately drew students from the greater Westside area. At the time, districts had the authority to restrict the ability of their residents to attend other colleges. SMC and Los Angeles entered into interdistrict attendance agreements in recognition of the large distance students would need to travel from Santa Monica to attend Los Angeles City College. The renewal of the agreements was often contentious. In some cases, SMC would need to pay Los Angeles a set amount of money for every Los Angeles student above a designated number attending SMC.

A 1987 bill sponsored by SMC's local assemblymember Tom Hayden was approved by the state Assembly to prohibit these restrictions, promoting the idea that students have a right to a voice in a decision affecting their life. "Free flow" — the name given to the practice — provided students choosing a community college with the same opportunity they would have in attending a CSU or UC — the ability to attend any public college or university in California without regard to their home district.

Free flow coincided with the start of robust marketing of SMC programs through radio, outdoor media, and print. It also provided the opportunity for SMC to expand its dual enrollment program — SMC faculty teaching college-level classes at selected high school campuses — to more than 35 high schools in the surrounding area.

SMC is no longer able to serve the many high schools that it once did. A 2003 state law (SB 338) gives community college districts the ability to limit dual enrollment agreements with high schools in their district. SMC continues to offer dual enrollment programs to the high schools within its district and through College and Career Access Pathways (CCAP) agreements, a separate process.

SMC continues to be the college of choice for much of Los Angeles County and beyond, drawing students from nearly every zip code. Over time, the college has expanded the options for students to attend SMC: in person through its Big Blue Bus Any Line Any Time program and the Metro GoPass program providing free transit for students, and online through a major expansion of online offerings.

Funding Models for Santa Monica College

Prior to the passage of Proposition 13 in 1978, Santa Monica College was funded by local property taxes at a rate set by the Board of Education through 1969 or by the Board of Trustees serving also as the Board of Education from 1970 through 1978. Of historical interest, the property tax rate set by the Santa Monica-Malibu school district was lower than that set by the Los Angeles school district. About two-thirds of the students at Santa Monica College resided in the Los Angeles school district at the time, and brought with them the higher revenues, in effect subsidizing the local school district.

Proposition 13. Proposition 13 is a 1978 California constitutional amendment that limits property taxes by rolling back property assessments to 1975 market values, capping the property tax rate at 1%, and allowing annual increases in assessed value of no more than 2%. Property assessments are generally only

updated to market value upon a change in ownership or new construction. This “acquisition value” system locks in tax bases for long-term owners.

Proposition 13 transformed the landscape of K-14 funding in California from a locally controlled system heavily reliant on property taxes to a state-centric model, leading to increased state responsibility, reduced local autonomy, and a greater dependence on state general funds for education. With Proposition 13, local school boards and city councils lost the ability to raise property taxes by board vote.

State Funding at Local Apportionment Rate. After Proposition 13, funding of school districts and community college districts shifted to the state. The state determined how property taxes would be allocated, and additionally chose to augment property tax collections with other state revenue, primarily from income and sales taxes. The state used the locally set tax rate for Santa Monica College to determine apportionment for Santa Monica College. This led to significant hardship for SMC, as the college had the lowest locally determined tax rate in the state.

Overcoming Inequitable Funding. SMC embarked on a series of actions to overcome its inequitable funding position. These efforts included a concerted effort to grow its student population, utilizing outreach, advertising, and dual enrollment; the active recruitment and serving of international students; and a robust summer offering. From 1978 to 2005, the state used different models to determine apportionment, including program-based funding, but it was not until the shift to access-based funding (i.e., “equalization” funding) starting in 2005, and fully implemented in 2006 through SB 361, that SMC would be relieved of its pre-existing inequity.

Equalization. Access-based funding — also known as “equalization” funding — had been a 25-year goal of the college. Unlike the K-12 system, the community colleges had no court mandate for equality in funding. Equalization was structured to not take away any funds from any of the community college districts, and apportionment became largely based on the number of full-time-equivalent students (FTES) served.

Student-Centered Funding Formula (SCFF). California began using the Student-Centered Funding Formula (SCFF) in the 2018-19 budget, replacing access-based funding. The intent of SCFF is to support student access, equity, and success through enrollment-based funding by prioritizing funds for districts serving students of low-income, and providing districts with additional resources.

SCFF bases general apportionments — discretionary funds available to community college districts — on three calculations of varying weight:

- A base allocation, which largely reflects enrollment. (70%)
- 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. (20%)
- A student success allocation based on outcomes that include the number of students who are earning Associate degrees and credit certificates, transferring to four-year colleges and universities, have completed transfer-level math and English within their first year of college, have completed nine or more career education units, and have attained the regional living wage. (10%)

When adopted, SCFF included a hold harmless provision, which provided a community college district the option to receive its prior year’s apportionment plus a Cost-Of-Living Adjustment (COLA). Hold harmless was in place for seven years, from 2018-19 through 2024-25.

Beginning with the 2025-26 year, districts may use a modified form of hold harmless, which makes them able to receive the prior year's apportionment, but without COLA.

The Student-Centered Funding Formula at Santa Monica College. SMC's fiscal year runs from July 1 through June 30. Because the summer session at SMC starts in one fiscal year and ends in the next fiscal year, SMC has had the option to claim the summer session apportionment in either the concluding year (the earlier year) or the new year (the later year). Typically, SMC would claim summer session for the later year. In those times when SMC claimed some or all its summer session apportionment in the earlier year, this represented a "borrowing" of FTES for which special rules would apply. SMC had borrowed FTES in the several years before 2018-19 and had reached the maximum amount allowed. The special rules meant that in the normal course of events, SMC would only be able to claim its actual FTES in 2018-19 and would experience a corresponding significant drop in revenue.

The switch from access-based funding to the SCFF funding model provided SMC an option to sustain the revenue it had received in 2017-18 and not experience any drop in revenue. This was by using the hold harmless option offered by the SCFF. Originally, hold harmless would last for two years, but was extended twice, and instead lasted seven years.

SMC has only used the hold harmless provision of the SCFF to claim apportionment. The temporary relief offered to SMC by using the hold harmless option has now ended. There is a new formula, which provides SMC the option to claim the apportionment funding it received in 2024-25, but denies SMC the additional COLA provided to the system for the 2025-26 year.

The SCFF Challenge. To become eligible for COLA in future years, SMC must concentrate its planning on reaching metrics within the SCFF so that the funding provided by the SCFF is at least equal to, and preferably better than the apportionment funding SMC received in 2024-25. This will be one of the challenges ahead.

Capital Funding

The largest sources of capital funding have been local, voter-approved general obligation bond measures. Four bonds (in 1946, 1950, 1957, and 1966) funded the acquisition of the land and the initial buildings of the main campus. Since becoming its own district with a separately elected Board of Trustees, the Santa Monica Community College District has passed six more bonds (in 1992, 2002, 2004, 2008, 2016, and 2022). At the present time, bond measures can pass with 55% yes support. Typically, a privately formed committee assists with the information campaign essential to gaining voter approval.

SMC also competes for limited state funds. The most recent funded projects are the Math & Science Building and the new Art Building.

SMC also receives on an annual basis capital charges paid by nonresident students.

AB 705 and AB 1705: Reshaping Placement and Developmental Education

California Assembly Bill 705 (AB 705) was signed into law in 2017 with the goal of improving student access to — and success in — transfer-level college courses at California Community Colleges. The bill requires that community colleges use high school performance data (e.g., GPA and coursework) and/or self-placement as the primary method for placing students in math, English, and ESL courses, rather than relying on standardized placement tests, and that colleges maximize the likelihood that students enter and complete transfer-level coursework in math and English within one year of enrollment, or in ESL within three years of enrollment.

Assembly Bill 1705 (AB 1705) built upon AB 705 and has dramatically reshaped developmental education by requiring that all students be placed directly into transfer-level English and math courses, eliminating remedial prerequisites. While this move increases access to degree pathways, it also raises concerns about student preparedness and success rates. Many students who previously would have taken foundational courses are now expected to succeed in college-level coursework with little transitional support. In response, colleges are expanding co-requisite models, which provide additional support such as embedded tutoring, supplemental instruction, and extended class time. Faculty training in inclusive and differentiated instruction is also a priority, ensuring that instructors are equipped to support a diverse range of learners. Colleges must also refine assessment tools to accurately identify students who need additional resources and interventions.

Implementation of AB 705 and AB 1705 at SMC has included:

- Elimination of the College’s Assessment Center, which previously administered standardized assessment tests in math, English, and ESL;
- Creation of new placement mechanisms based on student high school work and self-placement systems developed by faculty in the impacted disciplines;
- Development of co-requisite companion courses to provide added support for students enrolled in transfer level math, English, and ESL courses, as identified via the new placement processes; and
- Elimination of most pre-transfer-level credit course offerings from the schedule of classes.

SMC’s implementation of AB 705 and AB 1705 has resulted in the intended increase in rates of completion of transfer level math and English in the first year of enrollment across student demographic groups, but has simultaneously increased racial equity gaps in these rates of completion. Further work is needed to effectively address and close the racial equity gaps in first-year math and English completion.

Transfer Reform and the Implementation of Cal-GETC

The transfer process has long been a source of confusion and inefficiency for community college students navigating the pathways to CSU and UC campuses. The introduction of the California General Education Transfer Curriculum (Cal-GETC) seeks to simplify transfer requirements and unify general education standards across both university systems. However, challenges remain in aligning major preparation courses and streamlining Associate Degree for Transfer (ADT) pathways. To ensure a smooth implementation, colleges must update counseling materials, train faculty and advisors on the new framework, and proactively communicate changes to students. Ensuring that students understand how Cal-GETC integrates with their educational and career goals will be crucial to increasing transfer rates and reducing excess unit accumulation.

The California State Auditor’s September 2024 report underscores the importance — and complexity — of the transfer process from community colleges to four-year public institutions within the state. The audit highlights that while transfer pathways exist, significant barriers remain: Only about 21% of transfer-intending community college students successfully transfer within four years. These outcomes are influenced by variations in transfer requirements among institutions, inadequate student support structures, and limited access to highly competitive campuses and majors.

For Santa Monica College, this statewide context presents both challenges and opportunities. SMC already serves as a leader among the California Community Colleges in transfer success; however, the college

must further refine and expand its efforts to meet evolving state goals and address persistent transfer disparities. Critical strategies include broadening the availability of Associate Degree for Transfer (ADT) pathways, deepening strategic relationships with local UC and CSU campuses, enhancing targeted student outreach and advising — particularly for historically underrepresented groups — and using data-driven methods to proactively support students intending to transfer.

Additionally, recent legislative developments, including the California General Education Transfer Curriculum (Cal-GETC) and pilot expansions of the ADT pathways, offer a robust framework for improving student transfer success. By aligning closely with these statewide initiatives and strengthening collaboration with partner institutions, SMC can effectively position itself to address persistent barriers to transfer, increase equitable access to Bachelor's degrees, and fulfill California's broader educational attainment goals.

This strategic alignment will ensure that SMC continues to be at the forefront of efforts to streamline transfer pathways, reduce disparities, and significantly contribute to California's higher education goals over the next five years.

Common Course Numbering Initiative

California Assembly Bill 1111 (AB 1111), also known as Common Course Numbering or CCN, was signed into law in 2021. The bill requires California Community Colleges to rename and renumber transfer and general education courses to align among all 116 colleges, with the intent to streamline and improve the rates of transfer between community colleges and to four-year institutions. Additionally, use of CCN is expected to decrease the number of units required for completion of both degrees and transfer by simplifying student-facing course details and information.

The launch of the CCN initiative includes three “phases” of renaming and renumbering, impacting approximately 70 courses. While SMC offers ENGL 1 for English composition credit, Pasadena City College offers ENGL 0001A, and Mt. San Antonio offers ENGL 1A, they are all basically the same course. The Common Course Numbering project changes the designation of all English composition courses — across all 116 colleges — to ENGL C1000. The CCN for the first six courses was implemented in fall 2025, with future phases to be implemented in future fall semesters.

SMC's implementation of AB 1111 has included significant contribution from the impacted academic departments, the Curriculum Committee, Academic Senate, Academic Affairs, MIS, Counseling, Admissions and Records, Marketing, and the web team to ensure streamlined activation of the changes across all systems. Multiple departments have worked together to announce the changes to students, faculty, and staff to ensure a shared understanding of the course numbering changes across the college.

Evolving Career Education Needs

California's economy is rapidly evolving, and community colleges must ensure that their workforce training programs align with emerging job market needs. Industries such as healthcare, cybersecurity, renewable energy, and data science are in high demand, yet many students lack access to affordable, high-quality training. The Strong Workforce Program (SWP) and various grant-funded initiatives aim to address these gaps by expanding career education offerings and creating direct pipelines from education to employment. Partnerships with industry leaders help integrate work-based learning opportunities, such as apprenticeships and internships, giving students hands-on experience while earning credentials. Colleges are also adopting competency-based education models, allowing students to gain credit for prior work experience, accelerating their entry into high-paying jobs.

Noncredit and Adult Education

As workforce demands shift, noncredit and adult education programs have become increasingly important for career mobility. These programs provide opportunities for upskilling, reskilling, and literacy development, often at no cost to students. Community colleges are expanding noncredit-to-credit pathways to ensure that adult learners can transition into degree or certificate programs seamlessly. Funding for these programs is growing, with a greater emphasis on meeting the needs of English language learners and displaced workers.

Equity and Closing Achievement Gaps

Despite various statewide efforts, significant achievement gaps persist for Black, Latinx, Indigenous, and other underrepresented students. Many of these students face systemic challenges, including limited access to college readiness resources, financial instability, and a lack of culturally responsive support systems. To address these challenges, community colleges are intensifying their focus on equity-driven policies through Student Equity Plans (SEPs), embedding equity into institutional decision-making, and ensuring accountability for student outcomes. The Student Equity and Achievement (SEA) Program provides crucial funding to support initiatives such as expanded tutoring, embedded counseling, and targeted intervention programs. Colleges are also investing in professional development for faculty and staff to implement anti-racist and culturally responsive teaching practices, ensuring that the curriculum reflects the diverse backgrounds and experiences of students.

Addressing the Cost of Attendance

While California Community Colleges have some of the lowest tuition and enrollment costs in the nation, the total cost of attendance — including housing, food, transportation, and textbooks — remains a significant barrier. Many students must balance work and school, leading to increased dropout rates. In response, colleges are expanding Zero-Textbook-Cost (ZTC) degree programs, which leverage Open Educational Resources (OER) to eliminate textbook expenses. Financial aid reforms, including expanded Cal Grant eligibility, aim to provide more direct financial assistance to community college students. Additionally, institutions are investing in emergency grants and wraparound services that address unexpected financial hardships, helping students stay enrolled and focused on their studies.

Technology, Online Learning, and Artificial Intelligence

The digital transformation of education continues to reshape how community colleges deliver instruction and support services. While the rapid expansion of online and hybrid learning has increased flexibility and access, it has also underscored serious digital equity challenges. Many students still face barriers to accessing reliable internet service, laptops, and digital literacy support — particularly low-income, first-generation, and older adult learners. Colleges have responded by distributing technology resources, expanding tech support services, and investing in faculty training on effective online pedagogy.

The California Virtual Campus (CVC) Exchange has further enhanced access by allowing students to enroll in online courses offered by other colleges across the state, increasing enrollment options and accelerating degree completion. In parallel, artificial intelligence (AI) is emerging as both a transformative tool and a complex challenge for higher education.

On one hand, AI technologies — such as adaptive learning platforms, automated tutoring systems, and predictive analytics — offer tremendous potential to personalize learning, identify at-risk students early, and streamline student services like advising and enrollment management. On the other hand, colleges must grapple with new ethical, pedagogical, and logistical concerns. These include the impact of generative AI (e.g., ChatGPT) on academic integrity, the need for faculty development in AI literacy, and questions about student data privacy and algorithmic bias.

Forward-thinking institutions are beginning to integrate AI into curriculum design — particularly in fields like computer science, business, and health technology — and to experiment with AI-powered tools to enhance instructional delivery and administrative efficiency. However, there is growing recognition that colleges must also teach students how to critically engage with AI, including understanding its societal implications and developing skills for the evolving labor market.

As AI reshapes the nature of work and learning, community colleges are uniquely positioned to provide equitable access to AI literacy, workforce training, and ethical engagement with emerging technologies — while ensuring that innovation does not deepen existing disparities.

Basic Needs and Mental Health Services

An increasing number of community college students face housing insecurity, food instability, and mental health challenges, which directly impact student retention and completion rates. To address these issues, California has mandated the establishment of Basic Needs Centers on every community college campus, providing students with access to food pantries, housing assistance, and financial counseling. Additionally, mental health services are being expanded through telehealth options and peer support programs. Colleges are also integrating mental health resources into student orientation and academic advising to normalize seeking help and reduce any stigma for making the effort to do so.

Climate Change and Sustainability

Community colleges play a vital role in promoting sustainability and preparing students for careers in the rapidly developing Green Economy and the expanding and modernizing Blue Economy. Many institutions are implementing climate action plans, upgrading infrastructure to improve energy efficiency, and incorporating sustainability into the curriculum. Programs in environmental science, renewable energy technology, and climate resilience are being developed and expanded to train students for jobs in California's growing green workforce. Additionally, colleges are working to reduce their carbon footprint by implementing zero-waste initiatives and actively promoting public transportation options. SMC's new Aquaculture program and leadership of the Blue Economy and Climate Action Pathways regional initiative are examples of our leading-edge contributions to this emerging field.

Governance and Fiscal Stability

California's community colleges rely heavily on state funding, making them vulnerable to economic downturns and fluctuations in student enrollment. With many colleges facing budget shortfalls, advocacy for stable funding models is a top priority. Efforts are underway to refine performance-based funding mechanisms to ensure they do not disproportionately impact underserved students. Colleges are also exploring alternative revenue streams, including grant funding and private partnerships, to maintain financial stability while continuing to provide high-quality education.

Enrollment Declines and Rebuilding Student Populations

Since the onset of the COVID-19 pandemic, California Community Colleges have experienced significant enrollment declines, particularly among low-income students, students of color, and working adults. Many students cite financial pressures, family obligations, and a lack of flexibility as barriers to enrollment or re-enrollment. In response, colleges are adopting multifaceted strategies, including dual enrollment programs that allow high school students to earn college credit early, marketing campaigns targeting adult learners, and re-engagement efforts for students who previously stopped out. Additionally, institutions are increasing course offerings in short-term, hybrid, and online formats to accommodate the diverse variety of student needs. Colleges are also addressing students' basic needs — food security, transportation, and housing — through direct aid programs and expanded student services, to help ensure that external factors do not become insurmountable barriers to education.

SANTA MONICA COLLEGE PLANNING LANDSCAPE

Planning at SMC is multifaceted and inclusive. The summaries below provide a bird's-eye view of the various planning documents in use at Santa Monica College, including their respective purposes, areas of focus, and interconnectedness. All college plans are rooted in SMC's mission, vision, and values statements, as well as the Board of Trustees' goals and priorities. Two key plans — the Master Plan for Education and the Strategic Plan — serve to drive other, more focused planning efforts at the college.

Board of Trustees Annual Goals 2025-2026 and Ongoing Priorities

The Future of the College

1. Initiate the search process for the Superintendent/President
2. Complete a reorganization of the college by December 2026
3. Increase enrollment by 5%.

Educational Advancement, Quality, and Equity

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

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

Student Life

5. Continue working on the student housing initiative.

Fiscal Stewardship

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

Facilities

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

Community Relations

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

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

Ongoing Board of Trustees Priorities

The Future of the College

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

Educational Advancement, Quality, and Equity

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

Student Life

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

Fiscal and Facilities

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

Community and Government Relationships

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

Approved by the Board of Trustees: October 7, 2025

Master Plan for Education

The Master Plan for Education (MPE) lays the groundwork for other college planning. Updated every five years, the MPE provides the results of internal and external environmental scans and the resulting identification of factors influencing the future of college. Creation of the plan includes analysis of recent and projected trends in enrollment, student success outcomes, labor market projections, systemwide initiatives, student demographic trends, innovations in technology impacting higher education, and how all of these factors are expected to impact growth and decline in the college's instructional and instructional support programs. This comprehensive report on the state of the college then serves as a foundation for more focused planning efforts, including plans for student equity, enrollment management, campus facilities, information technology, and human resources.

Strategic Plan

Development of the Strategic Plan follows immediately after completion of the Master Plan for Education. Using the information provided in the MPE, the Strategic Plan identifies specific, measurable, shared goals for the college, as well as timelines for achievement of those goals. Achievement of these common goals then becomes the work of the entire college community, and progress must be tracked and shared on a regular basis so that all SMC stakeholders may participate in the planning process.

Focused Planning Documents

Several key planning documents inform or are informed by the Master Plan for Education, Strategic Plan, and Board Goals and Priorities. These key planning documents include:

- **Prior Facility Master Plans**
 - The original main campus design dates from the late 1940s, conceived of as a community park. The vocational trades were not included in the planned campus, as these were taught at the "North Campus" on the site of what is now Virginia Avenue Park. The Board of Education sold that campus and moved the vocational programs in the late 1960s to what is now Drescher Hall. Subsequent changes to the main campus occurred on an individual basis.
 - The 1998 Master Plan addressed the addition of two new on-campus parking structures, changes due to the Northridge earthquake, and the addition of other satellite campuses. The 2002 Master Plan Update incorporated several property additions, including the 10.4-acre Bundy Campus. A separate Bundy Campus Master Plan was adopted in 2007. The 2010 Master Plan Update provided for the orderly implementation of facility projects as identified in the 2008 Measure AA.

Each of the prior facility master plans is posted online and may be found [here](#).

- **2024 Main Campus Master Plan Update**

The 2024 Main Campus Master Plan Update is the principal planning document for the SMC Main Campus. The document defines and sets the direction for the ongoing development of the campus environment to support the mission, core values, and heritage of the college. The plan's goal is to create a physical environment that supports the college's academic mission and represents a collective vision for an inspiring future campus. The campus facilities planning effort originally kicked off in 2019 with extensive engagement and visioning. The significant uncertainty around the impacts of the COVID-19 pandemic on education modalities delayed the master plan project by several years. This updated plan documents both the initial engagement and analysis efforts from 2019 and 2020, and updated information and context from the 2023-24 academic year.

Because the 2024 Main Campus Facilities Master Plan Update was completed ahead of the forthcoming Master Plan for Education, implementation can proceed as an intentional two-step process: the facilities plan supplies the physical framework — demolishing outdated modulars, replacing critical buildings along Pico Boulevard, and reserving adaptable “white-box” spaces — while the MPE now layers on the academic programs, student-success initiatives, and equity goals that will occupy those spaces. The master plan update explicitly calls for “parallel planning processes” and “built-in flexibility” to adjust building use as academic needs evolve, making it straightforward to align MPE priorities such as expanded STEM pathways, supervised tutoring and new workforce programs with the phasing already approved for construction and state-funding requests. Rather than a sequencing flaw, publishing the facilities plan first gives SMC shovel-ready projects and a clear cost baseline; the MPE can now inform space assignments, utilization targets, and assessment metrics, ensuring the built environment and educational vision advance in lockstep.

- **2022-2025 Technology Master Plan**

The 2022-2025 Technology Master Plan aligns with the strategic initiatives and objectives established by the college in its most recent strategic planning cycle. The intention of this plan is to establish strategic IT priorities and initiatives to support the Strategic Plan and the Master Plan for Education, as well as to inform decision-making and planning efforts over the next five years as the college continues to invest in IT infrastructure, services, and functions to support student success. Via a collaborative process that engaged participants from across the college community — including leadership, faculty, students, and staff — the plan provides a broad understanding of current IT operations, challenges, opportunities, and priorities.

- **2022-2027 Strategic Enrollment Master Plan (SEM)**

The 2022-2027 Strategic Enrollment Management Plan (SEM) seeks to clearly articulate goals and strategies designed to maximize enrollment and student success. As such, it serves as both a component of SMC's fiscal planning, since enrollment and student success metrics are the drivers of the college's annual revenue, and a complement to the Master Plan for Education focusing on how student support services can increase student success, close equity gaps, and remove barriers for students.

- **2025-2028 Student Equity Plan (SEP) 2.0**

The Santa Monica College 2025-2028 Student Equity Plan (SEP) 2.0 is a strategic document designed to systematically address and eliminate racial equity gaps in student success. It builds upon years of equity-driven programming, focusing particularly on the experiences and outcomes of Latinx and African American students, who represent a significant portion of the student body, yet experience persistent disparities. By establishing explicit goals, utilizing equity-minded data analysis, and providing comprehensive professional development, the SEP guides SMC's institutional practices toward racial parity in enrollment, retention, course completion, degree attainment, and transfer success. The SEP also serves as an essential component of SMC's broader institutional planning efforts, integrating equity into all facets of decision-making, hiring, teaching practices, and student support services to create a culturally responsive, inclusive campus committed to equitable outcomes for all students.

The 2025-2028 Student Equity Plan (SEP) 2.0 continues Santa Monica College's commitment to eliminating equity gaps, aligning closely with the California Community Colleges' Vision 2030 objectives, emphasizing racial equity, transfer success, and comprehensive education planning. Building on previous efforts, the new plan requires the college to clearly identify and address the root causes of disproportionate impact among specific student groups, notably Latinx and African American students, who have historically experienced persistent inequities. The SEP 2.0 mandates an intensive, student-centered approach that integrates academic and student affairs, enhancing pathways to transfer and removing structural barriers to student success. Additionally, the SEP emphasizes early and equitable access to comprehensive student education plans, fostering strategic enrollment management and improving timely completion rates. This cycle challenges Santa Monica College to implement innovative, collaborative, and race-conscious strategies, advancing its institutional culture toward sustainable, transformative change aimed at achieving full equity across all student success metrics.

- **Guided Pathways Work Plan**

The Santa Monica College Guided Pathways Work Plan braids the SEP 2.0 and the "Guided Pathways Framework" in an effort to systematically address and eliminate racial equity gaps in student success, bolster student completion rates, and reduce excess unit accumulation. The plan builds upon several years of equity-driven efforts in support of the four pillars of the Guided Pathways Framework (Clarify the Path, Get on the Path, Stay on the Path, and Learn on the Path). The Guided Pathways Work Plan is centered on the principles of continuous improvement and recognizing the impact of institutional structure on student progress. Additionally, the Work Plan proposes integrating seemingly disconnected efforts which, when viewed in synthesis, create a more holistic, comprehensive redesign of the institution in the interest of today's students. These include efforts related to Associate Degrees for Transfer, Zero Textbook Cost to Degree, the California Adult Education Program, and the Strong Workforce Program.

Santa Monica College Planning Crosswalk

The Santa Monica College Planning Crosswalk (see next page) is a tool created to integrate and align the numerous planning efforts currently guiding the college. Each of SMC’s major active planning documents — including the Strategic Enrollment Management Plan 2022-2027, the Student Equity Plan 2022-2025, the Guided Pathways Workplan, the Technology Master Plan, and the Facilities Master Plan 2024 Update — contains goals, objectives, and strategies that often overlap or converge with one another. To provide a clear, coherent overview, each of these individual elements has been organized into a shared framework built around a common strategy heading called a “Focus Area,” developed from the plans themselves. Within this structure, the mid-level and detailed goals of the various plans are cross-referenced and grouped under broad institutional aims related to access, engagement, success, and infrastructure.

The Santa Monica College Planning Crosswalk – Summary provides a high-level view of this alignment by listing where to find these elements within each planning document, while the companion document, Santa Monica College Planning Crosswalk – Details by Focus Area, offers a fully elaborated version that cites the original planning documents and subsections for each entry. The detailed version, included as an Appendix to the Master Plan for Education, serves as a comprehensive reference for understanding the interconnections among SMC’s planning efforts. The planning crosswalk is a critical first step toward the creation of a more focused and accountable strategic plan informed by the Master Plan for Education and the Student Equity Plan 2025-2028.

SANTA MONICA COLLEGE PLANNING CROSSWALK – SUMMARY	
FOCUS AREA I: ACCESS	
Goal 1: Increase, with Equity, Enrollment	Strategic Enrollment Management Plan Strategies: A.1.1-11; A.3.1-4; A.4.1-5, 8; A.6.1-5; A.7.1-4; B.1.1-8; H.2.4-7; H.3.2-3; H.4.1 Student Equity Plan Strategies: A.1.1-3 Guided Pathways Workplan Strategies: A.1.1-4
Goal 2: Expand, with Equity, Financial Aid	Strategic Enrollment Management Plan Strategies: A.6.6; C.1.1-7; C.2.1, 3-5; C.4.1-3; C.5.1-2; C.6.1-2; C.7.1
Goal 3: Expand Support Services for Basic Needs Including Mental Health	Strategic Enrollment Management Plan Strategies: B.2.1-4; E.1.5; E.2.5; E.3.5; E.4.5
Goal 4: Refine Class Scheduling	Strategic Enrollment Management Plan Strategies: F.2.1
Goal 5: Increase Community Partnerships	Strategic Enrollment Management Plan Strategies: A.4.7; A.5.1-3
FOCUS AREA II: ENGAGEMENT	
Goal 1: Improve Instructional Effectiveness	Strategic Enrollment Management Plan Strategies: D.1.9; D.2.9; D.3.9; D.4.9; F.1.8; F.2.1 Technology Master Plan Strategies: 3.1 Campus Master Plan Strategies: 1.2
Goal 2: Expand, Clarify and Promote Curricular Offerings	Strategic Enrollment Management Plan Strategies: A.7.5; B.1.9-10; F.1.1-6, 9; F.2.1; G.1.3, 5, 8; G.2.3, 5, 8
Goal 3: Increase, with Equity, Student Sense of Belonging	Strategic Enrollment Management Plan Strategies: C.2.2; D.1.1,6; D.2.1,6; D.3.1,6; D.4.1,6; H.2.1-3
Goal 4: Refine, with Equity, Student Access to Counseling Services	Strategic Enrollment Management Plan Strategies: A.4.6; D.1.2; D.2.2; D.3.2; D.4.2; E.1.1,3; E.2.1,3; E.3.1,3; E.4.1,3; F.1.7; G.1.2; G.2.2
Goal 5: Improve Collaboration Among College Areas	Strategic Enrollment Management Plan Strategies: D.1.4,5,7; D.2.4,5,7; D.3.4,5,7; D.4.4,5,7; H.4.2
Goal 6: Increase, with Equity, Term-to-Term Persistence	Strategic Enrollment Management Plan Strategies: A.2.1-4; B.2.5 Student Equity Plan Strategies: C.1.1-2; C.2.1-2 Guided Pathways Workplan Strategies: B.1.1-13; C.1.1-2; D.1.1-6; E.1.1-6
FOCUS AREA III: SUCCESS	
Goal 1: Increase, with Equity, Course Success & Retention	Strategic Enrollment Management Plan Strategies: F.2.1; F.3.1
Goal 2: Increase, with Equity, Completions of Transfer Level Math and English	Student Equity Plan Strategies: B.1.1-7; B.2.1-7 Guided Pathways Workplan Strategies: B.1.1-2, 14-15; C.1.1-10; D.1.1-2; E.1.1-2
Goal 3: Increase, with Equity, Transfer to Four-Year Institutions	Student Equity Plan Strategies: D.1.1-2; D.2.1-2 Guided Pathways Workplan Strategies: B.1.1-6; C.1.1-2; D.1.1-15; E.1.1-13
Goal 4: Increase, with Equity, Degree and Certificate Awards	Strategic Enrollment Management Plan Strategies: G.1.1; G.2.1
Goal 5: Increase, with Equity, Vision Goal Completion	Student Equity Plan Strategies: D.1.1-3; D.2.1-3 Guided Pathways Workplan Strategies: B.1.1-6; C.1.1-2; D.1.1-13; E.1.1-18

FOCUS AREA IV: INFRASTRUCTURE	
Resource 1: Campus Facilities	Campus Master Plan Strategies: 1.1, 3-7; 2.1-3; 3.1-3; 4.1-6; 5.1-6; 6.1-5; 7.1-6; 8.2-3
Resource 2: Human Resources	Technology Master Plan Strategies: 4.2
Resource 3: Digital Presence and Communication	Strategic Enrollment Management Plan Strategies: E.1.2; E.2.2; E.3.2; E.4.2; G.1.9; G.2.9; H.4.3
Resource 4: Professional Development	Strategic Enrollment Management Plan Strategies: D.1.3; D.2.3; D.3.3; D.4.3; E.1.4; E.2.4; E.3.4; E.4.4
Resource 5: College Planning	Campus Master Plan Strategies: 8.1, 4
Resource 6: Technology/Student Information System/ERP	Strategic Enrollment Management Plan Strategies: C.3.1-4; D.1.8; D.2.8; D.3.8; D.4.8; E.1.6; E.2.6; E.3.6; E.4.6; G.1.4, 6, 7; G.2.4, 6, 7; H.1.1; H.3.1, 4-6 Technology Master Plan Strategies: 1.1,2; 2.1-3; 3.2-4; 4.1



CHAPTER 3

Planning Process & Insights



PROJECT KICKOFF AND LEADERSHIP ENGAGEMENT

In February 2023, Santa Monica College retained Kennedy & Company Education Strategies LLC to serve as its consultant in the development of the Master Plan for Education (MPE).

Kennedy & Company's role encompassed four major areas of work: (1) organizing the project and gathering institutional data; (2) conducting market and demographic analysis to assess internal and external drivers of change; (3) forecasting long-range enrollment trends and conducting a space needs and instructional program analysis; and (4) synthesizing these findings into a comprehensive final report. The firm also facilitated multiple stakeholder interviews and campus engagements, including virtual interviews with senior administrators and in-person small-group sessions with functional units during fall 2023.

CAMPUSWIDE STAKEHOLDER ENGAGEMENT

As a key part of the development of Santa Monica College's Master Plan for Education 2025–2030, a Collaborative Design Workshop was held on March 28, 2025. The purpose of this campuswide workshop was to engage faculty, staff, and administrators in structured dialogue and idea generation to help shape the future direction of the college's programs, services, and strategic priorities. The Collaborative Design Workshop built upon the findings of a prior All-Campus Ideation Workshop and survey conducted during the fall 2024 semester, which identified key institutional strengths, challenges, and opportunities.

Guided by these earlier engagement efforts, the Master Plan for Education Workgroup curated nine priority focus areas to serve as the foundation for the spring workshop. Participants were invited to reflect on these topics — ranging from student support services to enrollment, equity, and academic innovation — and to propose actionable strategies in response to thoughtfully crafted prompts. The Collaborative Design Workshop offered an inclusive space for diverse stakeholders to work together to identify promising ideas that will inform the Master Plan for Education's strategic framework.

A summary of the common themes that emerged across the nine topic areas is presented below. These themes reflect the collective voice of the Santa Monica College community and provide direction for the planning work ahead.

1. Investing in Workforce and Economic Development

Workshop Prompt: To support student college-to-career trajectories and meet evolving labor market demands, Santa Monica College can prioritize workforce training by strengthening industry partnerships, expanding experiential learning opportunities, and enhancing marketing of Career Education programs. This includes regularly updating existing programs and developing new programs to align with emerging labor market trends in technology, sustainability, healthcare, and other high-demand fields, ensuring students gain the skills needed for career success. Santa Monica College should ensure racially equitable outcomes in a way that aligns with students' desire for economic and social mobility. It is crucial that SMC alumni secure living wages for themselves and their families, considering the significantly higher cost of living in Los Angeles County compared to other regions across the country.

- Offer workshops to the campus community during flex days and at other times to gain more understanding of student college-to-career trajectories, career education programs, and workforce trends.

- Continue to invest in industry partnerships so that students can benefit from a variety of work-based learning experiences to prepare them for their careers.
- Continue to invest and prioritize in faculty and staff efforts to improve existing programs and develop new programs that provide living wages or higher for our students in alignment with local labor market needs.
- Invest in marketing efforts and campaigns to showcase student success stories and career pathways to raise program visibility.

2. Student Support Services Enhancement

Workshop Prompt: Santa Monica College faces increasing demand for student support services. To address this, the college should enhance its approach to assessing and addressing student needs. This assessment should include academic support, as well as essential services related to mental health, childcare, and basic needs such as food and housing security. Additionally, to accommodate diverse student schedules and circumstances, these vital services should be available online and at various times and days throughout the week to allow access to all students. Furthermore, improving the coordination of services will enhance students' access to necessary resources, including tutoring, counseling, and financial aid assistance. A well organized system for identifying student needs and connecting students to resources promptly will lead to better outcomes and a more supportive educational environment.

- Improve visibility and access to student services through drop-in childcare, app-based pop-ups, TikTok-style explainer videos, and stronger social media outreach.
- Foster employee engagement and awareness by incentivizing faculty to use SMC's Gateway to Persistence and Success (GPS), organizing departmental "train-the-trainer" connections, and integrating service awareness into onboarding and Flex Day activities.
- Adopt a student-centered approach to service delivery, including scheduling services at times that fit student needs, and embedding service touchpoints into class activities.
- Leverage AI and data tools to proactively identify and address student needs through regular assessments and targeted outreach.
- Increase coordination and continuous evaluation of support services to streamline delivery and improve effectiveness across departments.

3. Technology Integration/Learning Environment Flexibility

Workshop Prompt: COVID-19 opened possibilities when it came to course delivery and a learning environment's flexibility. In addition, innovations in educational technology have revolutionized what learning and work looks like in the 21st century. SMC will harness this progress to create workplace and learning spaces that are flexible and engaging, while equipping colleagues and students to succeed in this adaptive, innovative learning/work environment, including exploring technological and/or digital aspects of all areas.

- Admission/enrollment fraud needs to be addressed to ensure that students are able to enroll in classes and be part of an authentic learning community. (The larger sentiment expressed was that "actual" students who need classes cannot enroll because the spots are taken up by

“fake” students, who could be students who do not intend to do the classwork, or could be bots. The hope was that the college would use measures to limit this type of fraud.)

- To foster an adaptive tech-savvy environment for the SMC community, an increase in tech support should be provided for all constituencies, including, but not limited to, on-campus and virtual tech trainings, tutorials for new technologies that can effectively engage students, and more embedded Canvas support.
- Because this is an age where a learning/work environment has simultaneous virtual and in-person parties, innovations are needed to make this a more collective and fluid experience.
- SMC should ensure that campus constituents are informed about innovative practices and invest in technologies, tools, and methods that enhance online teaching, learning, and work.

4. Enrollment Strategies Through Retention and Outreach

Workshop Prompt: The fiscal stability of the college depends on enrollment growth in all sectors. Enrollment began to decline prior to the pandemic, and dropped precipitously with the COVID-19 disruption. Additionally, high school graduates are projected to decline for the next 15 years by nearly 30% in California. Traditional outreach will no longer suffice to increase enrollment at SMC. It is imperative that SMC develop a strong marketing plan to attract working adults in addition to students of more traditional ages. The college must increase the overall student retention rate (which is less than 50% at the time this document was prepared), must employ course scheduling that is responsive to student needs, and must meet students’ ever-growing needs for student services and support.

- Broaden outreach to nontraditional students by offering targeted support such as childcare, parent affinity groups, and tailored workshops and webpages — particularly to attract working adults and students who are parents.
- Implement student-centered scheduling that aligns course offerings with student graduation needs and preferences, using data analytics and cross-departmental collaboration.
- Strengthen student retention efforts through personalized outreach, such as case management and the use of tools like GPS and surveys to understand and address why students disengage.
- Modernize and expand marketing efforts by promoting industry partnerships, reaching working adults through rebranding campaigns, and leveraging AI to guide students into credit-bearing pathways aligned with workforce needs.
- Develop responsive curriculum pathways that include stackable certificates, credit-bearing transitions from noncredit courses, and expanded internship/apprenticeship or “learn and earn” models.

5. Campus Communication and Collaboration Strategies Through Retention and Outreach

Workshop Prompt: In an environment that creates communication fatigue, the campus community has expressed a desire for improved campus communication clarity, transparency, and efficiency to build a more connected campus community. SMC needs to create more spaces to build teamwork by dismantling silos, fostering collaboration, and opening up dialogue across all these constituencies.

- Upgrade professional development activities and events.
- At the morning session, have college vice presidents speak about what is happening in their area; have the college president provide the introduction to the day; hold professional development activities on different campuses.
- Set-up cross-disciplinary meetings for deans/manager/chairs to share what is happening across different areas/departments of the college.
- Provide coffee/lunch from a familiar place or local business.
- Emails/bullets/campus-wide announcements of activities and events.
- Offer communication training.
- Provide categories and uniformity in subject lines for filtering.
- Improve availability of contact information.
- Create a monthly newsletter with department summaries — what is being worked on, accomplishments, issues being raised or addressed — and offer drop-in hours with time for questions.
- Improve SMC's communication and collaborative culture.

6. Facilities and Infrastructure Upgrades

Workshop Prompt: As expectations for the student learning experience shift, and the college faces evolving challenges in the post-pandemic era, there is a critical need to reimagine academic facilities and spaces to support dynamic, technology-enabled learning environments that accommodate both on-campus and online ("remote") students. SMC's facilities must be flexible, engaging, sustainable, and designed to meet the needs of a diverse student body, as well as new academic programs developed in response to labor market demands.

- Revamp the Master Facilities planning process to include priorities identified in the Master Plan for Education in the areas of program development and student engagement.
- Bring an energy specialist on board to produce a Master Energy Plan and ensure buildings run optimally and meet Institutional Sustainability goals.
- Innovate in the area of strategic partnerships to raise funds and brand awareness by leveraging facilities.
- Perform regular assessments of space usage for efficiency, and the viability of much needed, data-driven modification and modernization projects.

7. Promotion of Equity and Inclusion

Workshop Prompt: SMC has a longstanding commitment to advancing racial equity. The college is dedicated to fostering a racially equitable learning environment where students feel a sense of belonging and care while achieving their self-defined goals. Despite ongoing efforts, racial equity gaps persist, particularly among first-time college students who are Black and Latinx, who are disproportionately impacted. The demand for transformational change continues to grow even

as challenges to the work have appeared at the federal level, and significant improvements are required to promote equity, inclusion, and belonging for those experiencing the greatest racial equity gaps.

- Conduct research and focus groups to identify what fosters a sense of belonging among students, particularly within programs like Black Collegians, MOCAN, and Adelante, and expand on what is working well.
- Regularly assess the effectiveness of existing student equity initiatives and explore innovative student support features — such as reinstating the “Food Bell” in the SMC GO App — to address basic needs and promote equity.
- Designate an entire Fall or Spring Flex Day to equity-focused professional development with a consistent, multi-year theme, and identify barriers to broader staff engagement in equity training.
- Integrate equity-focused components into onboarding processes, especially for part-time (adjunct) faculty, to promote institution-wide participation in equity efforts.

8. Streamlining Pathways to Graduation

Workshop Prompt: It is widely known that community college pathways often include hurdles such as misaligned course offerings, complicated degree requirements, and lengthy timelines to completion. With the implementation of initiatives like Guided Pathways, Cal-GETC, and AB 1705, there is an opportunity to create clearer, shorter, and more equitable pathways that reduce time to graduation, while aligning academic programs with high-demand careers. However, challenges such as balancing general education requirements, maintaining transfer alignment, and ensuring course section availability call for innovating solutions to meet students’ needs.

- Increase student engagement and guidance by enhancing faculty-student interactions, recognizing milestone achievements, and improving communication throughout the student journey.
- Expand summer bridge programs to support early onboarding and accelerate progress toward degree completion.
- Leverage technology and data tools (e.g., Precision Campus, GradLeaders) to help students discover and navigate academic pathways more effectively.
- Proactively audit transcripts to identify students eligible for certificates or degrees, reducing barriers to completion and increasing credential attainment.

9. Enriching Student Life and Community Connections

Workshop Prompt: Santa Monica College offers a range of cultural events and activities aimed at fostering inclusivity, yet data indicates that many students — particularly Black and Latinx populations — still report a lack of belonging and connection to the campus community. Existing campus spaces are often underutilized or not designed to support the diverse needs of the student body, limiting opportunities for meaningful engagement. SMC must strengthen initiatives that promote a sense of belonging and strengthen connections between students, the college, and the surrounding community, while also redesigning campus spaces to foster inclusive engagement, community-building, and social interaction.

- Repurpose underutilized campus spaces to create inclusive gathering areas, outdoor hangouts, and wellness-oriented environments such as edible gardens and seating zones with access to power outlets.
- Improve and promote existing student spaces like the SMC Library, Cayton Center, and sustainability zones to ensure they are accessible, welcoming, and reflective of student needs.
- Explore the development of a new Student Union — an on-campus space or building for student activities that foster a sense of community — and increase accessibility to collaborative innovation spaces such as the campus makerspace.
- Utilize the Canvas dashboard as a centralized platform to promote events, student services, and opportunities in one easily accessible location.
- Install digital signage across campus and coordinate cross-departmental scheduling to prevent event overlap and improve student turnout.
- Conduct regular student surveys to gather input on engagement preferences and evaluate the effectiveness of current spaces and programs.
- Study models from local community colleges and community centers to adopt successful strategies that promote student engagement and belonging.
- Modernize or revise campus policies and tap into available funding to bring promising student life initiatives across the finish line.
- Support sustainability efforts in student engagement by incorporating recycling, upcycling, and resource-sharing practices into student events and club activities.

STRATEGIC TRENDS & INSIGHTS

The strategic insights presented here synthesize key findings from Santa Monica College’s environmental scan, Kennedy & Company’s market analyses, and the college’s academic department profiles and future trends. Together, these insights provide a data-informed understanding of the shifting internal and external landscape that will shape SMC’s next five years. They highlight enrollment and demographic patterns, labor market demands, programmatic opportunities, and facilities needs, offering a foundation for strategic decision-making that aligns institutional capacity with student success, equity, and workforce relevance.

- **Shifting FTES Patterns**

Credit FTES are down by one-quarter over the last seven years, while Noncredit FTES are up 15 percent. Resident credit FTES fell 25.2% — from 22,257 to 16,642 — while noncredit FTES rose 14.6% in the same span, led by a 46% jump in Career-Development & College-Preparation FTES.

- **Aging Student Population**

Since 2017–18, enrollment among students under age 25 has fallen sharply while older student groups have grown: Enrollment of students ages 30-39 has increased by 14%, those 40-49 by 10%, and students age 50+ have nearly rebounded to pre-pandemic levels, showing a 21% increase in the past three years.

- **New Award Growth**

Workforce certificates have significantly expanded — especially short-term credit certificates (+308%) and noncredit awards (+932%).

- **Transfer Prowess**

Santa Monica College continues as California’s #1 source of UC transfers (983 in 2023-24) and the California leader in African American and Latinx transfers to the University of California.

- **Retention and Persistence Indicators**

Full-time course load is the strongest predictor of student persistence. While 85% of students taking 12+ units each fall re-enroll in spring, persistence sharply declines to below 50% for students in 5.5 units or fewer, and to roughly 43% for noncredit learners.

- **Enrollment Challenges Ahead**

Key feeder-district high-school enrollments are projected to drop roughly one-quarter in the next decade, with SMMUSD projecting a 24% decline, and LAUSD following with a 19% drop in its much larger student population.

Labor Market & Academic Program Indicators

- **Health Sciences and Healthcare Professions**
Healthcare continues to show significant job growth in the region, with substantial projected increases in Registered Nursing (35% projected growth), Respiratory Therapy (19%), and Medical Administration (18%).
- **STEM and Technology**
STEM fields remain robust, with particularly strong growth projected in areas like Computer Science (13%), General Engineering (7%), and emerging areas such as Systems Science and Theory, Aerospace Engineering, and Biomathematics/Bioinformatics.
- **Social Sciences and Human Services**
Significant projected growth in Social Work (20%) and Psychology (16%) reflects the increasing regional demand for professionals in social and mental health services.
- **Business, Economics, and Management**
Though Business Administration remains among the largest programs, opportunities exist to diversify into high-demand areas such as Econometrics and Quantitative Economics, E-Commerce/Electronic Commerce, and Actuarial Science.
- **Technical Trades and Creative Industries**
Cosmetology (32% growth), Film Production (13%), and Nutrition (17%) programs exhibit both strong enrollment and significant employment demand. Additionally, adding and expanding creative arts programs such as digital humanities and fashion design would align with strong employment opportunities in creative and technical trade sectors.

Facilities Planning Insights

- **Modernizing Aging Facilities**
Replacement of critically deteriorated buildings such as Drescher Hall, the Business Building, the Cayton/Student Health & Activities Center, Faculty Village, and modular structures is essential to align facilities with programmatic and student success goals.
- **Advanced Program Facilities**
Emerging and growing programs in STEM (Engineering, Earth Sciences), Health (Nursing), Creative Arts (Art, Design, Media, Theater, Music), and new areas like Aquaculture will require flexible laboratories, studios, and hybrid instructional spaces to support interdisciplinary learning and workforce readiness.
- **Campus Presentation and Identity Improvements**
Development and activation of Pico Boulevard and Pearl Street through new construction, landscaping, signage, and open spaces (e.g., amphitheater, quads, plazas) will strengthen the college's connection to the Santa Monica community, and improve the experience of students arriving at the campus.

- **Sustainability and Climate Goals**

To align with system-wide climate and sustainability goals, facilities planning should emphasize water conservation (purple pipe reclaimed water), shade and cooling strategies, EV infrastructure, and native plant landscaping.

- **Technical Trades and Creative Industries**

Cosmetology (32% growth), Film Production (13%), and Nutrition (17%) programs exhibit both strong enrollment and significant employment demand. Additionally, creative arts programs such as digital humanities and fashion design would align with strong employment opportunities in creative and technical trade sectors.



CHAPTER 4

Environmental Scan



ABOUT THE ENVIRONMENTAL SCAN

The Environmental Scan provides a thorough overview of the external and internal factors shaping the future of Santa Monica College. A common feature of education master plans, an environmental scan functions as both a diagnostic tool and a strategic compass: The scan identifies trends, challenges, and opportunities that should inform institutional priorities and long-term planning. By coordinating demographic, economic, educational, and labor market data, the scan ensures SMC's planning is rooted in evidence and responsive to the evolving needs of its students and community.

The many charts and tables presented in this chapter illuminate the conditions under which Santa Monica College operates. The external scan examines population dynamics, K-12 enrollment pipelines, regional labor market projections, and transfer trends, highlighting both the opportunities for growth and the constraints SMC must navigate. Looking inward, the internal scan captures enrollment patterns, student outcomes, and program demand, enabling the college to better understand its own strengths and areas requiring attention.

Internal Scan

ENROLLMENT BASELINE DATA - REPORTED FTES								
	2017-2018	2018-2019	2019-2020 (PANDEMIC)	2020-2021	2021-2022	2022-2023	2023-2024	7-YEAR CHANGE
RESIDENT CREDIT FTES								
Unduplicated Headcount	41,979	40,700	39,702	37,212	34,044	32,876	33,652	-9,289 (-21.6%)
Actual	19,937	19,501	19,604	19,101	17,014	16,075	16,642	-3,294.27 (-16.5%)
Borrowed FTES (included in TOTAL)	-2,065.19	0	0	0	0	0	0	
Reported Resident Credit FTES	17,871	19,501	19,604	19,101	17,013	16,075	16,642	-5615.56 (-25.2%)
RESIDENT NONCREDIT FTES								
Unduplicated Headcount	4,637	4,678	4,678	3,601	3,656	4,562	4,929	+311 (+6.7%)
CDCP Noncredit FTES	158	150	121	137	134	227	245	+77.76 (+46.4%)
Emeritus Noncredit FTES	530	530	483	617	563	528	567	+42.43 (+8.1%)
Other Noncredit FTES	99.53	68.08	55.16	65.28	40.38	117.87	50	-10.39 (-17.2%)
Total Resident Noncredit FTES	787.38	747.97	659.22	818.71	737.49	872.03	862	+109.8 (+14.6%)
NONRESIDENT FTES								
Unduplicated Headcount	8,214	7,921	7,257	5,940	5,673	6,186	6,358	-1907 (-23.1%)
Nonresident Credit FTES	4,589	4,259	3,921	3,067	2,762	2,842	3,152	-1,645.8 (-34.3%)
Nonresident Noncredit FTES	0	0	0	1	2	2	3	+2.96
Total Nonresident FTES	4,589	4,259	3,921	3,088	2,764	2,844	3,155	-1,642.84 (-34.2%)

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

Table 1: Enrollment Data – Reported FTES

Santa Monica College has experienced a significant decline in enrollment over the past seven years, with the most substantial decreases in Resident Credit FTES (-25.2%) and Nonresident Credit FTES (-34.3%). The unduplicated headcount for Resident Credit students has dropped by 21.6%, reflecting a broader enrollment challenge. However, Resident Noncredit FTES has seen a 14.6% increase, with notable growth in CDCP Noncredit FTES (+46.4%) and Emeritus Noncredit FTES (+8.1%), indicating strong demand for noncredit education. Nonresident enrollment has also declined sharply, with total Nonresident FTES falling by 34.2%, likely due to factors such as the pandemic and changing international student trends.

INSTRUCTIONAL CAPACITY AND ENROLLMENT							
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	6-YEAR CHANGE
CREDIT							
# Sections	7,050	7,121	6,360	6,245	6,297	6,143	-907 (-13%)
WTH	22,688	22,638	20,974	20,674	20,357	19,559	-3,129 (-14%)
WSCH	41,183	41,144	39,089	39,251	38,524	36,079	-5,104 (-12%)
CDCP							
# Sections	100	99	117	108	132	172	72 (72%)
WTH	215	232	333	245	312	410	195 (91%)
WSCH	386	440	635	473	674	887	501 (130%)
NONCREDIT (Non-CDCP)							
# Sections	439	477	458	486	531	531	92 (21%)
WTH	828	914	759	827	834	841	13 (2%)
WSCH	1,225	1,319	1,089	1,318	1,348	1,335	110 (9%)
TOTAL							
# Sections	7,598	7,707	6,935	6,839	6,960	6,846	-752 (-10%)
WTH	23,732	23,785	22,066	21,746	21,504	20,810	-2,922 (12%)
WSCH	42,795	42,903	40,813	41,041	40,547	38,301	-4,494 (-11%)
FT FTEF	337	342.05	353.37	323.73	347.50	351.08	14 (4%)
PT FTEF	389.4	375.96	322.54	331.26	297.50	295.73	-94 (-24%)
Total FTEF	726.4	718.01	675.91	654.99	645.00	646.81	-80 (-11%)
Resident FTES	20,249.28	20,263.45	19,920.18	17,751.16	16,945.20	17,525.25	-2,724 (-13%)
FTES/FTEF	27.88	28.22	29.23	27.1	26.27	27.09	-1 (-3%)

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

Table 2: Instructional Capacity and Enrollment

Over the past seven years, Santa Monica College has experienced a significant decline in credit enrollment, with credit sections decreasing by 14%, weekly teaching hours (WTH) down by 12%, and weekly student contact hours (WSCH) dropping by 8%. This trend highlights a contraction in traditional credit offerings. Conversely, noncredit and CDCP (Career Development and College Preparation) sections have expanded, with CDCP sections increasing by 83%, WSCH nearly doubling (+96%), and noncredit sections growing by 15%. Despite these gains in noncredit areas, overall instructional capacity (FTEF) has shrunk by 13%, with part-time faculty experiencing a steeper decline (-16%) than full-time faculty (-8%). Additionally, resident FTES has dropped by 19%, signaling potential revenue and enrollment concerns. These trends suggest that while noncredit programming is growing, the decline in credit enrollment and overall FTES presents a strategic challenge for the institution.

STUDENT DEMOGRAPHICS									
(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									
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	6-YEAR CHANGE	3-YEAR CHANGE
Headcount	46,616	45,378	44,380	41,113	37,700	37,309	38,581	-17%	2%
GENDER									
Female	26,096	25,517	24,993	23,908	21,852	21,233	21,814	-16%	0%
Male	20,263	19,293	18,673	16,416	14,984	14,958	15,540	-23%	4%
Other	257	568	714	789	864	1,122	1,235	381%	43%
RACE/ETHNICITY									
Asian	4,663	4,467	4,204	3,862	3,805	3,826	3,817	-18%	0%
Black	3,966	3,749	3,516	3,144	2,961	3,103	3,243	-18%	10%
Latinx	16,463	15,978	15,800	15,028	13,777	13,309	13,483	-18%	-2%
Native American	84	85	84	61	60	56	57	-32%	-5%
Pacific Islander	97	86	88	73	69	54	53	-45%	-23%
Two or More	1,982	2,053	1,883	1,951	1,894	1,870	1,920	-3%	1%
Unreported	915	1205	2,396	1,448	1,048	1,349	1,355	48%	29%
White	14,460	14,074	12,986	13,088	11,793	11,798	12,496	-14%	6%
F1	3,986	3,681	3,423	2,458	2,293	2,058	2,262	-43%	-1%
AGE GROUP									
<=19	12,432	12,418	12,744	12,255	10,703	10,607	10,825	-13%	1%
20 to 24	16,060	15,026	14,007	12,395	11,544	12,453	12,504	-22%	8%
25 to 29	6,522	6,192	5,984	5,583	4,941	4,953	4,918	-25%	0%
30 to 39	4,420	4,603	4,559	4,758	4,579	4,723	5,052	14%	10%
40 to 49	1,907	1,795	1,779	1,715	1,767	1,908	2,107	10%	19%
50+	5,275	5,344	5,307	4,407	4,166	4,654	5,031	-5%	21%

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

Table 3: Student Demographics – Gender, Race/Ethnicity, Age

The data reveal a 17% decline in overall enrollment since 2017-2018, with particularly sharp decreases among male students, students aged 20-29, and international (F1) students. However, some groups — such as students identifying as "Other" in gender, those aged 40 and older, and students reporting multiple or unreported racial/ethnic identities — have seen growth over the same period. The table also highlights recent enrollment stabilization, with a modest 2% increase over the last three years

STUDENT DEMOGRAPHICS									
(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									
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	6-YEAR CHANGE	3-YEAR CHANGE
Headcount	46,616	45,378	44,380	41,113	37,700	37,309	38,581	-17%	2%
RESIDENCE									
California	38,402	37,457	37,123	35,173	32,027	31,255	32,223	-16%	1%
Foreign Country	3,986	3,681	3,423	2,458	2,293	2,352	2,483	-38%	8%
Out-of-State	4,228	4,240	3,834	3,482	3,380	3,834	3,875	-8%	15%
EDUCATION STATUS									
AAAS	1,683	1,677	1,642	1,433	1,392	1,543	1,626	-3%	17%
Adult School	206	191	143	144	189	181	134	-35%	-29%
BABS+	8,268	8,196	8,135	7,451	6,974	7,189	7,762	-6%	11%
HS	34,045	32,745	31,695	29,298	26,658	26,147	26,745	-21%	0%
Not HS Grad	543	539	555	444	424	446	560	3%	32%
Special Admit	1,593	1,766	1,943	2,166	1,929	1,771	1,805	13%	-6%
Unreported	278	264	267	177	134	117	86	-69%	-36%
EDUCATION GOAL									
AAAS	1,241	1,448	1,610	1,627	1,688	1,851	2,284	84%	35%
Career	3,515	3,454	3,433	3,211	2,948	2,846	2,923	-17%	-1%
Cert	759	823	860	862	824	872	910	20%	10%
Ed Dev	2,808	2,339	2,039	1,816	1,723	1,852	2,525	-10%	47%
Other	959	1,122	1,265	1,237	1,173	1,080	1,098	14%	-6%
Transfer	27,360	26,393	25,476	23,930	21,554	21,083	21,378	-22%	-1%
Undecided	2,507	2,511	2,591	2,473	2,286	2,215	1,958	-22%	-14%
Univ or 4-Yr Stu	2,590	2,309	2,123	1,860	1,570	1,647	1,828	-29%	16%
Unreported	4,877	4,979	4,983	4,097	3,934	4,524	4,237	-13%	8%

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

Table 4: Student Demographics by Residence and Education Goal

While overall headcount declined by 17% since 2017-2018, notable increases were observed among students from out-of-state and those with a goal of earning an Associate degree (AA/AS). Students from California remain the vast majority of the student body, though international enrollment has dropped sharply. Transfer intent continues to be the most common education goal, despite a 22% decline since 2017-2018, reflecting broader enrollment shifts across California's higher education landscape.

STUDENT DEMOGRAPHICS									
(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									
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	6-YEAR CHANGE	3-YEAR CHANGE
Headcount	46,616	45,378	44,380	41,113	37,700	37,309	38,581	-17%	2%
ENROLLMENT STATUS									
Continuing	20,805	19,959	19,135	17,969	16,869	22,053	23,017	11%	36%
First Time in College	7,190	7,285	7,410	6,423	5,855	6,471	6,692	-7%	14%
First Time Transfer	9,266	8,688	8,400	7,157	6,375	7,456	7,961	-14%	25%
Returning	7,761	7,673	7,488	7,383	6,628	7,007	6,947	-10%	5%
Special Admit	1,593	1,766	1,943	2,166	1,929	1,771	1,805	13%	-6%
Unreported	1	7	4	15	44	55	57	5600%	30%
CREDIT STATUS									
Credit	41,979	40,700	39,702	37,212	34,044	32,876	33,652	-20%	-1%
Noncredit	4,637	4,678	4,678	3,901	3,656	4,562	4,929	6%	35%

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

Table 5: Student Headcount by Enrollment and Credit Status

While total enrollment declined by 17% since 2017-2018, recent years show signs of recovery, with a 2% increase over the last three years. Continuing students now represent the largest and fastest-growing group, with a 36% increase over the past three years. Meanwhile, noncredit enrollment has risen significantly — by 35% over three years — highlighting the expanding role of noncredit programs in serving adult learners and workforce development goals.

FALL TO SPRING PERSISTENCE							
GENDER							
*Tables exclude “unreported” or “unknown” gender categories							
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196	24,170
Persisted to Spring	20,873	20,309	19,693	18,423	16,156	15,628	16,371
<i>Percentage (%)</i>	68.4%	68.2%	69.0%	68.7%	66.1%	67.4%	67.7%
Female	16,367	15,999	15,433	15,109	13,723	12,762	13,073
Persisted to Spring	11,058	10,901	10,567	10,374	8,973	8,501	8,785
<i>Percentage (%)</i>	67.6%	68.1%	68.5%	68.7%	65.4%	66.6%	67.2%
Male	14,050	13,451	12,676	11,234	10,202	9,763	10,310
Persisted to Spring	9,764	9,222	8,869	7,752	6,852	6,689	7,091
<i>Percentage (%)</i>	69.5%	68.6%	70.0%	69.0%	67.2%	68.5%	68.8%

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

Table 6: Student Persistence by Gender

Male and female students have shown relatively consistent persistence trends over the seven-year period, with male students slightly outperforming female students in most years. While both groups experienced a dip in persistence during the pandemic years, recent data suggest a modest rebound and stabilization in student continuity for both genders.

FALL-TO-SPRING PERSISTENCE							
RACE/ETHNICITY							
*Tables exclude "Native American/Alaskan Native" & "Pacific Islander" groups due to small numbers							
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196	24,170
Persisted to Spring	20,873	20,309	19,693	18,423	16,156	15,628	16,371
<i>Percentage (%)</i>	68.4%	68.2%	69.0%	68.7%	66.1%	67.4%	67.7%
Asian	4,463	3,797	3,002	2,502	2,365	2,206	2,224
Persisted to Spring	3,300	2,710	2,115	1,691	1,527	1,408	1,478
<i>Percentage (%)</i>	73.9%	71.4%	70.5%	67.6%	64.6%	63.8%	66.5%
Black	2,683	2,559	2,344	2,119	2,011	2,006	2,118
Persisted to Spring	1,637	1,546	1,462	1,380	1,251	1,285	1,373
<i>Percentage (%)</i>	61.0%	60.4%	62.4%	65.1%	62.2%	64.1%	64.8%
Latinx	12,206	11,856	11,554	11,055	10,070	9,532	9,682
Persisted to Spring	8,469	8,208	8,077	7,617	6,638	6,427	6,538
<i>Percentage (%)</i>	69.4%	69.2%	69.9%	68.9%	65.9%	67.4%	67.5%
Two or More	1,328	1,412	1,252	1,310	1,279	1,211	1,281
Persisted to Spring	882	919	875	896	852	804	866
<i>Percentage (%)</i>	66.4%	65.1%	69.9%	68.4%	66.6%	66.4%	67.6%
Unreported	1,471	2,048	3,409	2,683	2,162	2,181	2,367
Persisted to Spring	1,075	1,535	2,436	2,031	1,585	1,615	1,806
<i>Percentage (%)</i>	73.1%	75.0%	71.5%	75.7%	73.3%	74.0%	76.3%
White	8,241	8,003	6,881	7,069	6,487	6,002	6,442
Persisted to Spring	5,419	5,328	4,659	4,752	4,257	4,052	4,279
<i>Percentage (%)</i>	65.8%	66.6%	67.7%	67.2%	65.6%	67.5%	66.4%

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

Table 7: Student Persistence by Racial/Ethnic Group

Across the seven-year period, overall persistence remained relatively stable, ranging between 66% and 69%. Latine/x and White students closely mirror the college-wide average, while Asian students consistently post higher persistence rates, despite a slight decline in recent years. Black students show persistent equity gaps, with lower rates compared to most other groups. Notably, students with unreported race/ethnicity data display the highest persistence rates throughout the timeframe.

FALL-TO-SPRING PERSISTENCE							
AGE GROUP							
*Tables exclude "unreported" or "unknown" gender categories							
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196	24,170
Persisted to Spring	20,873	20,309	19,693	18,423	16,156	15,628	16,371
<i>Percentage (%)</i>	68.4%	68.2%	69.0%	68.7%	66.1%	67.4%	67.7%
<=19	9,018	9,049	9,327	8,936	7,586	7,527	7,720
Persisted to Spring	7,066	7,094	7,396	6,750	5,709	5,818	6,101
<i>Percentage (%)</i>	78.4%	78.4%	79.3%	75.5%	75.3%	77.3%	79.0%
20 to 24	11,862	11,187	10,098	9,122	8,340	7,692	7,926
Persisted to Spring	8,314	7,693	7,064	6,335	5,528	5,259	5,508
<i>Percentage (%)</i>	70.1%	68.8%	70.0%	69.4%	66.3%	68.4%	69.5%
25 to 29	4,339	4,207	3,964	3,722	3,324	2,944	2,982
Persisted to Spring	2,491	2,499	2,338	2,250	1,948	1,703	1,720
<i>Percentage (%)</i>	57.4%	59.4%	59.0%	60.5%	58.6%	57.8%	57.7%
30 to 39	2,837	2,947	2,855	3,101	3,058	2,844	3,030
Persisted to Spring	1,590	1,637	1,593	1,878	1,733	1,619	1,636
<i>Percentage (%)</i>	56.0%	55.5%	55.8%	60.6%	56.7%	56.9%	54.0%
40 to 49	1,225	1,164	1,152	1,043	1,185	1,134	1,286
Persisted to Spring	676	672	656	657	669	655	711
<i>Percentage (%)</i>	55.2%	57.7%	56.9%	63.0%	56.5%	57.8%	55.3%
50+	1,245	1,224	1,153	903	962	1,055	1,226
Persisted to Spring	736	714	646	553	569	574	695
<i>Percentage (%)</i>	59.1%	58.3%	56.0%	61.2%	59.1%	54.4%	56.7%

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

Table 8: Student Persistence by Age Group

Students aged 19 and under consistently demonstrate the highest persistence rates — approaching or exceeding 78% — well above the college-wide average. In contrast, persistence steadily declines with age, with students aged 25 and older persistently exhibiting lower rates, typically in the mid-50% to low-60% range. These trends highlight a persistent age-related equity gap in semester-to-semester continuity.

FALL-TO-SPRING PERSISTENCE							
UNIT LOAD STATUS							
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196	24,170
Persisted to Spring	20,873	20,309	19,693	18,423	16,156	15,628	16,371
<i>Percentage (%)</i>	68.4%	68.2%	69.0%	68.7%	66.1%	67.4%	67.7%
Noncredit	658	638	617	339	518	799	992
Persisted to Spring	342	321	288	186	245	398	426
<i>Percentage (%)</i>	52.0%	50.3%	46.7%	54.9%	47.3%	49.8%	42.9%
0.5 to 5.5 units	7,445	7,394	6,903	6,897	6,454	5,869	5,936
Persisted to Spring	3,192	3,221	3,123	3,225	2,926	2,712	2,652
<i>Percentage (%)</i>	42.9%	43.6%	45.2%	46.8%	45.3%	46.2%	44.7%
6 to 8.5 units	5,894	5,791	5,400	5,031	4,803	4,277	4,468
Persisted to Spring	3,786	3,644	3,425	3,164	2,880	2,579	2,803
<i>Percentage (%)</i>	64.2%	62.9%	63.4%	62.9%	60.0%	60.3%	62.7%
9 to 11.5 units	5,383	4,787	4,502	4,331	3,716	3,374	3,287
Persisted to Spring	4,026	3,601	3,308	3,152	2,632	2,451	2,377
<i>Percentage (%)</i>	74.8%	75.2%	73.5%	72.8%	70.8%	72.6%	72.3%
12+ units	11,146	11,168	11,127	10,169	8,964	8,877	9,487
Persisted to Spring	9,527	9,522	9,549	8,696	7,473	7,488	8,113
<i>Percentage (%)</i>	85.5%	85.3%	85.8%	85.5%	83.4%	84.4%	85.5%

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

Table 9: Student Persistence by Unit Load

Full-time students (enrolled in 12 or more units) consistently exhibit the highest persistence rates, with more than 85% continuing each spring. Persistence rates decline steadily with lighter unit loads, with students enrolled in fewer than 6 units persisting at less than half that rate. Noncredit students show the lowest persistence, with significant variability across years. These data underscore the strong correlation between unit load and continued enrollment.

FALL-TO-FALL RETENTION						
GENDER						
*Tables exclude "unreported" or "unknown" gender categories						
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196
Retained to Next Fall	14,563	13,964	12,971	12,176	10,678	10,502
<i>Percentage (%)</i>	47.7%	46.9%	45.4%	45.4%	43.7%	45.3%
Female	16,367	15,999	15,433	15,109	13,723	12,762
Retained to Next Fall	7,790	7,587	7,179	6,843	5,928	5,703
<i>Percentage (%)</i>	47.6%	47.4%	46.5%	45.3%	43.2%	44.7%
Male	14,050	13,451	12,676	11,234	10,202	9,763
Retained to Next Fall	6,738	6,251	5,624	5,133	4,525	4,506
<i>Percentage (%)</i>	48.0%	46.5%	44.4%	45.7%	44.4%	46.2%

Source: SMC Institutional Research

Table 10: Student Retention by Gender

This table displays one-year persistence rates for students at Santa Monica College disaggregated by gender, excluding those with unreported or unknown gender identities. Retention rates for female and male students have remained relatively consistent over time, with male students slightly outpacing female students in most years despite lower overall headcounts. These patterns suggest relatively minor gender-based differences in student persistence over the six-year period.

FALL-TO-FALL RETENTION						
RACE/ETHNICITY						
*Tables exclude “Native American/Alaskan Native” & “Pacific Islander” groups due to small numbers						
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196
Retained to Next Fall	14,563	13,964	12,971	12,176	10,678	10,502
<i>Percentage (%)</i>	47.7%	46.9%	45.4%	45.4%	43.7%	45.3%
Asian	4,463	3,797	3,002	2,502	2,365	2,206
Retained to Next Fall	2,112	1,686	1,266	1,067	994	930
<i>Percentage (%)</i>	47.3%	44.4%	42.2%	42.6%	42.0%	42.2%
Black	2,683	2,559	2,344	2,119	2,011	2,006
Retained to Next Fall	1,176	1,122	960	946	864	850
<i>Percentage (%)</i>	43.8%	43.8%	41.0%	44.6%	43.0%	42.4%
Latinx	12,206	11,856	11,554	11,055	10,070	9,532
Retained to Next Fall	6,315	6,036	5,525	5,391	4,719	4,553
<i>Percentage (%)</i>	51.7%	50.9%	47.8%	48.8%	46.9%	47.8%
Two or More	1,328	1,412	1,252	1,310	1,279	1,211
Retained to Next Fall	613	621	588	584	561	558
<i>Percentage (%)</i>	46.2%	44.0%	47.0%	44.6%	43.9%	46.1%
Unreported	1,471	2,048	3,409	2,683	2,162	2,181
Retained to Next Fall	702	974	1,559	1,166	903	1,004
<i>Percentage (%)</i>	47.7%	47.6%	45.7%	43.5%	41.8%	46.0%
White	8,241	8,003	6,881	7,069	6,487	6,002
Retained to Next Fall	3,585	3,481	3,031	2,981	2,608	2,587
<i>Percentage (%)</i>	43.5%	43.5%	44.0%	42.2%	40.2%	43.1%

Source: SMC Institutional Research

Table 11: Student Retention by Racial/Ethnic Group

This table presents one-year retention rates for Santa Monica College students disaggregated by race and ethnicity, excluding groups with small sample sizes. Across the six-year span, Latine/x students consistently exhibit the highest retention rates among reported groups, while retention among Black and White students remains lower and relatively stable. Fluctuations in the "Unreported" category highlight the need for more complete demographic data to fully assess equity in student persistence outcomes.

FALL-TO-FALL RETENTION						
AGE GROUP						
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196
Retained to Next Fall	14,563	13,964	12,971	12,176	10,678	10,502
<i>Percentage (%)</i>	47.7%	46.9%	45.4%	45.4%	43.7%	45.3%
<=19	9,018	9,049	9,327	8,936	7,586	7,527
Retained to Next Fall	5,326	5,306	5,282	4,703	4,003	4,184
<i>Percentage (%)</i>	59.1%	58.6%	56.6%	52.6%	52.8%	55.6%
20 to 24	11,862	11,187	10,098	9,122	8,340	7,692
Retained to Next Fall	5,403	4,856	4,259	3,986	3,422	3,260
<i>Percentage (%)</i>	45.5%	43.4%	42.2%	43.7%	41.0%	42.4%
25 to 29	4,339	4,207	3,964	3,722	3,324	2,944
Retained to Next Fall	1,657	1,619	1,503	1,397	1,193	1,058
<i>Percentage (%)</i>	38.2%	38.5%	37.9%	37.5%	35.9%	35.9%
30 to 39	2,837	2,947	2,855	3,101	3,058	2,844
Retained to Next Fall	1,118	1,114	1,100	1,220	1,152	1,065
<i>Percentage (%)</i>	39.4%	37.8%	38.5%	39.3%	37.7%	37.4%
40 to 49	1,225	1,164	1,152	1,043	1,185	1,134
Retained to Next Fall	492	511	429	466	465	497
<i>Percentage (%)</i>	40.2%	43.9%	37.2%	44.7%	39.2%	43.8%
50+	1,245	1,224	1,153	903	962	1,055
Retained to Next Fall	567	558	398	404	443	438
<i>Percentage (%)</i>	45.5%	45.6%	34.5%	44.7%	46.0%	41.5%

Source: SMC Institutional Research

Table 12: Student Retention by Age Group

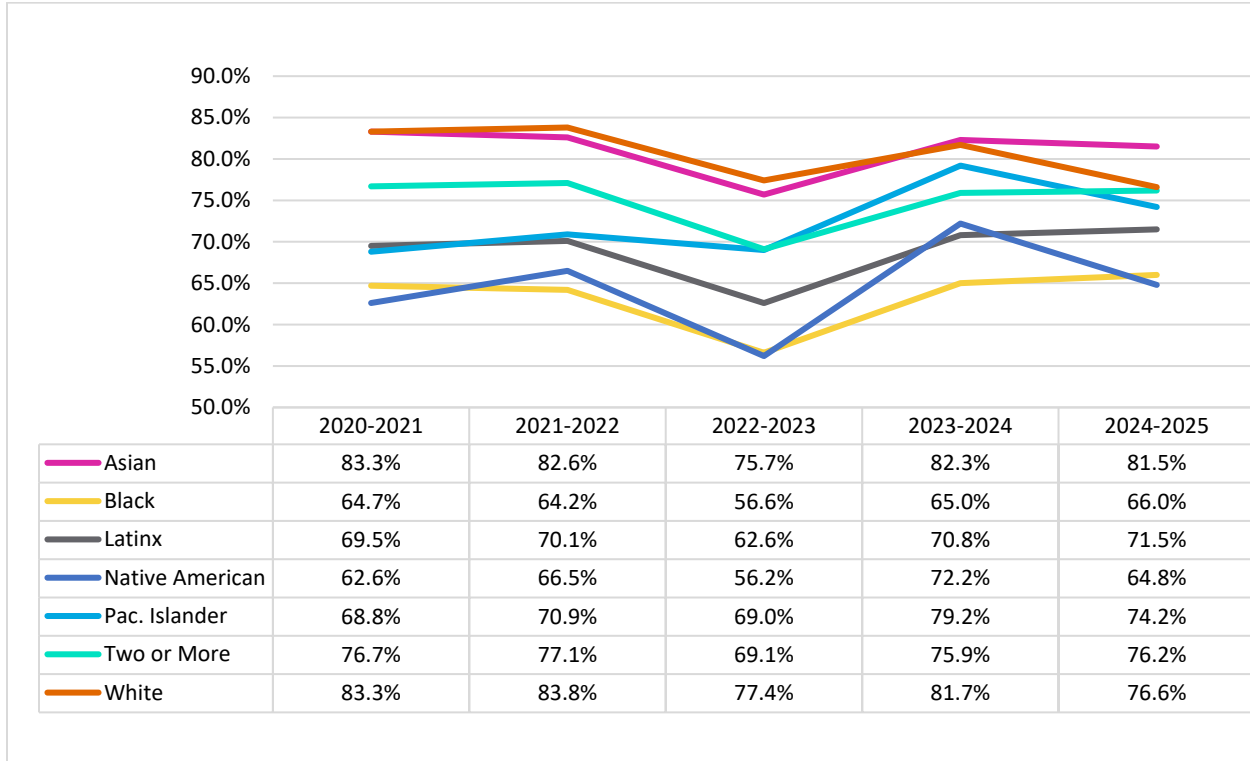
This table presents year-over-year persistence rates for students at Santa Monica College, segmented by age group. Students aged 19 and under consistently exhibit the highest retention rates, while students in the 25-39 age range show notably lower persistence. Despite declining overall enrollment across all age groups, retention trends remain stable within each cohort, underscoring age as a significant factor in student persistence.

FALL-TO-FALL RETENTION						
CREDIT STATUS						
	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022
Fall Headcount	30,526	29,778	28,549	26,827	24,455	23,196
Retained to Next Fall	14,563	13,964	12,971	12,176	10,678	10,502
<i>Percentage (%)</i>	47.7%	46.9%	45.4%	45.4%	43.7%	45.3%
Noncredit	658	638	617	339	518	799
Retained to Next Fall	247	241	130	118	162	241
<i>Percentage (%)</i>	37.5%	37.8%	21.1%	34.8%	31.3%	30.2%
0.5 to 5.5 units	7,445	7,394	6,903	6,897	6,454	5,869
Retained to Next Fall	2,236	2,318	2,102	2,145	1,990	1,887
<i>Percentage (%)</i>	30.0%	31.3%	30.5%	31.1%	30.8%	32.2%
6 to 8.5 units	5,894	5,791	5,400	5,031	4,803	4,277
Retained to Next Fall	2,789	2,634	2,324	2,250	2,006	1,879
<i>Percentage (%)</i>	47.3%	45.5%	43.0%	44.7%	41.8%	43.9%
9 to 11.5 units	5,383	4,787	4,502	4,331	3,716	3,374
Retained to Next Fall	2,865	2,524	2,258	2,139	1,778	1,624
<i>Percentage (%)</i>	53.2%	52.7%	50.2%	49.4%	47.8%	48.1%
12+ units	11,146	11,168	11,127	10,169	8,964	8,877
Retained to Next Fall	6,426	6,247	6,157	5,524	4,742	4,871
<i>Percentage (%)</i>	57.7%	55.9%	55.3%	54.3%	52.9%	54.9%

Source: SMC Institutional Research

Table 13: Student Retention by Credit Status

This table displays the one-year retention rates for students at Santa Monica College disaggregated by credit status and unit load. Overall, students enrolled in 12 or more units consistently show the highest rates of persistence to the following fall term, while noncredit students and those enrolled in fewer than 6 units exhibit the lowest retention rates. Despite fluctuations in total headcount over the years, patterns in persistence by unit load have remained relatively consistent.

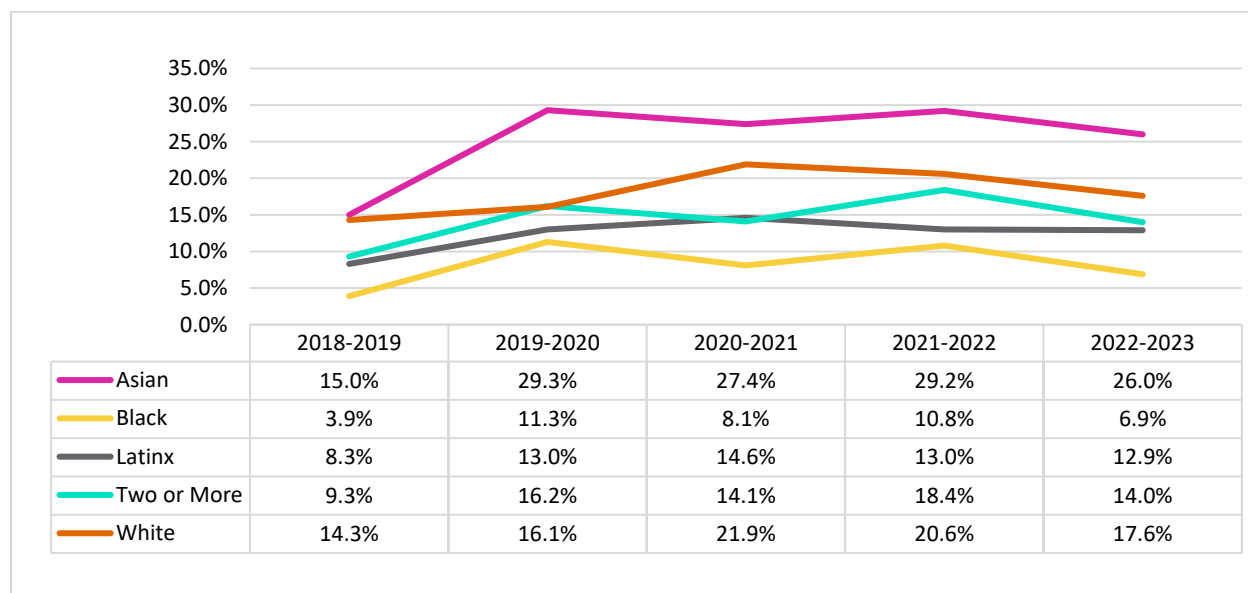
COURSE SUCCESS RATE BY RACIAL/ETHNIC GROUP

Source: California Community Colleges Data Vista

Table 143: Course Success by Racial/Ethnic Group

This chart shows course success rates by race and ethnicity from 2020-2021 to 2024-2025. Asian and White students consistently achieved the highest rates, both beginning at 83.3% in 2020-2021 and ending at 81.5% and 76.6%, respectively. Students identifying with two or more races and Pacific Islanders also performed relatively strongly, with rates in the mid- to high-70% range by 2024-2025. Latinx students improved from 69.5% in 2020-2021 to 71.5% in 2024-2025, while Native American students fluctuated between 55.2% and 72.2%. Black students experienced the lowest success rates across all years, ranging from 56.6% in 2022-2023 to 66.0% in 2024-2025, highlighting persistent equity gaps.

COMPLETION RATE OF TRANSFER-LEVEL MATH AND ENGLISH IN FIRST YEAR BY ETHNIC/RACIAL GROUP

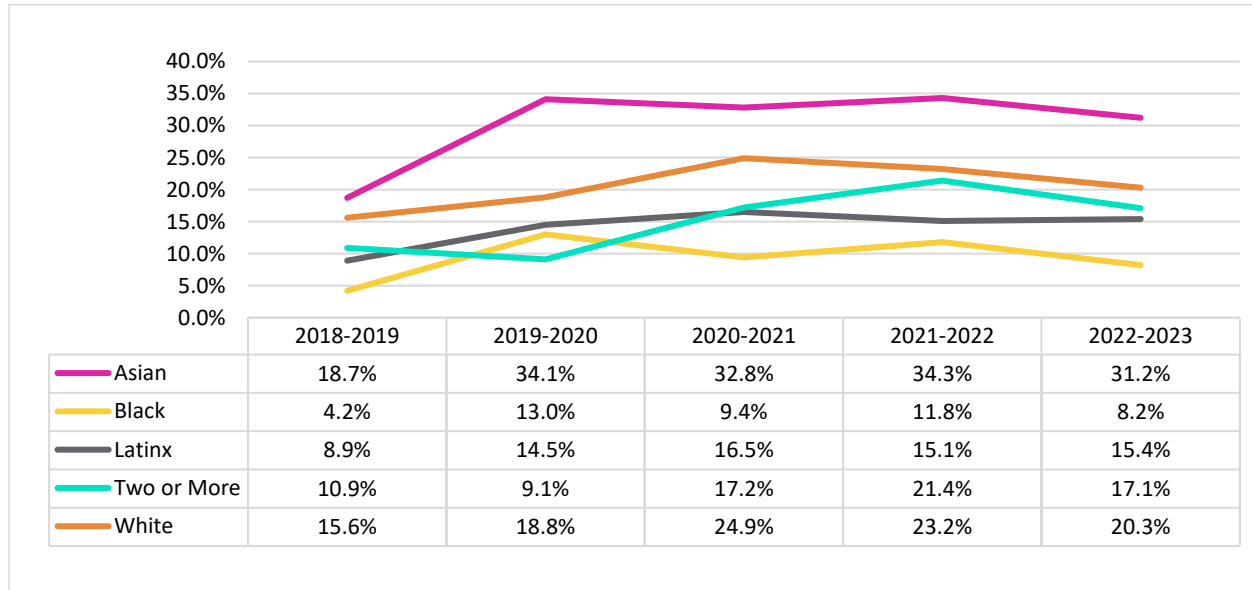


Source: California Community Colleges Data Vista

Table 15: First-Year Student Completion of Math and English by Racial/Ethnic Group

This graph shows the percentage of first-time students completing both transfer-level math and English within their first year, disaggregated by race and ethnicity from 2018-2019 to 2022-2023. Asian students consistently led all groups, rising from 15.0% in 2018-2019 to a peak of 29.3% in 2019-2020 and ending at 26.0% in 2022-2023. White students improved from 14.3% to 21.9% in 2020-2021 before declining slightly to 17.6% in 2022-2023. Students identifying with two or more races also grew, reaching 18.4% in 2021-2022 and holding at 14.0% in 2022-2023. Latinx students remained in the low teens, peaking at 14.6% in 2020-2021 and ending at 12.9%, while Black students showed the lowest completion rates throughout, ranging from 3.9% in 2018-2019 to 6.9% in 2022-2023.

COMPLETION RATE OF TRANSFER-LEVEL MATH IN FIRST YEAR BY ETHNIC/RACIAL GROUP

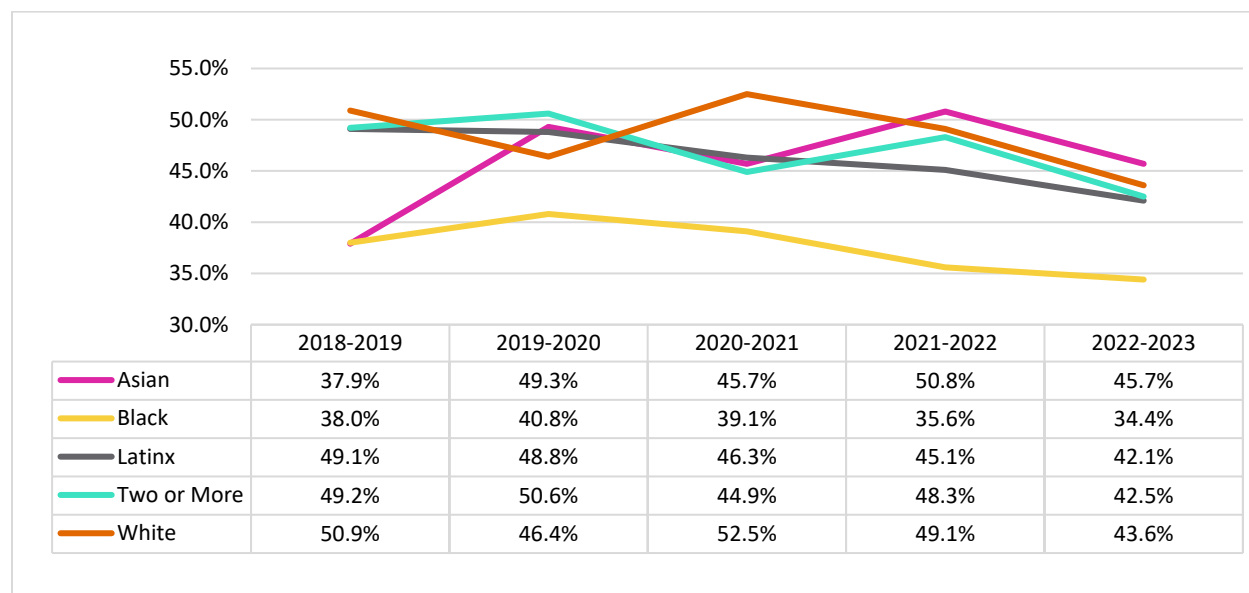


Source: California Community Colleges Data Vista

Table 16a: First-Year Student Completion of Math by Racial/Ethnic Group

This graph shows the percentage of first-time students completing transfer-level math within their first year, disaggregated by race and ethnicity from 2018-2019 to 2022-2023. Asian students had the highest completion rates, climbing from 18.7% in 2018-2019 to a peak of 34.3% in 2021-2022 before dipping slightly to 31.2%. White students also improved steadily, rising from 15.6% in 2018-2019 to 24.9% in 2020-2021 before ending at 20.3% in 2022-2023. Students identifying with two or more races showed consistent gains, reaching 21.4% in 2021-2022 before settling at 17.1%. Latinx students increased completion rates gradually from 8.9% to 15.4%, while Black students, though improving from 4.2% in 2018-2019 to 13.0% in 2019-2020, remained the lowest-performing group, ending at 8.2% in 2022-2023.

COMPLETION RATE OF TRANSFER-LEVEL ENGLISH IN FIRST YEAR BY ETHNIC/RACIAL GROUP

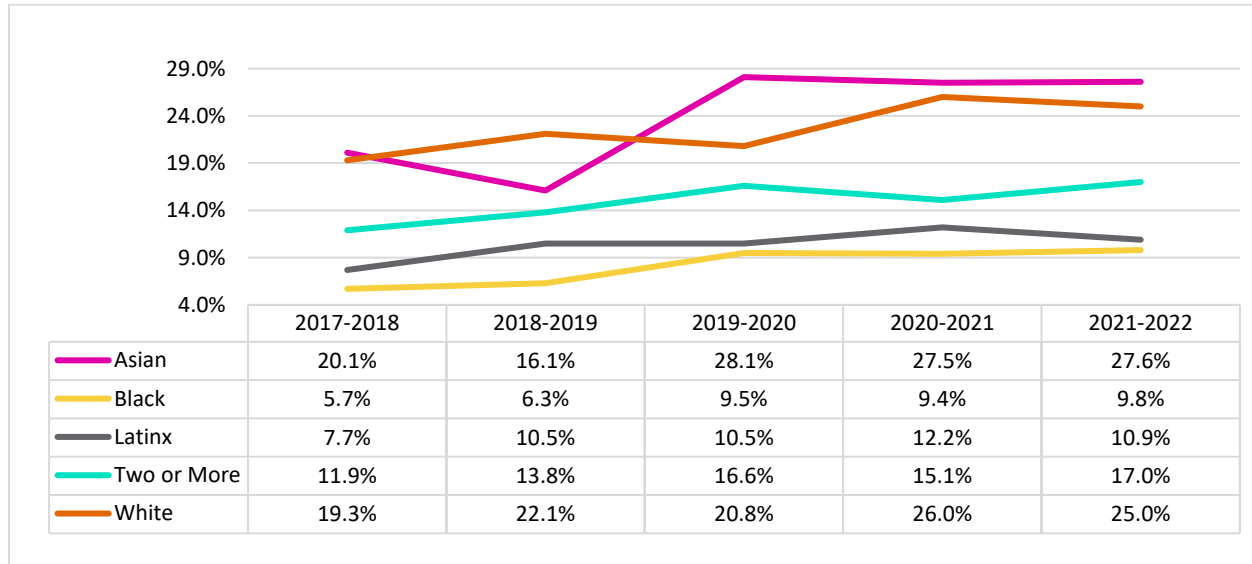


Source: California Community Colleges Data Vista

Table 16b: First-Year Student Completion of English by Racial/Ethnic Group

This graph shows the percentage of first-time students completing transfer-level English within their first year, disaggregated by racial and ethnic group. White students peaked at 52.5% in 2020-2021 before declining to 43.6% in 2022-2023, while Asian students rose from 37.9% in 2018-2019 to 50.8% in 2021-2022, ending at 45.7%. Latinx and students identifying with two or more races tracked closely, reaching about 49% in 2019-2020 before dropping to 42.1% and 42.5%, respectively, in 2022-2023. Black students remained consistently lower, ranging from 38.0% in 2018-2019 to 34.4% in 2022-2023, highlighting persistent equity gaps.

COMPLETION RATE OF 30+ DEGREE APPLICABLE UNITS IN SELECTED YEAR BY ETHNIC/RACIAL GROUP

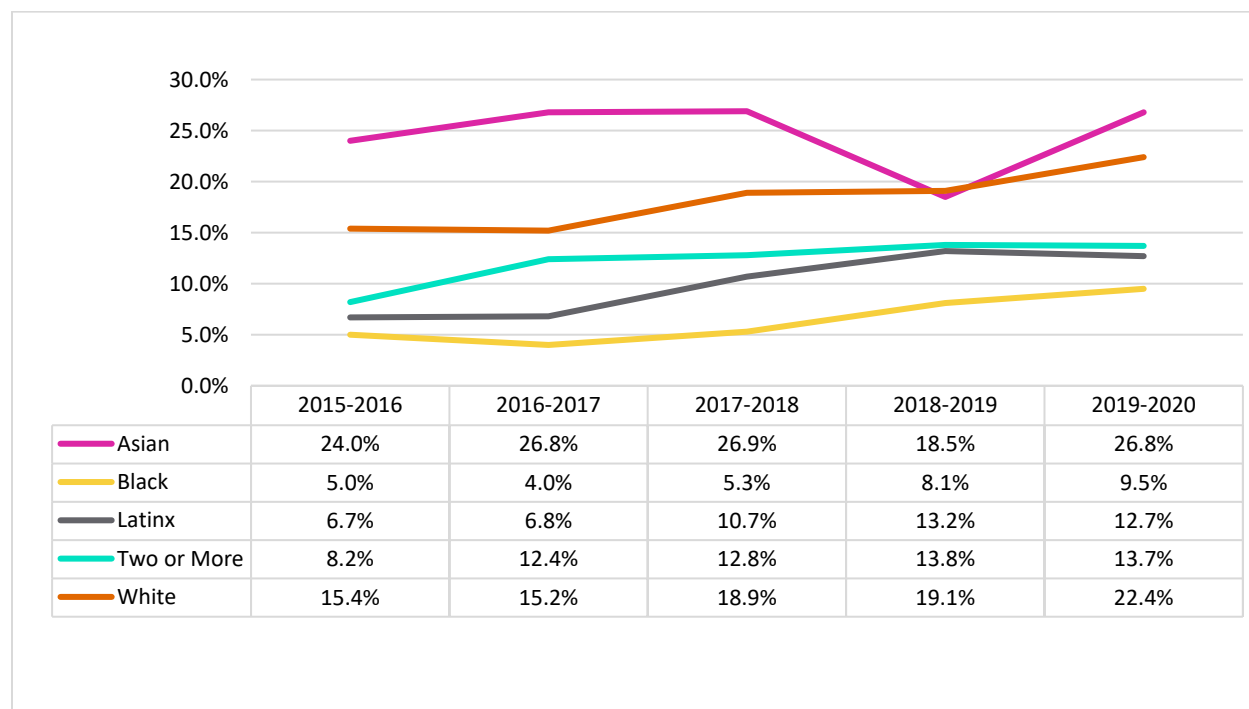


Source: California Community Colleges Data Vista

Table 17: Completion Rate 30+ Degree Applicable Units in One Year by Racial/Ethnic Group

This graph shows the percentage of students completing 30 or more degree-applicable units in a given year, disaggregated by race and ethnicity. Asian students rose from 20.1% in 2017-2018 to 28.1% in 2019-2020 and remained high at 27.6% in 2021-2022, while White students increased from 19.3% in 2017-2018 to 26.0% in 2020-2021 before leveling at 25.0%. Students identifying with two or more races steadily improved from 11.9% to 17.0% over the same period. Latinx students showed modest growth, peaking at 12.2% in 2020-2021 and ending at 10.9%, while Black students remained the lowest group, increasing gradually from 5.7% in 2017-2018 to 9.8% in 2021-2022.

COMPLETION RATE OF VISION GOAL, CHANCELLOR'S OFFICE DEFINITION BY ETHNIC/RACIAL GROUP



Source: California Community Colleges Data Vista

Table 18: Vision Goal Completion by Ethnic/Racial Group

This graph shows Vision Goal completion, as defined by the California Community Colleges Chancellor's Office, disaggregated by race and ethnicity from 2015-2016 to 2019-2020. Asian students consistently had the highest rates, rising from 24.0% in 2015-2016 to 26.9% in 2017-2018, dipping to 18.5% in 2018-2019, and rebounding to 26.8% in 2019-2020. White students also increased steadily, from 15.4% in 2015-2016 to 22.4% in 2019-2020. Latinx and students identifying with two or more races improved to the 12-13% range by 2019-2020, while Black students, although showing gradual growth, remained the lowest group, increasing from 5.0% to 9.5% over the period.

GRADE DISTRIBUTION														
	A	B	C	D	EW	F	IP	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	29,488	16,441	10,280	3,894	0	7,147	4	357	381	1,994	4	5,866	15,154	91,010
	32.4%	18.1%	11.3%	4.3%	0.0%	7.9%	0.0%	0.4%	0.4%	2.2%	0.0%	6.4%	16.7%	100.0%
Fall 2018	29,516	15,938	9,489	3,682	0	7,412	4	321	677	2,335	165	6,277	15,020	90,836
	32.5%	17.5%	10.4%	4.1%	0.0%	8.2%	0.0%	0.4%	0.7%	2.6%	0.2%	6.9%	16.5%	100.0%
Fall 2019	29,650	15,071	8,815	3,397	0	7,627	0	384	1,426	2,993	76	6,625	14,525	90,589
	32.7%	16.6%	9.7%	3.7%	0.0%	8.4%	0.0%	0.4%	1.6%	3.3%	0.1%	7.3%	16.0%	100.0%
Fall 2020	31,242	12,363	6,527	2,564	37	7,047	0	466	1,310	2,738	32	6,272	12,615	83,213
	37.5%	14.9%	7.8%	3.1%	0.0%	8.5%	0.0%	0.6%	1.6%	3.3%	0.0%	7.5%	15.2%	100.0%
Fall 2021	26,323	10,879	5,903	2,268	13,371	6,874	0	283	1,105	2,756	0	4,594	133	74,489
	35.3%	14.6%	7.9%	3.0%	18.0%	9.2%	0.0%	0.4%	1.5%	3.7%	0.0%	6.2%	0.2%	100.0%
Fall 2022	25,503	10,175	5,761	2,321	104	6,976	0	376	1,846	2,950	2	4,501	11,928	72,443
	35.2%	14.0%	8.0%	3.2%	0.1%	9.6%	0.0%	0.5%	2.5%	4.1%	0.0%	6.2%	16.5%	100.0%
Fall 2023	28,307	10,548	5,668	2,187	6,001	6,349	0	407	2,192	3,539	0	4,985	6,998	77,181
	36.7%	13.7%	7.3%	2.8%	7.8%	8.2%	0.0%	0.5%	2.8%	4.6%	0.0%	6.5%	9.1%	100.0%
Fall 2024	28,759	10,271	5,626	2,153	5,509	6,410	0	264	2,329	3,736	21	5,071	7,281	77,430
	37.1%	13.3%	7.3%	2.8%	7.1%	8.3%	0.0%	0.3%	3.0%	4.8%	0.0%	6.5%	9.4%	100.0%
Change	4.7%	-4.8%	-4.0%	-1.5%	7.1%	0.4%	0.0%	-0.1%	2.6%	2.6%	0.0%	0.1%	-7.2%	0.0%

Source: Precision Campus

Table 19: Grade Distribution

This table displays the grade distribution across all courses at Santa Monica College over eight fall terms. A grades have increased by 4.7 percentage points, rising from 32.4% in Fall 2017 to 37.1% in Fall 2024, while B and C grades declined by 4.8 and 4.0 points, respectively. The Emergency Withdrawal (EW) grade, introduced during the pandemic, peaked at 18% in Fall 2021 and has since decreased but remains a notable portion of outcomes. Non-passing grades (F and NP) saw a modest increase overall. The W (Withdrawal) rate dropped from a high of 16.7% in 2017 to 9.4% in 2024, indicating a significant 7.2 percentage point decline.

Grade Distribution by Ethnic Racial Group – Asian Students														
	A	B	C	D	EW	F	IP	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	6,134	2,499	1,311	514	0	854	0	23	140	616	0	764	1,539	14,394
	42.6%	17.4%	9.1%	3.6%	0.0%	5.9%	0.0%	0.2%	1.0%	4.3%	0.0%	5.3%	10.7%	100.0%
Fall 2018	5,088	2,105	1,056	382	0	692	1	21	90	360	18	808	1,484	12,105
	42.0%	17.4%	8.7%	3.2%	0.0%	5.7%	0.0%	0.2%	0.7%	3.0%	0.1%	6.7%	12.3%	100.0%
Fall 2019	3,782	1,499	825	255	0	519	0	25	93	317	2	850	1,195	9,362
	40.4%	16.0%	8.8%	2.7%	0.0%	5.5%	0.0%	0.3%	1.0%	3.4%	0.0%	9.1%	12.8%	100.0%
Fall 2020	3,376	1,052	452	156	1	354	0	26	47	252	1	697	931	7,345
	46.0%	14.3%	6.2%	2.1%	0.0%	4.8%	0.0%	0.4%	0.6%	3.4%	0.0%	9.5%	12.7%	100.0%
Fall 2021	2,851	967	402	133	1,103	384	0	22	73	312	0	480	13	6,740
	42.3%	14.3%	6.0%	2.0%	16.4%	5.7%	0.0%	0.3%	1.1%	4.6%	0.0%	7.1%	0.2%	100.0%
Fall 2022	2,595	848	408	148	10	378	0	31	142	355	0	503	1,007	6,425
	40.4%	13.2%	6.4%	2.3%	0.2%	5.9%	0.0%	0.5%	2.2%	5.5%	0.0%	7.8%	15.7%	100.0%
Fall 2023	2,748	821	336	146	495	303	0	30	164	473	0	511	627	6,654
	41.3%	12.3%	5.0%	2.2%	7.4%	4.6%	0.0%	0.5%	2.5%	7.1%	0.0%	7.7%	9.4%	100.0%
Fall 2024	2,668	732	336	125	433	290	0	15	194	480	0	522	635	6,430
	41.5%	11.4%	5.2%	1.9%	6.7%	4.5%	0.0%	0.2%	3.0%	7.5%	0.0%	8.1%	9.9%	100.0%
Change	-1.1%	-6.0%	-3.9%	-1.7%	6.7%	-1.4%	0.0%	0.0%	2.0%	3.2%	0.0%	2.8%	-0.8%	0.0%

Source: Precision Campus

Table 20: Grade Distribution by Ethnic/Racial Group – Asian Students

The percentage of A grades remained relatively high, fluctuating between 40–46%, with a slight decrease of 1.1 percentage points over the period. B and C grades saw notable declines of 6.0% and 3.9%, respectively. The Emergency Withdrawal (EW) category spiked dramatically in Fall 2021 to 16.4%—a pandemic-related peak—before stabilizing around 6–7% in recent years. Withdrawal (W) rates also fluctuated, peaking in 2022 at 15.7% and dropping to 9.9% in 2024. Over time, there has been a modest increase in NP (No Pass) and P (Pass) grades.

GRADE DISTRIBUTION BY ETHNIC/RACIAL GROUP – BLACK STUDENTS														
	A	B	C	D	EW	F	IP	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	1,574	1,275	989	416	0	948	3	59	23	113	0	153	1,784	7,337
	21.5%	17.4%	13.5%	5.7%	0.0%	12.9%	0.0%	0.8%	0.3%	1.5%	0.0%	2.1%	24.3%	100.0%
Fall 2018	1,508	1,144	977	389	0	909	2	48	67	190	6	192	1,745	7,177
	21.0%	15.9%	13.6%	5.4%	0.0%	12.7%	0.0%	0.7%	0.9%	2.6%	0.1%	2.7%	24.3%	100.0%
Fall 2019	1,510	1,152	840	359	0	962	0	57	140	198	5	204	1,690	7,117
	21.2%	16.2%	11.8%	5.0%	0.0%	13.5%	0.0%	0.8%	2.0%	2.8%	0.1%	2.9%	23.7%	100.0%
Fall 2020	1,556	949	647	280	4	788	0	69	123	204	4	194	1,306	6,124
	25.4%	15.5%	10.6%	4.6%	0.1%	12.9%	0.0%	1.1%	2.0%	3.3%	0.1%	3.2%	21.3%	100.0%
Fall 2021	1,329	893	624	254	1,414	864	0	42	113	188	0	143	1	5,865
	22.7%	15.2%	10.6%	4.3%	24.1%	14.7%	0.0%	0.7%	1.9%	3.2%	0.0%	2.4%	0.0%	100.0%
Fall 2022	1,382	863	615	277	2	902	0	44	186	198	0	149	1,431	6,049
	22.8%	14.3%	10.2%	4.6%	0.0%	14.9%	0.0%	0.7%	3.1%	3.3%	0.0%	2.5%	23.7%	100.0%
Fall 2023	1,779	962	646	275	726	827	0	49	183	226	0	193	819	6,685
	26.6%	14.4%	9.7%	4.1%	10.9%	12.4%	0.0%	0.7%	2.7%	3.4%	0.0%	2.9%	12.3%	100.0%
Fall 2024	1,832	1,014	612	260	672	841	0	36	210	234	3	202	733	6,649
	27.6%	15.3%	9.2%	3.9%	10.1%	12.6%	0.0%	0.5%	3.2%	3.5%	0.0%	3.0%	11.0%	100.0%
Change	6.1%	-2.1%	-4.3%	-1.8%	10.1%	-0.3%	0.0%	-0.3%	2.9%	2.0%	0.0%	0.9%	-13.3%	0.0%

Source: Precision Campus

Table 21: Grade Distribution by Ethnic/Racial Group – Black Students

A grades increased by 6.1 percentage points—from 21.5% in Fall 2017 to 27.6% in Fall 2024—while grades of B, C, and D declined modestly. Emergency Withdrawals (EW) saw a major spike in Fall 2021 at 24.1% due to the pandemic, but have since decreased to 10.1% in Fall 2024. Withdrawal (W) rates declined significantly, from a high of 24.3% in earlier years to 11.0% in 2024—a 13.3 percentage point drop. During the same period, grades of No Pass (NP) and Pass (P) saw increases of 2.9% and 2.0%, respectively.

GRADE DISTRIBUTION BY ETHNIC/RACIAL GROUP – LATINX STUDENTS													
	A	B	C	D	EW	F	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	8,074	6,603	4,965	1,957	0	3,477	126	92	545	2	473	7,062	33,376
	24.2%	19.8%	14.9%	5.9%	0.0%	10.4%	0.4%	0.3%	1.6%	0.0%	1.4%	21.2%	100.0%
Fall 2018	8,164	6,379	4,401	1,877	0	3,822	109	354	808	72	569	6,902	33,457
	24.4%	19.1%	13.2%	5.6%	0.0%	11.4%	0.3%	1.1%	2.4%	0.2%	1.7%	20.6%	100.0%
Fall 2019	8,579	6,214	4,230	1,780	0	3,935	138	843	1,195	20	664	6,802	34,400
	24.9%	18.1%	12.3%	5.2%	0.0%	11.4%	0.4%	2.5%	3.5%	0.1%	1.9%	19.8%	100.0%
Fall 2020	9,463	5,491	3,294	1,370	12	3,881	196	818	1,076	15	513	6,140	32,269
	29.3%	17.0%	10.2%	4.2%	0.0%	12.0%	0.6%	2.5%	3.3%	0.0%	1.6%	19.0%	100.0%
Fall 2021	8,211	4,604	2,898	1,194	6,570	3,680	109	594	976	0	172	27	29,035
	28.3%	15.9%	10.0%	4.1%	22.6%	12.7%	0.4%	2.0%	3.4%	0.0%	0.6%	0.1%	100.0%
Fall 2022	8,095	4,406	2,790	1,176	18	3,720	174	906	1,059	2	197	5,736	28,279
	28.6%	15.6%	9.9%	4.2%	0.1%	13.2%	0.6%	3.2%	3.7%	0.0%	0.7%	20.3%	100.0%
Fall 2023	8,847	4,490	2,742	1,106	2,886	3,298	157	986	1,223	0	250	2,984	28,969
	30.5%	15.5%	9.5%	3.8%	10.0%	11.4%	0.5%	3.4%	4.2%	0.0%	0.9%	10.3%	100.0%
Fall 2024	9,160	4,552	2,782	1,135	2,593	3,195	97	1,027	1,319	8	289	2,977	29,134
	31.4%	15.6%	9.5%	3.9%	8.9%	11.0%	0.3%	3.5%	4.5%	0.0%	1.0%	10.2%	100.0%
Change	7.2%	-4.2%	-5.4%	-2.0%	8.9%	0.6%	-0.1%	3.2%	2.9%	0.0%	-0.4%	-11.0%	0.0%

Source: Precision Campus

Table 22: Grade Distribution by Ethnic/Racial Group – Latinx Students

The percentage of A grades rose by 7.2 percentage points—from 24.2% in Fall 2017 to 31.4% in Fall 2024—while B, C, and D grades declined. Emergency Withdrawals (EW) spiked to 22.6% in Fall 2021 during the pandemic and have since dropped to 8.9% in Fall 2024. Withdrawal (W) rates also fell sharply, decreasing by 11 percentage points over the period. Grades of No Pass (NP) and Pass (P) both increased moderately, by 3.2% and 2.9% respectively. Grades of No Pass (NP) and Pass (P) both increased moderately, by 3.2% and 2.9% respectively.

Grade Distribution by Ethnic/Racial Group – Native American Students													
	A	B	C	D	EW	F	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	37	23	18	7	0	20	1	1	1	0	16	35	159
	23.3%	14.5%	11.3%	4.4%	0.0%	12.6%	0.6%	0.6%	0.6%	0.0%	10.1%	22.0%	100.0%
Fall 2018	32	19	19	7	0	9	3	0	2	1	21	41	154
	20.8%	12.3%	12.3%	4.5%	0.0%	5.8%	1.9%	0.0%	1.3%	0.6%	13.6%	26.6%	100.0%
Fall 2019	56	19	13	7	0	18	3	2	5	1	20	34	178
	31.5%	10.7%	7.3%	3.9%	0.0%	10.1%	1.7%	1.1%	2.8%	0.6%	11.2%	19.1%	100.0%
Fall 2020	37	18	8	2	0	12	1	0	4	0	15	37	134
	27.6%	13.4%	6.0%	1.5%	0.0%	9.0%	0.7%	0.0%	3.0%	0.0%	11.2%	27.6%	100.0%
Fall 2021	21	12	10	1	30	17	1	3	2	0	13	0	110
	19.1%	10.9%	9.1%	0.9%	27.3%	15.5%	0.9%	2.7%	1.8%	0.0%	11.8%	0.0%	100.0%
Fall 2022	22	8	5	2	0	9	0	3	5	0	21	33	108
	20.4%	7.4%	4.6%	1.9%	0.0%	8.3%	0.0%	2.8%	4.6%	0.0%	19.4%	30.6%	100.0%
Fall 2023	15	15	12	5	8	7	0	1	7	0	20	11	101
	14.9%	14.9%	11.9%	5.0%	7.9%	6.9%	0.0%	1.0%	6.9%	0.0%	19.8%	10.9%	100.0%
Fall 2024	23	18	14	4	9	10	1	3	7	0	14	8	111
	20.7%	16.2%	12.6%	3.6%	8.1%	9.0%	0.9%	2.7%	6.3%	0.0%	12.6%	7.2%	100.0%
Change	-2.6%	1.7%	1.3%	-0.8%	8.1%	-3.6%	0.3%	2.1%	5.7%	0.0%	2.5%	-14.8%	0.0%

Source: Precision Campus

Table 23: Grade Distribution by Ethnic/Racial Group – Native American Students

A grades fluctuated slightly and ultimately declined by 2.6 percentage points from 23.3% in 2017 to 20.7% in 2024, while B and C grades increased modestly. Emergency Withdrawals (EW) peaked sharply in Fall 2021 at 27.3%—coinciding with the height of the COVID-19 pandemic—but stabilized around 8% by Fall 2024. Withdrawal (W) rates declined significantly, from 22.0% in 2017 to 7.2% in 2024, a 14.8-point decrease. During this same period, No Pass (NP) and Pass (P) grades both rose, reflecting a shift toward more flexible or alternative grading outcomes. Due to small cohort sizes, year-over-year variation remains high.

Grade Distribution by Ethnic/Racial Group - Pacific Islander Students													
	A	B	C	D	EW	F	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	66	57	27	9	0	21	0	1	5	0	9	48	243
	27.2%	23.5%	11.1%	3.7%	0.0%	8.6%	0.0%	0.4%	2.1%	0.0%	3.7%	19.8%	100.0%
Fall 2018	31	28	19	5	0	22	0	0	2	1	9	31	148
	20.9%	18.9%	12.8%	3.4%	0.0%	14.9%	0.0%	0.0%	1.4%	0.7%	6.1%	20.9%	100.0%
Fall 2019	39	23	15	6	0	18	0	2	2	0	9	37	151
	25.8%	15.2%	9.9%	4.0%	0.0%	11.9%	0.0%	1.3%	1.3%	0.0%	6.0%	24.5%	100.0%
Fall 2020	45	22	12	5	0	17	0	2	4	0	13	26	146
	30.8%	15.1%	8.2%	3.4%	0.0%	11.6%	0.0%	1.4%	2.7%	0.0%	8.9%	17.8%	100.0%
Fall 2021	36	22	12	4	32	11	1	3	2	0	13	0	136
	26.5%	16.2%	8.8%	2.9%	23.5%	8.1%	0.7%	2.2%	1.5%	0.0%	9.6%	0.0%	100.0%
Fall 2022	27	18	10	0	3	8	1	0	1	0	15	16	99
	27.3%	18.2%	10.1%	0.0%	3.0%	8.1%	1.0%	0.0%	1.0%	0.0%	15.2%	16.2%	100.0%
Fall 2023	29	9	6	0	7	3	0	1	0	0	17	6	78
	37.2%	11.5%	7.7%	0.0%	9.0%	3.8%	0.0%	1.3%	0.0%	0.0%	21.8%	7.7%	100.0%
Fall 2024	28	15	3	3	9	6	0	2	3	0	14	16	99
	28.3%	15.2%	3.0%	3.0%	9.1%	6.1%	0.0%	2.0%	3.0%	0.0%	14.1%	16.2%	100.0%
Change	1.1%	-8.3%	-8.1%	-0.7%	9.1%	-2.5%	0.0%	1.6%	0.9%	0.0%	10.4%	-3.6%	0.0%

Source: Precision Campus

Table 24: Grade Distribution by Ethnic/Racial Group – Pacific Islander Students

A grades increased slightly by 1.1 percentage points to 28.3% in Fall 2024, while B and C grades saw more notable declines of 8.3% and 8.1%, respectively. Emergency Withdrawal (EW) grades rose from 0% in 2017 to 9.1% in 2024, reflecting a lasting impact from pandemic-related disruptions. Withdrawal (W) rates fluctuated, peaking at 24.5% in 2019 and falling to 16.2% in 2024. Notably, the use of Pass (P) grades more than doubled over time, rising by 10.4%, while Fail (F) grades declined by 2.5%. Due to the small cohort size, year-to-year shifts may be amplified. Due to the small cohort size, year-to-year shifts may be amplified.

GRADE DISTRIBUTION BY ETHNIC/RACIAL GROUP — TWO OR MORE RACES STUDENTS													
	A	B	C	D	EW	F	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	1,319	715	401	139	0	344	20	6	37	0	17	765	3,763
	35.1%	19.0%	10.7%	3.7%	0.0%	9.1%	0.5%	0.2%	1.0%	0.0%	0.5%	20.3%	100.0%
Fall 2018	1,384	744	400	140	0	344	17	18	62	11	30	819	3,969
	34.9%	18.7%	10.1%	3.5%	0.0%	8.7%	0.4%	0.5%	1.6%	0.3%	0.8%	20.6%	100.0%
Fall 2019	1,329	706	404	170	0	320	23	58	99	2	43	609	3,763
	35.3%	18.8%	10.7%	4.5%	0.0%	8.5%	0.6%	1.5%	2.6%	0.1%	1.1%	16.2%	100.0%
Fall 2020	1,555	601	301	120	2	334	29	40	114	0	39	606	3,741
	41.6%	16.1%	8.0%	3.2%	0.1%	8.9%	0.8%	1.1%	3.0%	0.0%	1.0%	16.2%	100.0%
Fall 2021	1,436	602	324	112	667	356	16	44	91	0	12	5	3,665
	39.2%	16.4%	8.8%	3.1%	18.2%	9.7%	0.4%	1.2%	2.5%	0.0%	0.3%	0.1%	100.0%
Fall 2022	1,408	521	307	122	13	345	18	82	84	0	24	649	3,573
	39.4%	14.6%	8.6%	3.4%	0.4%	9.7%	0.5%	2.3%	2.4%	0.0%	0.7%	18.2%	100.0%
Fall 2023	1,538	568	299	118	357	362	41	86	136	0	25	353	3,883
	39.6%	14.6%	7.7%	3.0%	9.2%	9.3%	1.1%	2.2%	3.5%	0.0%	0.6%	9.1%	100.0%
Fall 2024	1,539	507	283	105	371	319	18	104	115	1	37	319	3,718
	41.4%	13.6%	7.6%	2.8%	10.0%	8.6%	0.5%	2.8%	3.1%	0.0%	1.0%	8.6%	100.0%
Change	6.3%	-5.4%	-3.1%	-0.9%	9.9%	-0.5%	0.0%	2.6%	2.1%	0.0%	0.5%	-11.7%	0.0%

Source: Precision Campus

Table 25: Grade Distribution by Ethnic/Racial Group – Two or More Races Students

A grades increased from 35.1% to 41.4%, a rise of 6.3 percentage points, while B and C grades declined by 5.4% and 3.1%, respectively. Emergency Withdrawals (EW) spiked significantly in Fall 2021 to 18.2% during the pandemic but remained elevated in subsequent years, ending at 10.0% in Fall 2024. Withdrawal (W) grades dropped by nearly 12 points over the period, from 20.3% in 2017 to 8.6% in 2024. There was also a modest increase in No Pass (NP) and Pass (P) grades, reflecting a broader trend toward more flexible and supportive grading options.

GRADE DISTRIBUTION BY ETHNIC/RACIAL GROUP – WHITE STUDENTS														
	A	B	C	D	EW	F	IP	IX	NP	P	RD	UG	W	TOTAL
Fall 2017	10,104	4,273	2,035	628	0	1,105	1	109	45	364	1	3,909	3,462	26,036
	38.8%	16.4%	7.8%	2.4%	0.0%	4.2%	0.0%	0.4%	0.2%	1.4%	0.0%	15.0%	13.3%	100.0%
Fall 2018	10,006	4,018	1,896	595	0	1,138	1	99	68	424	48	4,048	3,377	25,718
	38.9%	15.6%	7.4%	2.3%	0.0%	4.4%	0.0%	0.4%	0.3%	1.6%	0.2%	15.7%	13.1%	100.0%
Fall 2019	8,875	3,260	1,471	440	0	997	0	83	129	523	10	4,238	3,078	23,104
	38.4%	14.1%	6.4%	1.9%	0.0%	4.3%	0.0%	0.4%	0.6%	2.3%	0.0%	18.3%	13.3%	100.0%
Fall 2020	10,107	2,850	1,184	385	15	1,056	0	101	138	614	9	4,303	2,834	23,596
	42.8%	12.1%	5.0%	1.6%	0.1%	4.5%	0.0%	0.4%	0.6%	2.6%	0.0%	18.2%	12.0%	100.0%
Fall 2021	8,679	2,579	1,091	341	2,936	1,018	0	65	136	627	0	3,449	25	20,946
	41.4%	12.3%	5.2%	1.6%	14.0%	4.9%	0.0%	0.3%	0.6%	3.0%	0.0%	16.5%	0.1%	100.0%
Fall 2022	8,128	2,308	1,040	354	37	1,040	0	78	258	653	0	3,296	2,394	19,586
	41.5%	11.8%	5.3%	1.8%	0.2%	5.3%	0.0%	0.4%	1.3%	3.3%	0.0%	16.8%	12.2%	100.0%
Fall 2023	8,795	2,405	1,022	323	1,256	1,103	0	86	368	805	0	3,644	1,724	21,531
	40.8%	11.2%	4.7%	1.5%	5.8%	5.1%	0.0%	0.4%	1.7%	3.7%	0.0%	16.9%	8.0%	100.0%
Fall 2024	8,798	2,256	1,009	327	1,195	1,342	0	68	371	844	5	3,664	2,116	21,995
	40.0%	10.3%	4.6%	1.5%	5.4%	6.1%	0.0%	0.3%	1.7%	3.8%	0.0%	16.7%	9.6%	100.0%
Change	1.2%	-6.1%	-3.2%	-0.9%	5.3%	1.9%	0.0%	-0.1%	1.5%	2.4%	0.0%	1.7%	-3.7%	0.0%

Source: Precision Campus

Table 26: Grade Distribution by Ethnic/Racial Group – White Students

A grades rose modestly by 1.2 percentage points to 40.0% in Fall 2024, while B and C grades decreased by 6.1% and 3.2%, respectively. Emergency Withdrawal (EW) grades surged to 14.0% in Fall 2021 during the pandemic and have since declined to 5.4% in 2024. Failing grades (F) increased slightly, while No Pass (NP) and Pass (P) grades also rose—reflecting increased use of alternative grading practices. Withdrawal (W) rates dropped by 3.7 percentage points over the period, indicating improved course completion.

DEGREES AWARDED								
AWARD TYPE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	6-YEAR CHANGE
A.A.	2,627	2,154	2,066	2,083	1,976	3,504	5,627	114%
A.A.-T	459	593	796	855	768	770	948	107%
A.S.	421	480	517	591	531	605	864	105%
A.S.-T	316	309	358	405	397	293	212	-33%
B.S.	13	22	15	26	21	27	16	23%
Certificate 16 to 29 Units	294	195	820	761	1,084	764	1,200	308%
Certificate 30+ Units	2,094	5,125	3,995	3,695	3,407	2,845	4,905	134%
Noncredit Certificate	0	38	78	156	143	219	392	932%

Source: Precision Campus

Table 27: Degrees Awarded

The most significant increases occurred in short-term (16-29 unit) certificates and noncredit certificates, which grew by 308% and 932%, respectively. Traditional Associate degrees (A.A. and A.S.) and transfer degrees (A.A.-T) also saw substantial gains — more than doubling in some cases — reflecting expanded program offerings and student completion initiatives. In contrast, awards of the Associate in Science for Transfer (A.S.-T) declined by 33%. Overall, the data highlight Santa Monica College's increasing focus on both workforce credentials and academic transfer readiness.

CSU AND UC TRANSFERS BY COMMUNITY COLLEGE					
Rank	College	Transfers	Rank	College	Transfers
1	DE ANZA COMMUNITY COLLEGE	2,144	26	SOUTHWESTERN COLLEGE	1,071
2	MOUNT SAN ANTONIO COLLEGE	2,092	27	SACRAMENTO CITY COLLEGE	1,052
3	PASADENA CITY COLLEGE	2,064	28	AMERICAN RIVER COLLEGE	1,036
4	SANTA MONICA COLLEGE	2,054	29	CITY COLLEGE OF SAN FRANCISCO	1,012
5	EL CAMINO COLLEGE	1,696	30	GLENDALE COMMUNITY COLLEGE	988
6	ORANGE COAST COLLEGE	1,673	31	SAN JOAQUIN DELTA COLLEGE	953
7	DIABLO VALLEY COLLEGE	1,641	32	COSUMNES RIVER COLLEGE	934
8	LONG BEACH CITY COLLEGE	1,524	33	SANTA ROSA JUNIOR COLLEGE	895
9	LOS ANGELES PIERCE COLLEGE	1,459	34	CYPRESS COLLEGE	881
10	FULLERTON COLLEGE	1,455	35	CITRUS COLLEGE	866
11	SANTA BARBARA CITY COLLEGE	1,289	36	LOS ANGELES VALLEY COLLEGE	865
12	SADDLEBACK COLLEGE	1,268	37	GROSSMONT COLLEGE	846
13	MOORPARK COLLEGE	1,264	38	MIRACOSTA COLLEGE	843
14	BAKERSFIELD COLLEGE	1,261	39	RIO HONDO COMMUNITY COLLEGE	803
15	EAST LOS ANGELES COLLEGE	1,250	40	GOLDEN WEST COLLEGE	784
16	COLLEGE OF THE CANYONS	1,244	41	CHABOT COLLEGE	775
17	SIERRA COLLEGE	1,236	42	SANTIAGO CANYON COLLEGE	772
18	IRVINE VALLEY COLLEGE	1,219	43	COLLEGE OF THE SEQUOIAS	760
19	RIVERSIDE CITY COLLEGE	1,148	44	MOUNT SAN JACINTO COLLEGE	740
20	PALOMAR COLLEGE	1,146	45	VENTURA COLLEGE	730
21	CERRITOS COLLEGE	1,144	46	OHLONE COLLEGE	708
22	MODESTO JUNIOR COLLEGE	1,132	47	LAS POSITAS COLLEGE	684
23	FRESNO CITY COLLEGE	1,115	48	MERCED COMMUNITY COLLEGE	677
24	SAN DIEGO MESA COLLEGE	1,112	49	CLOVIS COMMUNITY COLLEGE	663
25	CHAFFEY COLLEGE	1,092	50	BUTTE COLLEGE	662

Source: University of California and California State University

Table 28: CSU and UC Transfers by Community College

Beginning with the table above, the seven-table series that follows presents detailed transfer data from California Community Colleges to the University of California (UC) and California State University (CSU) systems for the 2023-2024 academic year. It includes overall transfer counts to UC, CSU, and both systems combined, along with disaggregated data for African American and Latinx students. Santa Monica College ranks among the top transfer institutions statewide and holds the top spot for African American and Latinx transfers to the UC system.

UC TRANSFERS BY COMMUNITY COLLEGE					
Rank	College	Transfers	Rank	College	Transfers
1	SANTA MONICA COLLEGE	983	26	SAN DIEGO MIRAMAR COLLEGE	217
2	DE ANZA COMMUNITY COLLEGE	866	27	PALOMAR COLLEGE	202
3	DIABLO VALLEY COLLEGE	806	28	LAS POSITAS COLLEGE	201
4	SANTA BARBARA CITY COLLEGE	804	29	AMERICAN RIVER COLLEGE	199
5	PASADENA CITY COLLEGE	784	30	SANTIAGO CANYON COLLEGE	195
6	IRVINE VALLEY COLLEGE	704	31	CHABOT COLLEGE	184
7	MOUNT SAN ANTONIO COLLEGE	486	32	FULLERTON COLLEGE	183
8	ORANGE COAST COLLEGE	479	33	SANTA ROSA JUNIOR COLLEGE	182
9	SADDLEBACK COLLEGE	443	34	WEST VALLEY COLLEGE	175
10	EL CAMINO COLLEGE	387	35	CABRILLO COLLEGE	169
11	MOORPARK COLLEGE	387	36	SOUTHWESTERN COLLEGE	158
12	LOS ANGELES PIERCE COLLEGE	352	37	LOS ANGELES VALLEY COLLEGE	155
13	CITY COLLEGE OF SAN FRANCISCO	309	38	CITRUS COMMUNITY COLLEGE	153
14	RIVERSIDE CITY COLLEGE	307	39	FOLSOM LAKE COLLEGE	151
15	FOOTHILL COLLEGE	304	40	CYPRESS COLLEGE	149
16	MIRACOSTA COLLEGE	269	41	CONSUMNES RIVER COLLEGE	144
17	SAN DIEGO MESA COLLEGE	268	42	CHAFFEY COMMUNITY COLLEGE	139
18	GLENDALE COMMUNITY COLLEGE	263	43	EAST LOS ANGELES COLLEGE	139
19	COLLEGE OF THE CANYONS	252	44	LONG BEACH CITY COLLEGE	138
20	SACRAMENTO CITY COLLEGE	242	45	VENTURA COLLEGE	136
21	SIERRA COLLEGE	235	46	GOLDEN WEST COLLEGE	126
22	OHLONE COLLEGE	234	47	COLLEGE OF MARIN	125
23	MOUNT SAN JACINTO COLLEGE	227	48	NORCO COLLEGE	120
24	COLLEGE OF SAN MATEO	226	49	CERRITOS COMMUNITY COLLEGE	117
25	BERKELEY CITY COLLEGE	221	50	GROSSMONT COLLEGE	115

Source: University of California

Table 29: UC Transfers by Community College

See summary caption at start of transfer series tables.

AFRICAN-AMERICAN UC TRANSFERS BY COMMUNITY COLLEGE					
Rank	College	Transfers	Rank	College	Transfers
1	SANTA MONICA COLLEGE	84	26	MERRITT COLLEGE	11
2	EL CAMINO COLLEGE	33	27	MOORPARK COLLEGE	11
3	PASADENA CITY COLLEGE	30	28	SAN DIEGO MIRAMAR COLLEGE	10
4	SAN DIEGO MESA COLLEGE	26	29	WEST LOS ANGELES COLLEGE	10
5	BERKELEY CITY COLLEGE	25	30	LOS MEDANOS COLLEGE	9
6	RIVERSIDE COLLEGE	24	31	MORENO VALLEY COLLEGE	9
7	DIABLO VALLEY COLLEGE	23	32	MOUNT SAN ANTONIO COLLEGE	9
8	LOS ANGELES PIERCE COLLEGE	20	33	ORANGE COAST COLLEGE	9
9	LAS POSITAS COLLEGE	19	34	COLLEGE OF SAN MATEO	8
10	MOUNT SAN JACINTO COLLEGE	18	35	COSUMNES RIVER COLLEGE	8
11	DE ANZA COLLEGE	17	36	FOLSOM LAKE COLLEGE	8
12	SACRAMENTO CITY COLLEGE	17	37	FULLERTON COLLEGE	8
13	SANTA BARBARA CITY COLLEGE	17	38	GROSSMONT COLLEGE	8
14	SADDLEBACK COLLEGE	16	39	IRVINE VALLEY COLLEGE	8
15	AMERICAN RIVER COLLEGE	15	40	NORCO COLLEGE	8
16	MIRA COSTA COLLEGE	15	41	PALOMAR COLLEGE	8
17	SOUTHWESTERN COLLEGE	15	42	SANTA ROSA JUNIOR COLLEGE	8
18	CHABOT COLLEGE	14	43	SOLANO COLLEGE	8
19	CHAFFEY COLLEGE	14	44	CERRITOS COLLEGE	7
20	SAN DIEGO CITY COLLEGE	14	45	COLLEGE OF MARIN	7
21	COLLEGE OF THE CANYONS	13	46	LOS ANGELES VALLEY COLLEGE	7
22	LANEY COLLEGE	12	47	CITY COLLEGE OF SAN FRANCISCO	6
23	FOOTHILL COLLEGE	11	48	COLLEGE OF THE DESERT	6
24	LONG BEACH CITY COLLEGE	11	49	MODESTO JUNIOR COLLEGE	6
25	LOS ANGELES CITY COLLEGE	11	50	MONTEREY PENINSULA COLLEGE	6

Source: University of California

Table 30: African American UC Transfers by Community College

See summary caption at start of transfer series tables.

HISPANIC UC TRANSFERS BY COMMUNITY COLLEGE					
Rank	College	Transfers	Rank	College	Transfers
1	SANTA MONICA COLLEGE	217	26	MIRA COSTA COLLEGE	59
2	SANTA BARBARA CITY COLLEGE	185	27	LONG BEACH CITY COLLEGE	57
3	RIVERSIDE COLLEGE	172	28	MERCED COLLEGE	56
4	EL CAMINO COLLEGE	121	29	SANTA ANA COLLEGE	55
5	MOUNT SAN ANTONIO COLLEGE	119	30	SACRAMENTO CITY COLLEGE	53
6	MOUNT SAN JACINTO COLLEGE	119	31	PALOMAR COLLEGE	52
7	PASADENA CITY COLLEGE	112	32	SANTIAGO CANYON COLLEGE	51
8	DIABLO VALLEY COLLEGE	109	33	NORCO COLLEGE	49
9	MOORPARK COLLEGE	102	34	LOS ANGELES VALLEY COLLEGE	48
10	SOUTHWESTERN COLLEGE	101	35	SIERRA COLLEGE	48
11	SADDLEBACK COLLEGE	95	36	CABRILLO COLLEGE	47
12	LOS ANGELES PIERCE COLLEGE	92	37	CITRUS COLLEGE	45
13	DE ANZA COLLEGE	91	38	MORENO VALLEY COLLEGE	44
14	IRVINE VALLEY COLLEGE	88	39	FOOTHILL COLLEGE	43
15	COLLEGE OF THE CANYONS	83	40	GROSSMONT C OLLEGE	42
16	VENTURA COLLEGE	74	41	LOS MEDANOS COLLEGE	42
17	CERRITOS COLLEGE	67	42	SAN JOAQUIN DELTA COLLEGE	42
18	ORANGE COAST COLLEGE	67	43	CHABOT COLLEGE	41
19	SAN DIEGO MESA COLLEGE	65	44	ALLAN HANCOCK COLLEGE	40
20	EAST LOS ANGELES COLLEGE	64	45	MODESTO JUNIOR COLLEGE	40
21	RIO HONDO COLLEGE	63	46	CITY COLLEGE OF SAN FRANCISCO	38
22	CHAFFEY COLLEGE	62	47	BERKELEY CITY COLLEGE	37
23	FULLERTON COLLEGE	62	48	OXNARD COLLEGE	37
24	SANTA ROSA JUNIOR COLLEGE	61	49	SAN DIEGO CITY COLLEGE	36
25	COLLEGE OF THE DESERT	60	50	ANTELOPE VALLEY COLLEGE	35

Source: University of California

Table 31: Hispanic UC Transfers by Community College

See summary caption at start of transfer series tables.

CSU TRANSFERS BY COMMUNITY COLLEGE						
Rank	College	Transfers		Rank	College	Transfers
1	MOUNT SAN ANTONIO COLLEGE	1,606		26	SADDLEBACK COLLEGE	825
2	LONG BEACH CITY COLLEGE	1,386		27	SACRAMENTO CITY COLLEGE	810
3	EL CAMINO COLLEGE	1,309		28	CONSUMNES RIVER COLLEGE	790
4	PASADENA CITY COLLEGE	1,280		29	CYPRESS COLLEGE	732
5	DE ANZA COMMUNITY COLLEGE	1,278		30	GROSSMONT COLLEGE	731
6	FULLERTON COLLEGE	1,272		31	GLENDALE COMMUNITY COLLEGE	725
7	BAKERSFIELD COLLEGE	1,194		32	RIO HONDO COMMUNITY COLLEGE	724
8	ORANGE COAST COLLEGE	1,194		33	COLLEGE OF THE SEQUOIAS	715
9	EAST LOS ANGELES COLLEGE	1,111		34	CITRUS COMMUNITY COLLEGE	713
10	LOS ANGELES PIERCE COLLEGE	1,107		35	SANTA ROSA JUNIOR COLLEGE	713
11	SANTA MONICA COLLEGE	1,071		36	LOS ANGELES VALLEY COLLEGE	710
12	FRESNO CITY COLLEGE	1,068		37	CITY COLLEGE OF SAN FRANCISCO	703
13	MODESTO JUNIOR COLLEGE	1,031		38	GOLDEN WEST COLLEGE	658
14	CERRITOS COMMUNITY COLLEGE	1,027		39	BUTTE COLLEGE	614
15	SIERRA COLLEGE	1,001		40	IMPERIAL VALLEY COLLEGE	608
16	COLLEGE OF THE CANYONS	992		41	HARTNELL COMMUNITY COLLEGE	601
17	CHAFFEY COMMUNITY COLLEGE	953		42	VENTURA COLLEGE	594
18	PALOMAR COLLEGE	944		43	CHABOT COLLEGE	591
19	SOUTHWESTERN COLLEGE	913		44	MERCED COMMUNITY COLLEGE	582
20	MOORPARK COLLEGE	877		45	CLOVIS COMMUNITY COLLEGE	577
21	SAN JOAQUIN DELTA COLLEGE	863		46	SANTIAGO CANYON COLLEGE	577
22	SAN DIEGO MESA COLLEGE	844		47	MIRACOSTA COLLEGE	574
23	RIVERSIDE CITY COLLEGE	841		48	SANTA ANA COLLEGE	570
24	AMERICAN RIVER COLLEGE	837		49	ANTELOPE VALLEY COLLEGE	549
25	DIABLO VALLEY COLLEGE	835		50	IRVINE VALLEY COLLEGE	515

Source: California State University

Table 32: CSU Transfers by Community College

See summary caption at start of transfer series tables.

AFRICAN-AMERICAN CSU TRANSFERS BY COMMUNITY COLLEGE					
Rank	College	Transfers	Rank	College	Transfers
1	LONG BEACH CITY COLLEGE	126	26	LOS ANGELES TRADE-TECH COLLEGE	34
2	EL CAMINO COLLEGE	98	27	LOS MEDANOS COLLEGE	33
3	SANTA MONICA COLLEGE	87	28	DIABLO VALLEY COLLEGE	32
4	WEST LOS ANGELES COLLEGE	66	29	SAN DIEGO CITY COLLEGE	32
5	LOS ANGELES SOUTHWEST COLLEGE	62	30	VICTOR VALLEY COLLEGE	32
6	SACRAMENTO CITY COLLEGE	59	31	MODESTO JUNIOR COLLEGE	30
7	SAN DIEGO MESA COLLEGE	57	32	MOUNT SAN ANTONIO COLLEGE	30
8	SAN JOAQUIN DELTA COLLEGE	53	33	SIERRA COLLEGE	30
9	BAKERSFIELD COLLEGE	51	34	CONTRA COSTA COLLEGE	29
10	LOS ANGELES PIERCE COLLEGE	49	35	SAN JACINTO COLLEGE	29
11	RIVERSIDE COLLEGE	49	36	SOLANO COLLEGE	29
12	AMERICAN RIVER COLLEGE	48	37	DE ANZA COLLEGE	27
13	ANTELOPE VALLEY COLLEGE	48	38	PALOMAR COLLEGE	27
14	CHAFFEY COLLEGE	48	39	SOUTHWESTERN COLLEGE	26
15	CERRITOS COLLEGE	47	40	LOS ANGELES HARBOR COLLEGE	25
16	COSUMNES RIVER COLLEGE	47	41	CYPRESS COLLEGE	24
17	CITY COLLEGE OF SAN FRANCISCO	46	42	LOS ANGELES VALLEY COLLEGE	24
18	LANEY COLLEGE	44	43	BERKELEY CITY COLLEGE	23
19	FRESNO CITY COLLEGE	43	44	LOS ANGELES CITY COLLEGE	23
20	CHABOT COLLEGE	42	45	NORCO COLLEGE	22
21	GROSSMONT COLLEGE	41	46	FULLERTON COLLEGE	20
22	MERRITT COLLEGE	41	47	MORENO VALLEY COLLEGE	20
23	SAN BERNARDINO VALLEY COLLEGE	40	48	SANTA ROSA JUNIOR COLLEGE	18
24	COLLEGE OF THE CANYONS	37	49	CLOVIS COMMUNITY COLLEGE	16
25	PASADENA CITY COLLEGE	35	50	COMPTON COLLEGE	16

Source: California State University

Table 33: African American CSU Transfers by Community College

See summary caption at start of transfer series tables.

HISPANIC CSU TRANSFERS BY COMMUNITY COLLEGE					
Rank	College	Transfers	Rank	College	Transfers
1	MOUNT SAN ANTONIO COLLEGE	1,008	26	LOS ANGELES VALLEY COLLEGE	396
2	EAST LOS ANGELES COLLEGE	945	27	VENTURA COLLEGE	388
3	LONG BEACH CITY COLLEGE	829	28	DE ANZA COLLEGE	348
4	BAKERSFIELD COLLEGE	820	29	ORANGE COAST COLLEGE	346
5	FULLERTON COLLEGE	781	30	COLLEGE OF THE DESERT	342
6	CERRITOS COLLEGE	777	31	ANTELOPE VALLEY COLLEGE	338
7	EL CAMINO COLLEGE	690	32	CYPRESS COLLEGE	332
8	SOUTHWESTERN COLLEGE	661	33	REEDLEY COLLEGE	328
9	FRESNO CITY COLLEGE	653	34	MOORPARK COLLEGE	318
10	RIO HONDO COLLEGE	648	35	OXNARD COLLEGE	316
11	PASADENA CITY COLLEGE	640	36	LOS ANGELES MISSION COLLEGE	308
12	CHAFFEY COLLEGE	623	37	SAN BERNARDINO VALLEY COLLEGE	305
13	IMPERIAL VALLEY COLLEGE	573	38	SAN DIEGO MESA COLLEGE	288
14	MODESTO JUNIOR COLLEGE	556	39	LOS ANGELES CITY COLLEGE	284
15	LOS ANGELES PIERCE COLLEGE	548	40	SACRAMENTO CITY COLLEGE	284
16	SANTA MONICA COLLEGE	537	41	GROSSMONT COLLEGE	272
17	RIVERSIDE COLLEGE	535	42	MOUNT SAN JACINTO COLLEGE	264
18	HARTNELL COLLEGE	517	43	SANTIAGO CANYON COLLEGE	264
19	COLLEGE OF THE SEQUOIAS	512	44	SADDLEBACK COLLEGE	260
20	COLLEGE OF THE CANYONS	511	45	VICTOR VALLEY COLLEGE	260
21	CITRUS COLLEGE	494	46	SANTA ROSA JUNIOR COLLEGE	259
22	SANTA ANA COLLEGE	458	47	LOS ANGELES HARBOR COLLEGE	257
23	PALOMAR COLLEGE	442	48	SAN DIEGO CITY COLLEGE	251
24	SAN JOAQUIN DELTA COLLEGE	441	49	MIRA COSTA COLLEGE	246
25	MERCED COLLEGE	399	50	CHABOT COLLEGE	240

Source: California State University

Table 34: Hispanic CSU Transfers by Community College

See summary caption at start of transfer series tables.

SMC TO CSU TRANSFERS BY CAMPUS											
	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
BAKERSFIELD	4	6	7	13	6	4	10	1	4	2	4
CHANNEL ISLANDS	13	18	14	10	15	11	20	13	15	11	12
CHICO	6	7	15	6	15	10	12	8	14	9	14
DOMINGUEZ HILLS	113	116	123	125	122	132	140	132	141	77	111
EAST BAY	7	7	7	6	11	5	11	8	9	11	15
FRESNO	1	6	1	4	2	4	2	2	2	2	2
FULLERTON	21	19	33	35	29	37	32	28	35	42	52
HUMBOLDT	12	19	21	19	19	10	7	14	16	10	12
INTERNATIONAL PROGRAMS	0	0	0	0	2	2	0	0	0	0	0
LONG BEACH	158	187	192	162	167	184	189	200	230	168	208
LOS ANGELES	149	229	146	186	234	188	158	172	217	127	162
MARITIME ACADEMY	0	2	1	1	1	0	1	1	0	0	0
MONTEREY BAY	4	7	4	3	2	6	2	3	5	4	5
NORTHRIDGE	423	434	448	376	387	361	340	408	427	244	336
POMONA	38	40	45	55	43	55	50	54	55	40	45
SACRAMENTO	5	13	5	5	14	9	13	2	6	6	9
SAN BERNARDINO	0	5	6	5	9	5	4	3	6	5	6
SAN DIEGO	16	14	15	13	14	16	22	25	27	26	29
SAN FRANCISCO	21	43	61	36	47	51	48	32	40	22	27
SAN JOSE	18	10	18	12	19	17	15	14	15	7	9
SAN LUIS OBISPO	9	5	0	5	4	9	4	8	9	6	6
SAN MARCOS	1	4	2	1	5	3	3	4	5	4	4
SONOMA	3	3	2	1	3	5	6	1	3	3	3
STANISLAUS	0	1	1	2	2	0	1	0	1	0	0
GRAND TOTAL	1,022	1,195	1,167	1,081	1,172	1,122	1,091	1,133	1,217	1,084	1,071

Source: California State University

Table 35: SMC to CSU Transfers by Campus

SMC students transferred to a wide variety of CSU campuses each year. Overall transfers averaged just over 1,100 per year, with the largest numbers consistently to Northridge, Long Beach, Los Angeles, and Dominguez Hills.

SMC TO UC TRANSFERS BY CAMPUS										
YEAR	BERKELEY	DAVIS	IRVINE	LOS ANGELES	MERCED	RIVERSIDE	SAN DIEGO	SANTA BARBARA	SANTA CRUZ	GRAND TOTAL
2000 - 2001	84	12	61	426	-	21	46	39	20	709
2001 - 2002	87	11	103	557	-	38	62	45	35	938
2002 - 2003	109	15	131	447	-	37	70	54	32	895
2003 - 2004	91	15	93	529	-	26	62	62	22	900
2004 - 2005	96	19	107	534	-	35	56	98	29	974
2005 - 2006	100	8	94	515	2	33	79	51	21	903
2006 - 2007	106	12	90	596	3	24	67	62	21	981
2007 - 2008	93	20	81	541	1	35	88	54	22	935
2008 - 2009	91	18	74	516	7	26	110	53	24	919
2009 - 2010	135	30	85	519	8	39	146	78	13	1,053
2010 - 2011	124	33	84	505	9	40	118	63	33	1,009
2011 - 2012	181	45	84	472	7	60	123	67	37	1,076
2012 - 2013	173	59	84	490	2	44	84	82	39	1,057
2013 - 2014	115	81	105	444	4	51	156	72	33	1,061
2014 - 2015	128	61	114	476	0	57	111	87	38	1,074
2015 - 2016	120	70	115	459	3	59	137	100	34	1,097
2016 - 2017	136	74	161	482	0	40	175	90	36	1,194
2017 - 2018	159	55	147	504	3	48	182	161	30	1,289
2018 - 2019	110	55	121	486	0	72	217	151	58	1,270
2019 - 2020	114	45	200	464	8	72	117	123	54	1,197
2020 - 2021	140	49	130	449	3	60	158	142	55	1,186
2021 - 2022	132	54	133	412	6	80	194	119	70	1,200
2022 - 2023	165	44	84	414	0	58	136	133	50	1,086
2023 - 2024	133	41	82	451	0	24	109	100	41	983

Source: California State University

Table 36: SMC to UC Transfers by Campus

SMC transfers to the UC system averaged roughly 1,050 students annually, with UCLA consistently the top destination, followed by UC Irvine, UC Berkeley, and UC Santa Barbara.

Faculty and Staff

NUMBER OF FACULTY, STAFF, AND ADMINISTRATORS						
	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	CHANGE FROM FALL 2019 TO FALL 2023
Classified	466	439	434	445	471	1%
Confidential	8	8	8	8	6	-25%
Academic Administrators	48	48	45	45	45	-6%
Classified Administrators	52	49	51	53	53	2%
Full-Time Faculty	336	314	309	329	335	-0.30%
Part-Time Faculty	1,000	910	893	859	868	-13%
Total	1,910	1,768	1,740	1,739	1,778	-7%

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

Table 37: Number of Faculty, Staff, and Administrators

Overall, SMC has seen a 7% decrease in the number of all employees in the last four years, with the most significant decrease in part-time faculty members.

FULL-TIME TO PART-TIME FACULTY RATIO						
	FALL 2019 (n=1,336)	FALL 2020 (n=1,224)	FALL 2021 (n=1,202)	FALL 2022 (n=1,188)	FALL 2023 (n=1,203)	CHANGE FROM FALL 2019 TO FALL 2023
Full-Time Faculty	25%	26%	26%	28%	28%	3%
Part-Time Faculty	75%	74%	74%	72%	72%	-3%

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

Table 38: Full-time to Part-time Faculty Ratio

The ratio of part-time faculty to full-time faculty slightly increased to 26% (Fall 2019 to Fall 2021) and then again to 28% (Fall 2021 to Fall 2023).

SMC EMPLOYEE ETHNICITY					
	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
	n=1768	n=1740	n=1739	n=1778	n=1797
Educational Administrator	48	45	45	45	54
African-American	29%	29%	31%	29%	30%
Asian	4%	2%	4%	9%	7%
Hispanic	17%	22%	20%	20%	20%
Multi-Ethnicity	0%	0%	0%	0%	0%
Pacific Islander	2%	2%	2%	2%	2%
Unknown	6%	7%	7%	2%	7%
White Non-Hispanic	42%	38%	36%	38%	33%
Academic, Tenured/Tenure Track	314	309	329	335	334
African-American	11%	11%	11%	12%	12%
Asian	14%	14%	13%	14%	14%
Hispanic	19%	18%	19%	20%	21%
Multi-Ethnicity	1%	1%	2%	2%	2%
Pacific Islander	1%	1%	1%	1%	1%
Unknown	2%	2%	2%	2%	2%
White Non-Hispanic	53%	53%	51%	50%	48%
Academic, Temporary	910	893	859	868	877
African-American	10%	10%	10%	10%	10%
Asian	12%	13%	12%	12%	12%
Hispanic	15%	15%	17%	18%	18%
Multi-Ethnicity	2%	2%	1%	1%	1%
Pacific Islander	0%	1%	1%	1%	1%
Unknown	6%	5%	5%	5%	5%
White Non-Hispanic	54%	55%	55%	54%	53%
Classified	496	493	506	530	532
African-American	22%	21%	21%	20%	19%
Asian	12%	12%	12%	11%	11%
Hispanic	31%	31%	32%	33%	33%
Multi-Ethnicity	1%	1%	1%	2%	2%
Unknown	6%	6%	7%	10%	11%
White Non-Hispanic	28%	29%	27%	25%	23%

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

Table 39: SMC Employee Ethnicity

Classified staff and administration are more diverse than the faculty (both tenured/tenure track and temporary academic). African-American and Hispanic representation among administrative and faculty personnel has increased; however, Asian representation increased and then slightly decreased. The ethnic make-up among the tenured/tenured track and temporary faculty rank has not changed much in the last four years. However, the white population for tenured/tenure track academic ranks has dropped five percentage points. Hispanic representation in all ranks has increased by two to three percentage points, and the White population in the administrative ranks has decreased nine percentage points.

SMC EMPLOYEE GENDER					
	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
	n=1768	n=1740	n=1739	n=1778	n=1797
Educational Administrator	48	45	45	45	54
Female	71%	62%	67%	64%	67%
Male	29%	38%	33%	36%	33%
Academic, Tenured/Tenure Track	314	309	329	335	334
Female	57%	57%	57%	57%	59%
Male	43%	43%	43%	43%	41%
Academic, Temporary	910	893	859	868	877
Female	58%	57%	57%	58%	58%
Male	42%	43%	43%	42%	42%
Classified	496	493	506	530	532
Female	50%	49%	49%	50%	51%
Male	50%	51%	51%	50%	49%

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

Table 40: SMC Employee Gender

The gender distribution among administration ranks has slightly shifted. Male representation has increased by four percentage points; however, female representation remains the majority. There are more females than males among teaching faculty. Female representation among the tenured/tenure track academic ranks has increased by 2 percentage points. The temporary academic — or part-time faculty — gender balance has remained the same for the last four years. Among classified staff members, the gender distribution is nearly equal with 51% females and 49% males.

SMC EMPLOYEE AGE					
	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
	n=1768	n=1740	n=1739	n=1778	n=1797
Educational Administrator	48	45	45	45	54
18 to 34	11%	4%	7%	9%	9%
35 to 39	8%	11%	9%	7%	11%
40 to 49	29%	40%	33%	31%	30%
50 to 59	27%	27%	33%	33%	33%
60 to 69	17%	11%	11%	13%	11%
70+	8%	7%	7%	7%	6%
Academic, Tenured/Tenure Track	314	309	329	335	334
18 to 34	5%	3%	5%	6%	5%
35 to 39	16%	14%	13%	11%	9%
40 to 49	31%	30%	31%	32%	35%
50 to 59	29%	32%	31%	29%	30%
60 to 69	16%	17%	16%	17%	17%
70+	3%	4%	4%	5%	4%
Academic, Temporary	910	893	859	868	877
18 to 34	18 to 34	18 to 34	18 to 34	18 to 34	18 to 34
35 to 39	35 to 39	35 to 39	35 to 39	35 to 39	35 to 39
40 to 49	40 to 49	40 to 49	40 to 49	40 to 49	40 to 49
50 to 59	50 to 59	50 to 59	50 to 59	50 to 59	50 to 59
60 to 69	60 to 69	60 to 69	60 to 69	60 to 69	60 to 69
70+	70+	70+	70+	70+	70+
Classified	496	493	506	530	532
18 to 34	19%	15%	15%	15%	15%
35 to 39	15%	14%	14%	15%	13%
40 to 49	24%	25%	25%	25%	25%
50 to 59	30%	31%	29%	28%	28%
60 to 69	11%	13%	15%	15%	16%
70+	1%	2%	2%	2%	3%

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

Table 41: SMC Employee Age

Across all categories, employees aged 40-59 make up the largest proportion of the workforce, reflecting a mature employee base. Temporary Academic Faculty and Classified Staff have a more noticeable presence of younger employees aged 18-34, while employees aged 60 and older represent a significant portion of the Temporary Academic and Educational Administrator groups.

Fiscal Outlook

SMC ANNUAL OPERATING EXCESS/DEFICIENCY					
	19-20	20-21	21-22	22-23	23-24
Revenue and Transfers	\$185,854,046	\$196,437,675	\$202,277,845	\$204,862,920	\$219,661,783
Expenditures and Transfers	\$195,191,064	\$182,293,014	\$193,846,987	\$214,755,015	\$226,530,335
Annual Operating Excess/Deficiency	(\$9,337,018)	\$14,144,661	\$8,430,858	(\$9,892,095)	(\$6,868,552)

Source: SMC Fiscal Services

Table 42a: SMC Annual Operating Excess/Deficiency

Santa Monica College moved from an operating deficit in 2019-20 to surpluses in 2020-21 and 2021-22, but negative balances returned in 2022-23 and 2023-24. Overall, while revenues grew over the last five years, expenditures have outpaced them in three of the five years shown.

SMC FUND BALANCE					
	19-20	20-21	21-22	22-23	23-24
Expenditure and Transfers	\$195,191,064	\$182,293,014	\$193,846,987	\$214,755,015	\$226,530,335
Unrestricted General Fund Balance	\$21,339,089	\$35,483,750	\$43,914,608	\$34,022,513	\$27,153,961
Fund Balance Ratio	10.93%	19.47%	22.65%	15.84%	11.99%

Source: SMC Fiscal Services

Table 42b: SMC Fund Balance

Although the college's fund balance peaked at a robust 22.65% in 21-22, it has since declined for two consecutive years.

SMC SALARIES AND BENEFITS					
	19-20	20-21	21-22	22-23	23-24
Salaries and Benefits	\$175,912,756	\$168,070,868	\$177,126,705	\$195,506,711	\$206,584,117
Total Expenditures and Transfers	\$195,191,064	\$182,293,014	\$193,846,987	\$214,755,015	\$226,530,335
Salaries and Benefits Percentage	90.12%	92.20%	91.37%	91.04%	91.19%

Source: SMC Fiscal Services

Table 43: SMC Salaries and Benefits

The ratio of unrestricted general funds applied towards salaries and benefits has remained between 92.2% and 90.12% for the last five years. This rate is somewhat higher than the ratio of around 89% common for SMC in the years between 2010 and 2019.

NONRESIDENT TUITION REVENUE					
	19-20	20-21	21-22	22-23	23-24
Nonresident Revenue	\$28,571,375	\$23,987,221	\$21,657,241	\$22,922,455	\$25,304,446
Total Revenue and Transfers	\$185,854,046	\$196,437,675	\$202,277,845	\$204,862,920	\$219,661,783
% Nonresident to Total Revenue	15.37%	12.21%	10.71%	11.19%	11.52%

Source: SMC Fiscal Services

Table 44: Nonresident Tuition Revenue

The data shows that nonresident revenue at Santa Monica College declined significantly from \$28.6 million in 2019-20 to a low of \$21.7 million in 2021-22 but has since rebounded to \$25.3 million in 2023-24. As a percentage of total revenue, nonresident revenue has decreased from 15.37% in 2019-20 to a more stable range of around 11-12% in recent years, indicating a relative decline in dependence on nonresident tuition despite overall revenue growth.

External Scan

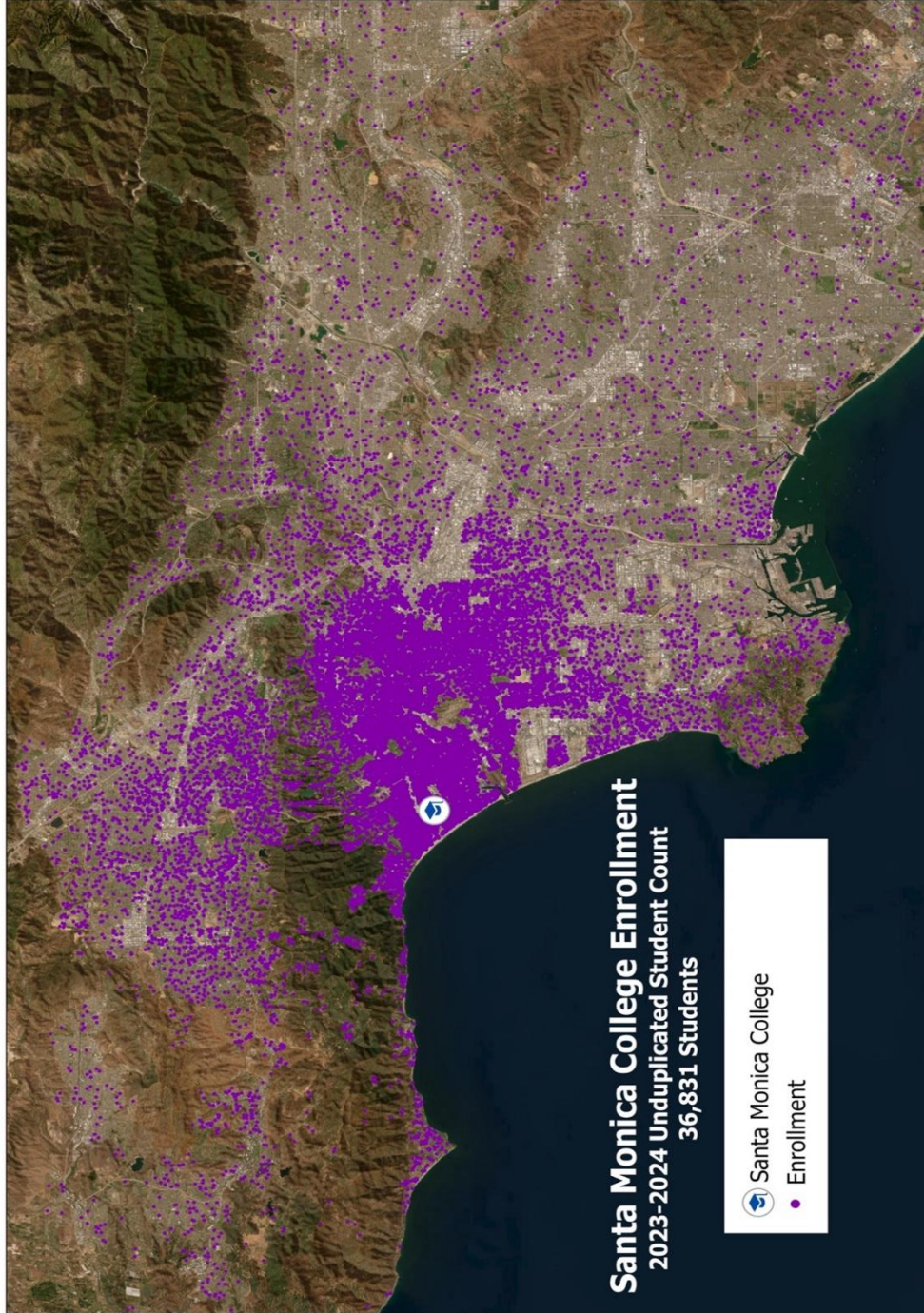


Figure 45: SMC Enrollment Map

The map shows a wide distribution of students from across the Los Angeles region, confirming that SMC attracts students from a broad area well beyond its service district in the Santa Monica and Malibu zip codes. The heavy concentration of students in the Santa Monica and West Los Angeles areas means SMC's "Any line, any time" program, now a citywide phenomenon, continues to be important to our students navigating the city.

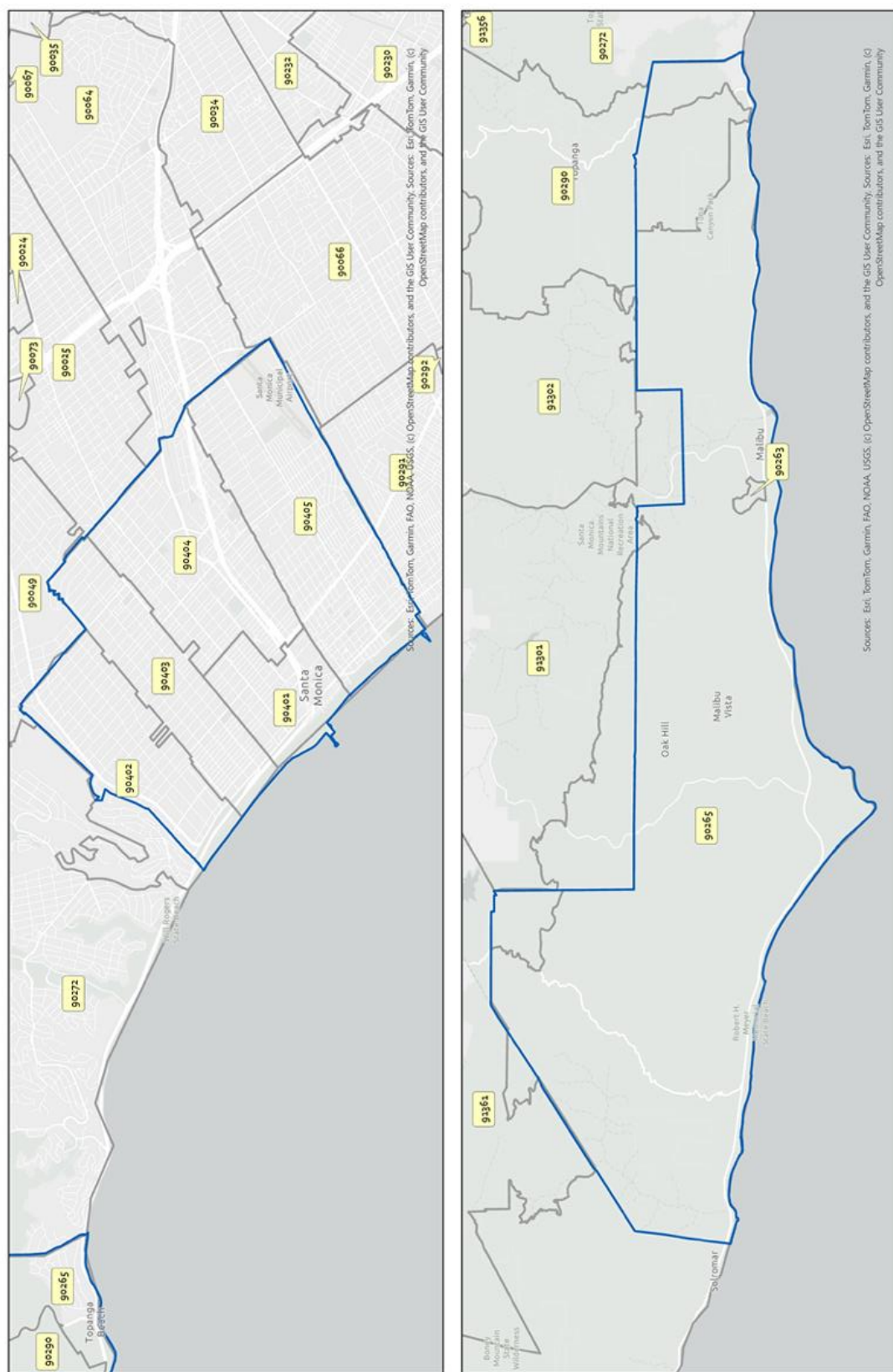
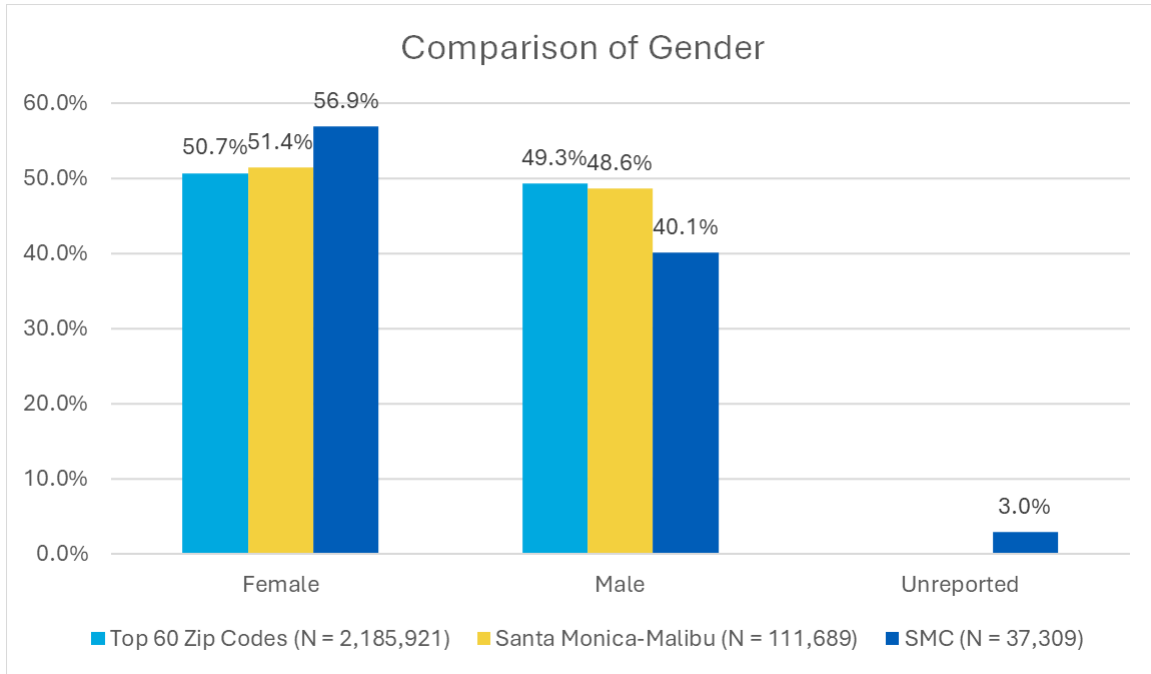


Figure 46: SMC Service Area Zip Codes

The maps above show the zip codes corresponding to Santa Monica College's designated service area. A comparison of this map with the previous one shows that SMC serves many students from outside of its designated service area.

COMPARISON OF SERVICE AREA VS. SANTA MONICA COMMUNITY COLLEGE DISTRICT STUDENT POPULATION



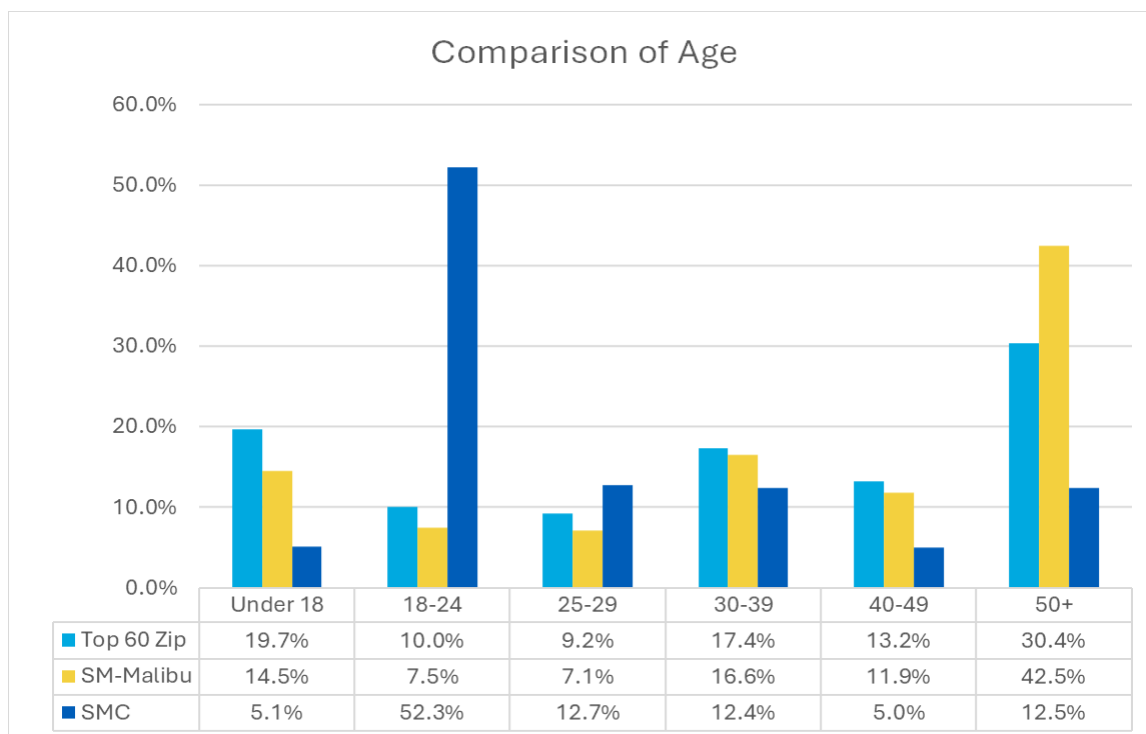
GENDER	TOP 60 ZIP CODES (2022)	SANTA MONICA-MALIBU AREA (2022)	SANTA MONICA COLLEGE POPULATION (2022-2023)
Female	1,107,272	57,401	21,230
	50.7%	51.4%	56.9%
Male	1,078,649	54,288	14,958
	49.3%	48.6%	40.1%
Unreported	--	--	1,121
	--	--	3.0%
Total	2,185,921	111,689	37,309
	100%	100%	100%

Source: US Census Bureau

Table 47: SMC and Service Area Population by Gender

This chart and table compare gender representation in the top 60 ZIP codes within Santa Monica College's service area, the broader Santa Monica-Malibu area, and the SMC student population for the 2022-2023 academic year. While the gender distribution in the local population is nearly equal, the college enrolls a significantly higher proportion of female students (56.9%) and a notably lower proportion of male students (40.1%), with 3.0% of students not reporting gender. This disparity underscores the importance of understanding and addressing gender-based enrollment trends in institutional planning.

COMPARISON OF SERVICE AREA VS. SANTA MONICA COMMUNITY COLLEGE DISTRICT STUDENT POPULATION



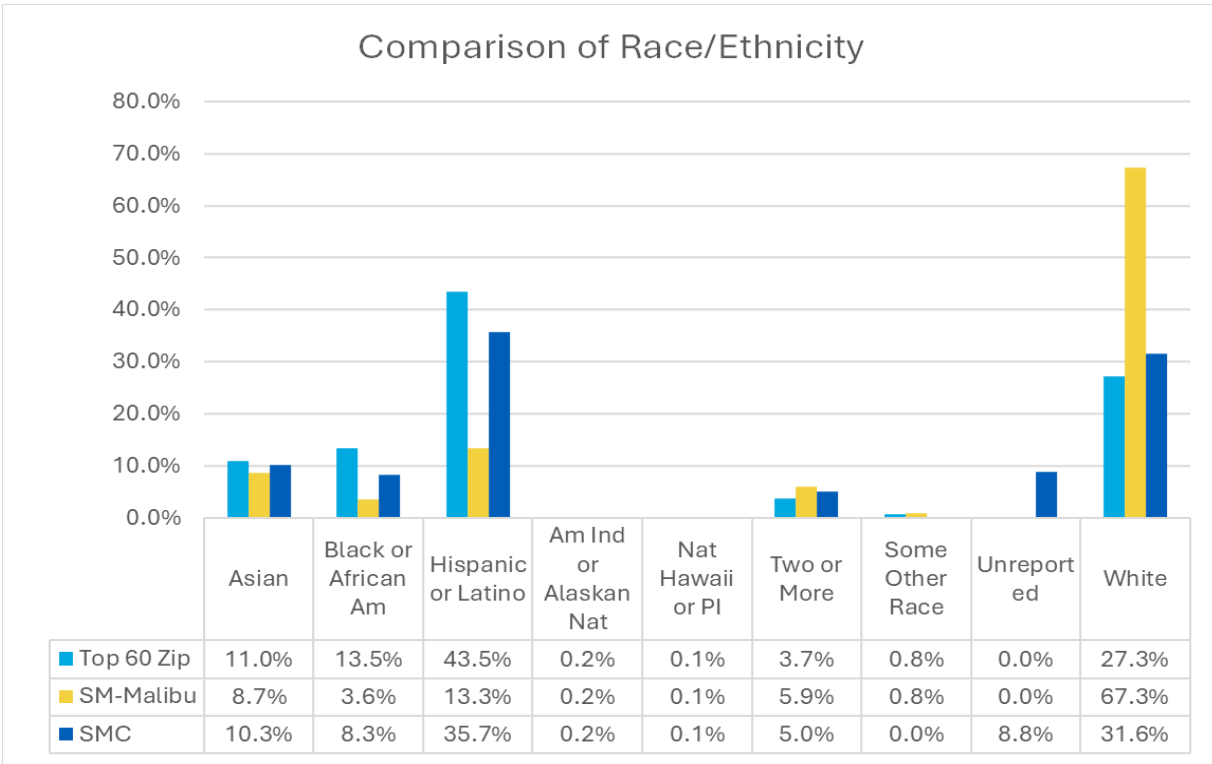
Source: US Census Bureau

Table 48: SMC and Service Area Population by Age

While individuals aged 18-24 make up just 7.5-10% of the local population, they represent a majority (52.3%) of SMC's enrollment. Conversely, older adults aged 50 and above constitute over 30% of the surrounding population, but only 12.5% of SMC students. These contrasts highlight SMC's strong appeal to traditional college-age students and suggest opportunities to expand engagement with older adult learners.

AGE GROUP	TOP 60 ZIP CODES (2022)	SANTA MONICA-MALIBU AREA (2022)	SANTA MONICA COLLEGE POPULATION (2022-2023)
Under 18	429,840	16,226	1,913
	19.7%	14.5%	5.1%
18-24	218,944	8,374	19,505
	10.0%	7.5%	52.3%
25-29	201,524	7,914	4,755
	9.2%	7.1%	12.7%
30-39	379,722	18,503	4,619
	17.4%	16.6%	12.4%
40-49	288,900	13,254	1,869
	13.2%	11.9%	5.0%
50+	664,667	47,418	4,648
	30.4%	42.5%	12.5%
Total	2,185,921	111,689	37,309
	100%	100%	100%

**COMPARISON OF SERVICE AREA VS.
SANTA MONICA COMMUNITY COLLEGE DISTRICT STUDENT POPULATION**



Source: US Census Bureau

Table 49: SMC and Service Area Population by Race/Ethnicity

While White individuals constitute over two-thirds of the local population (67.3%), they represent only 31.6% of SMC students. In contrast, Hispanic/Latino students are significantly overrepresented at SMC (35.7%) compared to their share of the local population (13.3%). Black or African American students also exceed their local representation, comprising 8.3% of the student body versus 3.6% of the regional population.

RACE/ETHNICITY	TOP 60 ZIP CODES (2020)	SANTA MONICA-MALIBU AREA (2020)	SMC STUDENTS (2022-2023)
Asian	244,331	9,821	3,827
	11.0%	8.7%	10.3%
Black or African American	299,206	4,050	3,103
	13.5%	3.6%	8.3%
Hispanic or Latino	967,053	15,052	13,307
	43.5%	13.3%	35.7%
American Indian or Native Alaskan	3,519	219	56
	0.2%	0.2%	0.2%
Native Hawaiian or Pacific Islander	2,941	129	54
	0.1%	0.1%	0.1%
Two or More Races	81,927	6,687	1,868
	3.7%	5.9%	5.0%
Some Other Race	16,913	936	--
	0.8%	0.8%	--
Unreported	--	--	3,299
	--	--	8.8%
White	605,647	75,965	11,795
	27.3%	67.3%	31.6%

FIRST-TIME STUDENTS HIGH SCHOOL ATTENDED								
HIGH SCHOOL	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
Santa Monica High	260	237	269	182	199	222	182	210
Culver City High	139	158	188	171	137	134	164	181
Beverly Hills High	154	167	183	141	137	147	141	140
Venice Senior High	123	142	138	101	111	139	141	121
Alexander Hamilton Senior High	144	161	167	161	122	164	176	116
Fairfax Senior High	88	109	97	90	85	84	94	91
University High School Charter	101	116	118	84	56	83	43	68
Calabasas High	30	29	35	36	21	30	44	45
El Segundo High	34	36	25	42	34	34	42	44
Los Angeles Senior High	32	66	56	50	33	59	21	39
Hollywood Senior High	39	51	74	88	53	48	34	38
John Marshall Senior High	32	23	43	29	18	34	31	32
Mira Costa High	82	72	62	76	62	44	30	30
Susan Miller Dorsey Senior High	21	22	21	17	18	25	19	29
Los Angeles Center for Enriched Studies	27	34	31	33	24	42	33	28
El Camino Real Charter High	41	23	22	26	32	27	22	24
Granada Hills Charter	23	23	17	24	32	30	30	22
Santee Education Complex	16	24	58	37	19	12	31	21
West Adams Preparatory High	29	39	42	39	18	28	9	20
Theodore Roosevelt Senior High	3	5	2	3	1	3	8	20
Foshay Learning Center	32	19	45	32	22	28	9	19
Francisco Bravo Medical Magnet High	35	23	14	30	18	17	24	18
John C. Fremont Senior High	25	10	20	34	16	9	8	17
Redondo High	13		5	1	9	13	5	16
Redondo Union High	13		5	1	9	13	5	16
Inglewood High	25	23	26	24	10	8	21	15
Hawthorne High	24	18	18	8	11	14	12	15
Malibu High	27	18	25	26	24	18	13	15
Manual Arts Senior High	17	34	62	20	20	26	30	14
Birmingham Community Charter High	25	18	22	26	35	8	16	14
Animo Venice Charter High	27	52	39	40	37	29	17	14
WESM Health/Sports Medicine	20	27	20	3	7	8	8	13
King/Drew Medical Magnet High	3	15	21	22	11	17	16	13
Olympic High (Continuation)	15	8	21	6	6	9	7	12
School of Business and Tourism at Contreras Learning Complex	12	7	14	5	7	15	15	11
Bell Senior High	7	9	4	10	8	10	5	11
New Open World Academy K-12	10	5	11	7	7	1	17	11

Lawndale High	27	16	28	40	14	9	10	10
Taft Charter High	15	14	22	19	19	10	20	9
Agoura High	17	17	24	17	16	10	8	9
Leuzinger High	13	4	10	5	14	5	10	9
Ulysses S. Grant Senior High	5	5	2	9	2	7	7	9
Crenshaw Science, Technology, Engineering, Math and Medicine Magnet	19	12	9	4	6	5	2	8
Abraham Lincoln Senior High	1		2	2	1	1	2	8
Huntington Park Senior High	10	19	6	6	2	4	18	7
North Hollywood Senior High	10	23	23	27	23	20	16	7
Grover Cleveland Charter High	21	15	8	28	8	10	7	7
John F. Kennedy High	8	1	3	10	6	17	5	7
Warren (Earl) High	7	7	1	5		2	4	7
Burbank High	9	7	6	6	11	5	7	7
Grand Total	1,910	1,963	2,164	1,903	1,591	1,737	1,639	1,667

Source: SMC Institutional Research

Table 50: First-time Students High School Attended

This data represents the top 50 high schools based on the fall 2024 semester sorted from highest to lowest attendees. Note that roughly half of all incoming SMC students report their high school attended.

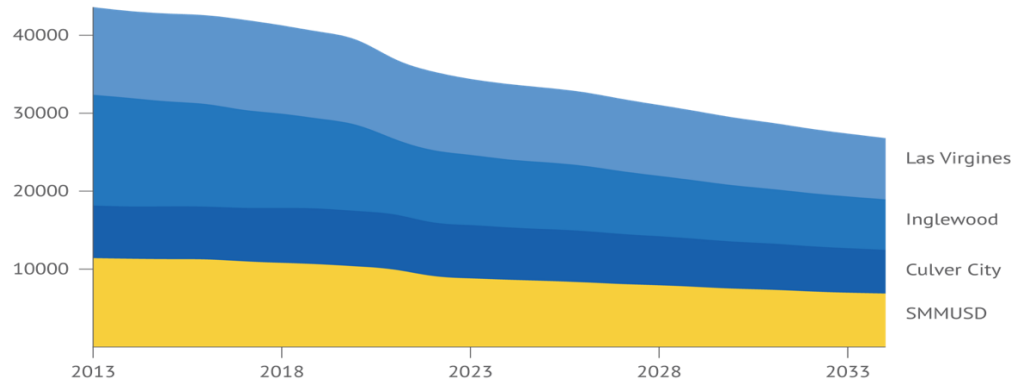
SPECIAL ADMIT STUDENTS HIGH SCHOOL ATTENDED								
HIGH SCHOOL	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
Santa Monica High	239	194	247	289	158	192	243	191
Beverly Hills High	51	110	89	123	77	77	81	87
Malibu High	53	52	41	39	50	42	38	42
Olympic High (Continuation)			1				12	19
Culver City High	46	3	41	64	48	40	12	12
Venice Senior High	46	16	2	1	9	2	3	4
Calabasas High	1				5	2	3	4
Alexander Hamilton Senior High	8	11	4	12	5		1	2
Mira Costa High		2	4	4	4	4	8	2
El Camino Real Charter High			1	1			1	2
Palos Verdes High				1			2	2
Leuzinger High								1
Granada Hills Charter		2	1		1	2	1	1
El Segundo High	3	4		2	1	1		1
North Hollywood Senior High			1	2		1	1	1
Van Nuys Senior High			1					1
South High					1		2	1
Burbank High							1	1
California Academy of Math and Science	1						1	1
La Canada High					1			1
Palos Verdes Peninsula High					1		1	1
South Pasadena Senior High		1			1			1
Crescenta Valley High							1	1
Arcadia High							1	1
Downey High							1	1
Saugus High								1
Animo Inglewood Charter High								1
Grand Total	448	395	433	538	362	363	414	383

Source: SMC Institutional Research

Table 51: Special Admit Students High School Attended

This list represents the top 27 high schools based on fall 2024 attendance of special admit students sorted from highest to lowest. “Special admit” refers to a student who enrolls at SMC while still enrolled in high school.

PROJECTED HIGH SCHOOL ENROLLMENT BY DISTRICT 2013-2034

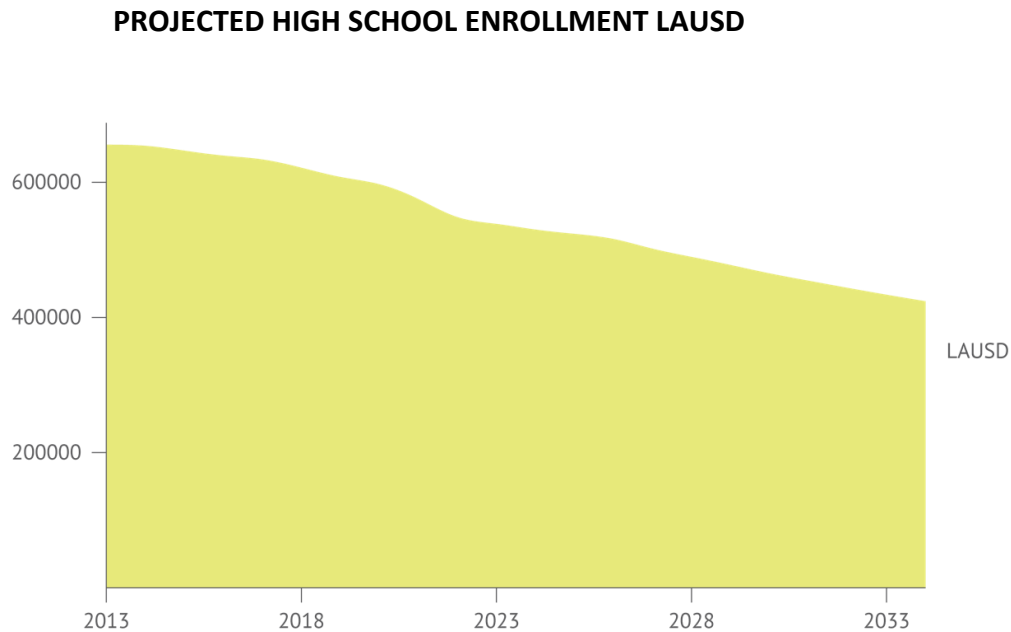


Source: California Department of Finance

Table 52: Projected High School Enrollment by District

Key feeder high school enrollments are projected to decline by roughly 23.7% over the next nine years.

YEAR	SMMUSD	CULVER CITY UNIFIED	INGLEWOOD UNIFIED	LAS VIRGENES UNIFIED
2013	11,417	6,741	14,208	11,236
2014	11,341	6,691	13,915	11,137
2015	11,289	6,757	13,469	11,259
2016	11,249	6,763	13,162	11,374
2017	11,005	6,856	12,570	11,547
2018	10,806	7,048	12,086	11,323
2019	10,625	7,144	11,542	11,138
2020	10,350	7,106	11,026	10,886
2021	9,929	7,076	9,683	10,248
2022	9,129	6,876	9,279	10,064
2023	8,820	6,826	9,011	9,732
2024	8,641	6,717	8,724	9,660
2025	8,492	6,641	8,574	9,547
2026	8,315	6,577	8,373	9,424
2027	8,094	6,422	8,061	9,263
2028	7,929	6,291	7,747	9,079
2029	7,719	6,163	7,478	8,886
2030	7,500	6,026	7,220	8,678
2031	7,350	5,923	7,002	8,476
2032	7,142	5,803	6,816	8,251
2033	6,982	5,707	6,642	8,045
2034	6,870	5,608	6,477	7,843



Source: California Department of Finance

Table 53: Projected High School Enrollment LAUSD

LAUSD high school enrollment is projected to decline by roughly 100,000 students, or 19.1%, from 2025 to 2034.

FIFTY TOP JOBS IN LOS ANGELES COUNTY							
OCCUPATION	2022 JOBS	2022-2027 % CHANGE	AVERAGE ANNUAL OPENINGS	PCT. 25 HOURLY EARNINGS	MEDIAN ANNUAL EARNINGS	PCT. 75 HOURLY EARNINGS	TYPICAL ENTRY LEVEL EDUCATION
Industrial Machinery Mechanics	5,891	6%	542	\$23.46	\$61,800	\$37.44	HS diploma
Bus and Truck Mechanics and Diesel Engine Specialists	5,307	6%	512	\$23.53	\$63,300	\$37.01	HS diploma
Cost Estimators	6,125	0%	508	\$27.63	\$75,900	\$47.98	Bachelor's degree
Aircraft Mechanics and Service Technicians	5,253	10%	503	\$29.20	\$77,000	\$43.91	Postsecondary nondegree award
Audio and Video Technicians	5,162	1%	501	\$22.59	\$68,600	\$50.80	Postsecondary nondegree award
Sound Engineering Technicians	4,700	3%	488	\$21.96	\$66,300	\$59.89	Postsecondary nondegree award
Physical Therapist Assistants	2,293	24%	450	\$32.55	\$80,400	\$42.59	Associate degree
Network and Computer Systems Administrators	7,206	1%	428	\$36.48	\$98,600	\$61.55	Bachelor's degree
Correctional Officers and Jailers	3,957	5%	392	\$30.36	\$73,700	\$39.43	HS diploma
Construction and Building Inspectors	3,176	3%	379	\$28.19	\$82,100	\$50.75	HS diploma
Biologic Technologists and Technicians	4,964	7%	333	\$31.14	\$87,600	\$51.16	Associate degree
Legal Support Workers, All Other	2,845	3%	322	\$22.01	\$63,400	\$46.62	Associate degree
Respiratory Therapists	4,120	11%	300	\$38.16	\$85,700	\$50.89	Associate degree
Mobile Heavy Equipment Mechanics, Except Engines	2,885	7%	283	\$25.83	\$63,000	\$35.80	HS diploma

Source: Center of Excellence using Lightcast, datarun 2024.1

Table 54: Fifty Top Jobs in Los Angeles County (list continues on next two pages)

This table identifies the *50 priority occupations in Los Angeles County* as determined by the Centers of Excellence for Labor Market Research. These occupations were selected based on high regional demand, projected job growth, and alignment with middle- and high-skill wage thresholds. The list serves as a guide for community colleges to align academic and career education programs with the region's labor market needs. The table is meant to help colleges identify curriculum development, program expansion, and partnerships that prepare students for the most promising employment opportunities in the coming decade.

FIFTY TOP JOBS IN LOS ANGELES COUNTY (cont.)							
OCCUPATION	2022 JOBS	2022-2027 % CHANGE	AVERAGE ANNUAL OPENINGS	PCT. 25 HOURLY EARNINGS	MEDIAN ANNUAL EARNINGS	PCT. 75 HOURLY EARNINGS	TYPICAL ENTRY LEVEL EDUCATION
Makeup Artists, Theatrical and Performance	1,533	1%	272	\$42.87	\$99,000	\$54.97	Postsecondary nondegree award
Architectural and Civil Drafters	2,786	1%	267	\$24.73	\$60,900	\$35.79	Associate degree
Lighting Technicians	2,692	(1%)	262	\$26.36	\$82,200	\$64.58	HS diploma
Commercial Pilots	1,816	11%	254	\$43.57	\$135,800	\$111.32	HS diploma
First-Line Supervisors of Police and Detectives	3,049	6%	241	\$66.08	\$167,000	\$82.15	HS diploma
Captains, Mates, and Pilots of Water Vessels	2,182	1%	240	\$38.49	\$104,200	\$51.49	Postsecondary nondegree award
Occupational Therapy Assistants	1,165	23%	230	\$32.78	\$78,500	\$39.43	Associate degree
Surgical Technologists	2,910	7%	218	\$29.32	\$66,800	\$40.17	Postsecondary nondegree award
Compensation, Benefits, and Job Analysis Specialists	2,856	3%	217	\$29.25	\$75,400	\$48.45	Bachelor's degree
Registered Nurses	89,734	7%	6,247	\$49.83	\$129,500	\$69.31	Bachelor's degree
First-Line Supervisors of Office and Administrative Support Workers	44,972	(1%)	4,285	\$27.42	\$66,300	\$38.87	HS diploma
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	29,907	3%	3,024	\$22.31	\$64,700	\$46.41	HS diploma
Licensed Vocational Nurses	22,645	11%	2,284	\$29.00	\$64,100	\$36.11	Postsecondary nondegree award
Police and Sheriff's Patrol Officers	22,021	5%	1,941	\$42.46	\$105,900	\$60.56	HS diploma
Real Estate Sales Agents	18,130	5%	1,722	\$17.38	\$64,900	\$56.73	HS diploma
Special Effects Artists and Animators	15,136	2%	1,702	\$36.65	\$122,000	\$77.10	Bachelor's degree
Paralegals and Legal Assistants	13,232	10%	1,666	\$29.14	\$72,900	\$46.15	Associate degree
Insurance Sales Agents	18,770	3%	1,651	\$22.32	\$65,700	\$49.13	HS diploma
Electricians	15,774	6%	1,582	\$22.81	\$68,700	\$45.00	HS diploma
Property, Real Estate, and Community Association Managers	17,769	1%	1,498	\$19.71	\$63,100	\$49.00	HS diploma
Flight Attendants	8,715	12%	1,404	\$26.06	\$68,500	\$39.95	HS diploma

FIFTY TOP JOBS IN LOS ANGELES COUNTY (cont.)							
OCCUPATION	2022 JOBS	2022-2027 % CHANGE	AVERAGE ANNUAL OPENINGS	PCT. 25 HOURLY EARNINGS	MEDIAN ANNUAL EARNINGS	PCT. 75 HOURLY EARNINGS	TYPICAL ENTRY LEVEL EDUCATION
First-Line Supervisors of Construction Trades and Extraction Workers	15,227	3%	1,345	\$28.93	\$78,100	\$54.17	HS diploma
Computer User Support Specialists	17,315	2%	1,246	\$25.69	\$66,100	\$39.09	Some college, no degree
Construction Managers	15,020	6%	1,245	\$21.87	\$86,400	\$61.70	Bachelor's degree
Computer Occupations, All Other	17,532	3%	1,214	\$29.18	\$94,600	\$64.79	Bachelor's degree
Film and Video Editors	11,600	3%	1,168	\$23.72	\$70,000	\$57.41	Bachelor's degree
First-Line Supervisors of Mechanics, Installers, and Repairers	10,558	5%	988	\$29.71	\$79,800	\$48.93	HS diploma
Training and Development Specialists	8,851	7%	876	\$23.99	\$69,400	\$45.08	Bachelor's degree
Chefs and Head Cooks	5,803	11%	844	\$22.28	\$63,400	\$39.72	HS diploma
Real Estate Brokers	8,466	5%	800	\$24.45	\$74,000	\$71.24	HS diploma
Transportation, Storage, and Distribution Managers	8,901	2%	748	\$34.67	\$99,900	\$64.81	HS diploma
Logisticians	6,829	9%	682	\$30.33	\$79,700	\$49.55	Bachelor's degree
Operating Engineers and Other Construction Equipment Operators	5,847	7%	584	\$27.89	\$78,400	\$50.23	HS diploma
Dental Hygienists	6,800	8%	569	\$49.16	\$106,100	\$59.15	Associate degree
Firefighters	5,999	7%	547	\$33.40	\$82,400	\$57.41	Postsecondary nondegree award



CHAPTER 5

Department & Program Profiles



ACADEMIC DEPARTMENT PROFILES AND TRENDS

This chapter of the Master Plan for Education provides an overview of each SMC department that offers courses for student enrollment, discipline-specific profiles, and future directions anticipated for each department. Each discipline profile includes the following data:

Trends in Enrollment, Modality, and Efficiency

Census date enrollment data by discipline and by discipline broken down by modality are given for Academic Years 2016-2017 through 2023-2024. These data were obtained directly from SMC's Student Information System Enrollment Tally reports. Efficiency levels are estimated using course fill rates obtained from SMC's Student Information System Faculty Assignment Reports, and uses census day enrollments over maximum seat capacity per section, corrected for cross-listed and stacked sections in which two or more class sections meet jointly. In these cases, maximum seat capacities for each section of a linked set were determined by prorating the overall seat capacity by the census day enrollments for each section.

In reviewing enrollment trends across time, it is important to note effects of the coronavirus pandemic on the data. At SMC, classes were migrated abruptly to remote methodologies early in the spring semester of 2020. Thus, the 2018-2019 academic year provides the last set of truly pre-pandemic data. Enrollment, success, and retention data for the spring and fall semesters of 2020 may not accurately reflect actual student outcomes due to special attendance accounting measures put in place by the state to minimize negative impacts of the emergency on both student records and institutional funding. Similarly, modality data for the spring and fall semesters of 2020 indicate the modality under which course sections were originally planned and thus does not reflect the emergency transition to remote teaching and learning that occurred. (Note also that enrollment data for the 2020-2021 year is impacted by a coding misalignment that represents synchronous online enrollments as on-ground enrollments.) The transition back to on ground teaching and learning has been gradual. Indeed, student enrollment behavior since pandemic restrictions were lifted strongly indicates that the increased demand for online modalities is permanent.

Course Success and Equity

Course success rates are presented as summaries of trends in data presented in SMC's Precision Campus system. These data are based upon Chancellor's Office MIS data reports. Equity gaps in success rates are also summarized for Black and Latine/x student populations. These groups were identified as they have the highest levels of disproportionate impact in SMC success data overall.

Degree and Certificate Awards

Degrees and Certificates awarded in academic years 2016-2017 through 2023-2024 are tabulated by discipline and by award.

Labor Market Data and Projections

Los Angeles County labor market summaries and local supply gaps are tabulated for each career education discipline. These data were provided by the Center of Excellence for Labor Market Research.

ART

Credit Disciplines Offered:

Studio Art (ART), Art History (AHIS)

Noncredit Disciplines Offered:

N/A

Department Overview

The Art Department at Santa Monica College is a dynamic, visionary, and student-centered program dedicated to excellence in teaching, fairness, and access. The department offers one of the premier community college art and art history programs in California, providing students with a rigorous, inspiring, and open environment where critical thinking and technical skills flourish. Robust enrollments reflect the strength of the offerings, the dedication of the faculty and support staff, and the diversity of talented and engaged students drawn to the studio arts and art history programs.

The Art Department takes pride in its student-first approach, ensuring that every learner — whether pursuing transfer, a degree, or personal enrichment — high-quality instruction and mentorship. Faculty members are renowned educators and working artists and art historians, committed to fostering a culture of innovation, experimentation, and academic rigor. They emphasize accessibility and representation, ensuring that all students, regardless of background or socio-economic status, have the tools and support to succeed.

The Studio Art Curriculum is exceptionally diverse, spanning drawing, painting, sculpture, ceramics, printmaking, digital media, glassmaking, textile production, woodworking, and jewelry-making. Art History courses cover global traditions, from ancient civilizations to contemporary movements, fostering curiosity, as well as deep understanding of visual literacy and cultural narratives, paired with opportunities and critiques that question their constructions. All Art History courses are UC and CSU transferrable, ensuring that students have options and opportunities to continue their educational pathway via each course they take.

SMC's Pete and Susan Barrett Art Gallery is a vital component of the Santa Monica College Art Department, serving as a dynamic space for artistic exploration, education, and community engagement. Showcasing a wide range of exhibitions — from emerging voices to established artists — the gallery enriches the department's mission by providing direct access to contemporary art, curatorial experiences, and professional development opportunities. Through artist talks, interdisciplinary collaborations, and thought-provoking exhibitions, the Barrett Art Gallery fosters an inspiring environment where creativity thrives, connecting SMC to the broader cultural landscape of Los Angeles and beyond.

Art at SMC is more than a department — it's a thriving community. Through exhibitions, visiting artist lectures, and transfer pathways to top colleges and universities, the community empowers students to build meaningful practices and careers. The department is committed to cultivating talent, expanding opportunity, and shaping the future of the visual arts in Southern California and, indeed, the entire world.

Discipline Profile: Art

Trends in Enrollment, Modality, and Efficiency

Studio Art enrollment fluctuated only mildly over the past eight years, maintaining a steady level even during the pandemic years, and experiencing notable post-pandemic growth. Previously a fully on-ground program, this discipline was opened permanently by the pandemic to online modalities that now make up roughly half of the course enrollment. Class fill rates have shown modest decline from 92% in Fall 2017 to 87% in Fall 2023, but remain above the current college average of 85%.

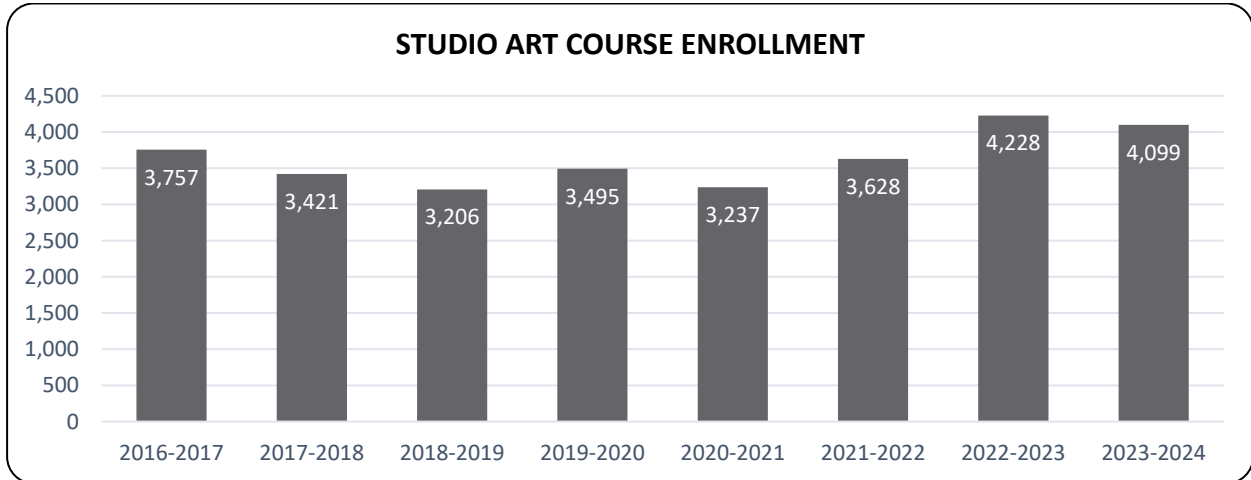


Figure ART 4. Student Enrollment in Studio Art Courses by Academic Year

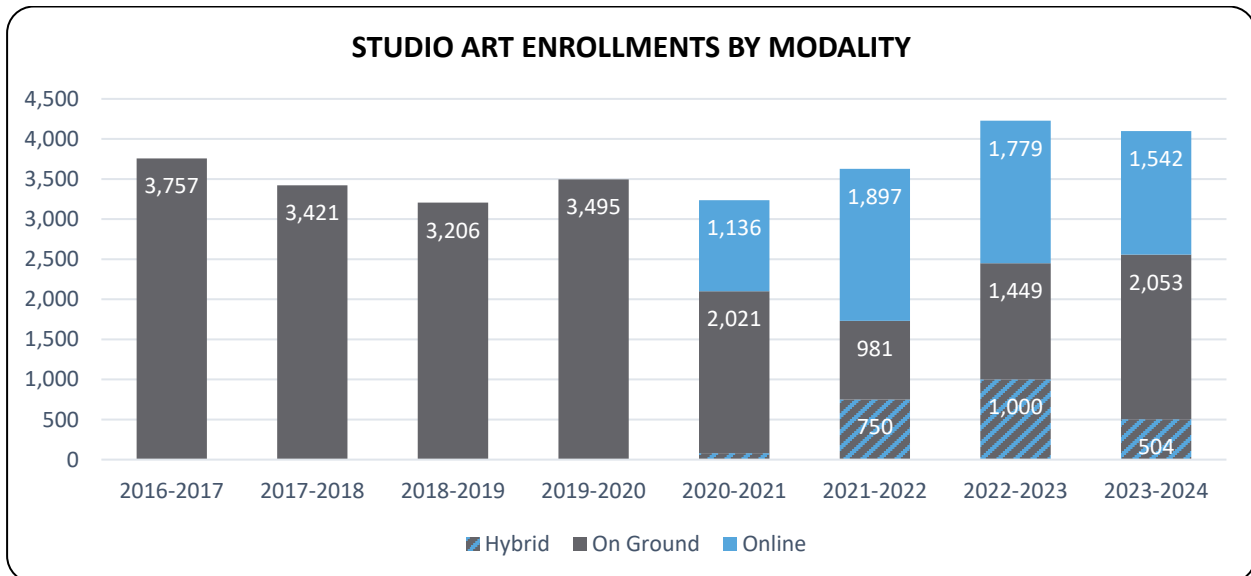


Figure ART 5. Art Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Studio Art courses declined from 78% in Fall 2017 to 73% in Fall 2023 but remains above the college average for those years of 70%. Black students experienced the largest equity gaps in course success rates with a percentage point gap of -29 in Fall 2017 (college average -22) improving to -15 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -10 points (college average -16) and improved to -8 (college average -11) in Fall 2023.

Degree and Certificate Awards

The department offers two Associate degrees in studio arts, and both have become significantly more popular with students, with the number of A.A. degrees in Art quadrupling and A.A.-T degrees in Studio Arts nearly doubling since 2017-2018.

DEGREES AWARDED – ART								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018
A.A.	Art	24	27	30	29	32	53	99
A.A.-T	Studio Arts	33	26	42	27	37	35	53

Table ART1. Degrees Awarded in Art, Fall 2017-Spring 2024

Discipline Profile: Art History

Trends in Enrollment, Modality, and Efficiency

Enrollment in Art History has grown slowly but steadily. Pandemic-related declines were smaller than average, as might be expected given the strong enrollment in online offerings in this discipline. Modality enrollment trends indicate that this discipline's future offerings will be primarily online and hybrid. As enrollment has increased, class fill rates (Appendix A) have fluctuated moderately but remain strong, averaging 89% (college average 85%) and reaching a high of 97% in fall 2023.

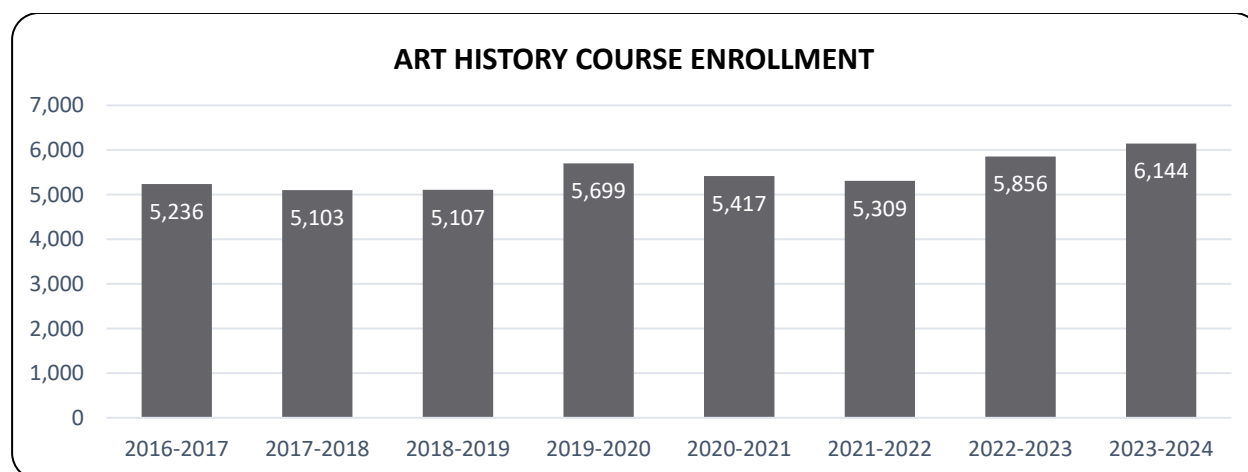


Figure AHIS 1. Student Enrollment in Art History Courses by Academic Year

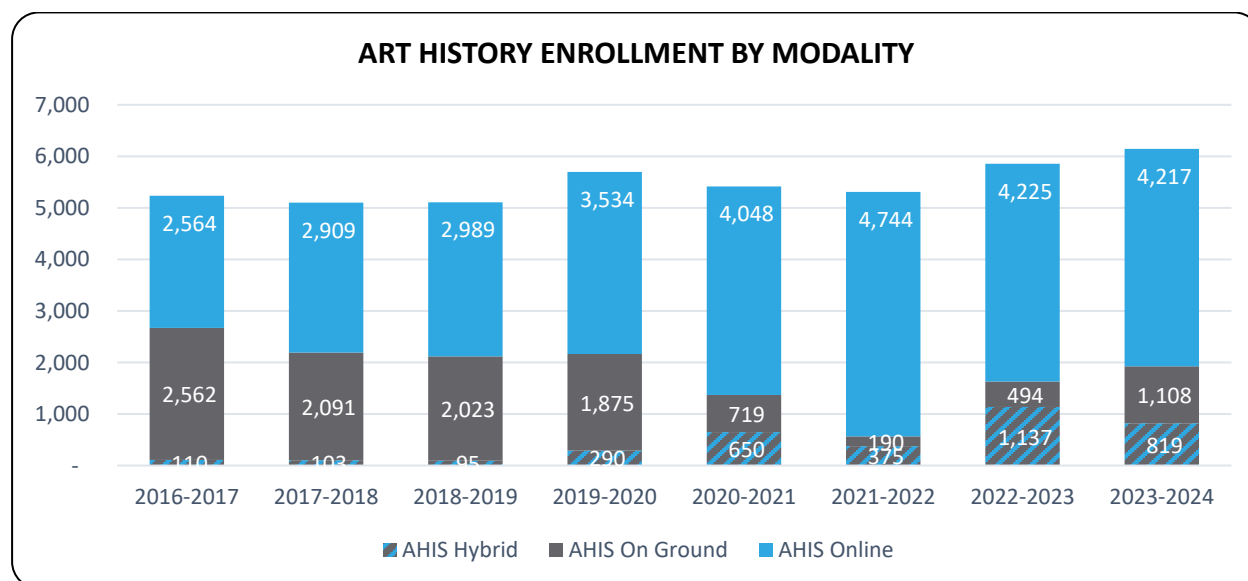


Figure AHIS 2. Art History Annual Course Enrollments by Modality

Course Success and Equity

Success rates in Art History courses increased from 69% in Fall 2017 to 77% in Fall 2023, moving well above the college average of 70% for those years. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -28 in Fall 2017 (college average was -22) improving to -13 as of Fall 2023 (college average was -16). For Latine/x students, the gap in Fall 2017 was -19 points (college average was -16) and improved to -16 (college average was -11) in Fall 2023.

Degree and Certificate Awards

Associate degrees awarded in Art History increased steadily after the A.A.-T was created, then dropped during the pandemic years, and now seem to be stabilizing with moderate year-to-year fluctuation.

DEGREES AWARDED – ART HISTORY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2017-2018
A.A.	Art History	7	13	30	19	13	29	25

Table AHIS1. Degrees Awarded in Art History, Fall 2017-Spring 2024

Future Directions for the Art Department

Curriculum and Programming

STUDIO ART: The Studio Art program balances the needs for increased utilization of digital tools and fabrication, while maintaining a strong traditional fine art foundation program. The Studio Art foundation curriculum will continue to embrace and introduce digital tools and production that will increase demand for digital fabrication courses, including noncredit offerings. This will task the existing facilities and require instructional aides to complement the noncredit lab technicians. For instance, Fiber is now introduced in ART 13, and ART 13 is an introduction to three-dimensional design, so it will create demand for the new fiber arts courses, and utilize the department's TC2 Digital loom, along with its fabric printers, heat transfer printers, and embroidery printer. This will put increased demand on these facilities, the lab techs, and the professors teaching the courses. The Art faculty believe this integration of the digital with the analog will generate demand for the courses and directly impact the success of students in both transfer and their careers. The program has also expanded its offerings that directly link to jobs and careers through the Exhibition & Display Curriculum and the noncredit Create Space program and certificates. Students are empowered to create the visual world they live and learn in through large banners and portable murals. Some of the department's vinyl banners are now visible at various locations across the campus, and the murals will soon be utilized in indoor and outdoor spaces, as well.

ART HISTORY: Art History is a thriving discipline at SMC and has almost tripled in enrollments over the last 20 years, while overall college enrollments have been in decline. Currently, program growth is encumbered by the inability to offer courses for budgetary reasons. Art History faculty have embraced the digital age and the flexibility of reaching students remotely. The vast hybrid course offerings in this discipline actually began prior to the pandemic, but they have expanded since then as the program seeks to meet students' interests and needs. Both hybrid and on-campus offerings fill an important place for students to build social and interactive skills, while giving them flexibility. Having face-to-face offerings with many day and time options is and has been a central part of the program's efforts to serve students. Art History is a non-impacted major in the UC and CSU system, and SMC students continue to be recruited to those institutions.

The integration of the digital humanities into art history curriculum is another growth potential for the program. Both the CSU and UC systems have Digital Humanities majors and minors, and the digital humanities have been seen to put STEAM into the STEM movement to empower students for greater success in their careers.

Improving Student Success Outcomes

Both Studio Art and Art History have made dramatic improvement in reducing equity gaps. This can be traced directly to intentional steps taken at a course and department level. Almost all full-time faculty have taken advantage of mentorship that the college has provided, and they have made changes to their courses both in content and pedagogy. Along with the reduction in achievement gaps is the increased enrollment of students of color in SMC's art programs. Studio Art and Art History now serve more Black and Latine/x students than ever before, reflecting the college populations.

The work of the Barrett Gallery has been a focal point, and ongoing resources to fund its exhibits and other programming will be essential to continue this success. Another intentional practice has been the effort to make all courses ZTC, with nearly all Art History Faculty now utilizing OER or ZTC materials. Studio Art classes can be expensive and a barrier to entry, so the department has made sure that every course

has the basics for students to learn in the classroom, requiring little out-of-pocket expenses for student to meet the course outcomes.

Technology and Facilities

In the last five years, Studio Art acquired a plethora of digital tools that have allowed it to catch up to the 21st century. The program will need continued lab tech support for those tools, a plan for their replacement, and instructional aids so that students can utilize the tools outside of class and office hour time. The department has placed those tools in the service of the wider college, with departments as diverse as Dance, Kinesiology, Photo/Fashion, Design Technology, and Communication Studies, as well as programs ranging from student groups to Facilities and Community Outreach. As Studio Art curriculum and tools provide for more campuswide uses, the program will need the support to maintain and replace those tools.

Art History has been at the forefront of the digital age, integrating curriculum around games, augmented reality (AR), artificial intelligence (AI), and the digital humanities into its lower-division transfer coursework. In 2019, the program was awarded a National Endowment for the Humanities grant to further pursue these interests. Currently, SMC faculty are integrating artificial intelligence (AI) pedagogy, digital archiving, wiki writing, and geolocation into the curriculum.

AI software programs such as ChatGPT have added a huge workload to faculty as they seek to find positive uses, catch academic dishonesty, and educate students. This has also affected online studio courses where AI models create images, bypassing the learning. This is an area in which the college needs direction, and faculty need support.

As the digital humanities become a larger part of the CSU and UC systems, SMC's Art History program will need the infrastructure to support its endeavors. Server space, an IT "can do" mentality, and instructional aids to support students on digital humanities assignments will be needed. SMC's Art History program is ready to take a larger role in the digital humanities specifically, and the wider humanities in general.

Meeting the Needs of Industry Employers and Institutional Partners

Although Studio Art and Art History are considered transfer majors and not part of Career Education, the visual acuity and haptic skills learned in these programs are vital and sought after by employers and industry. Living in a visual culture, the ability to look closely, describe, interpret, and create are skills that empower students for success. The department sees opportunities to partner with the local community and businesses through its Exhibition & Display curriculum and its Create Space program. When the department moves into its new building, the college and wider community will have access to a world-class create space. This will require an investment in maintaining equipment and facilities, along with technicians and aids to allow for greater access. With the growth of the local "Silicon Beach" business community, the SMC Art Department anticipates increased opportunities to work with business entities, along with other on-campus disciplines, such as Business and Design Technology.

ATHLETICS**Credit Disciplines Offered:**

Varsity Athletics (VAR PE)

Noncredit Disciplines Offered:

N/A

Department Overview

The Santa Monica College Athletics Department endorses the concept of the student-athlete, with equal emphasis given to both roles. Corsair athletic team members are Santa Monica College students. To participate in intercollegiate (varsity) athletics, student athletes must meet the eligibility requirements of the California Community College Athletic Association (CCCCAA).

CCCCAA Bylaws mandate a minimum of 12 units (full-time status) during the season of sport, a minimum of 24 units completed with a minimum 2.0 GPA by the beginning of the second season, and students must pass 6 units in their last full-time semester to remain eligible. Maximum dedication to competitive opportunities and maximum attention to classroom demands are stressed, and to excel in one role does not mean that the other must suffer.

SMC is a member of the Western States Conference (WSC), California Community College Athletic Association (CCCCAA) and the Southern California Football Association (SCFA). These organizations are the governing bodies that oversee athletics at the local and state levels. SMC adheres to and abides by the written constitution and bylaws from these groups, as well as other organizations, including the NCAA, NAIA, FIFA, and the Federal Government.

Santa Monica College Athletics currently has 18 intercollegiate sports teams.

SANTA MONICA COLLEGE ATHLETIC TEAMS	
MEN	WOMEN
Basketball	Basketball
Volleyball	Volleyball
Football	Softball
Soccer	Soccer
Water Polo	Water Polo
Cross Country	Cross Country
Swimming & Diving	Swimming & Diving
Track & Field	Track & Field
	Tennis
	Beach Volleyball

Over the past eight years, enrollment in VAR PE has shown fluctuating enrollment. The enrollment numbers have varied from year to year without a consistent upward or downward pattern. Notable spikes in enrollment occurred in academic years 2, 7, indicating a temporary surge in student demand. Conversely, significant declines were observed in academic years 5, suggesting potential challenges such as reduced course availability or shifting student preferences. The highest recorded enrollment was 1,129, while the lowest was 651. Overall, these trends provide insight into student interest and the stability of enrollment in this discipline.

Discipline Profile: Varsity Athletics

Trends in Enrollment, Modality, and Efficiency

Since 2016, enrollment in intercollegiate (varsity) athletics courses has grown significantly, increasing by roughly 50% from 2016 through 2023. Except for anticipated declines in the pandemic years, enrollment growth seems to be stabilizing near its peak of over 1,000 per year. These enrollments represent students participating in intercollegiate athletics and are anticipated to remain 100% on ground. Class fill rates climbed dramatically from Fall 2016 to the fall semesters of 2018 and 2019, moving from 51% to 81% and 80%, respectively. Post-pandemic, these rates are lower, but increasing. Class fill rates in Fall 2022 were 62% and in Fall 2023 were 69%.

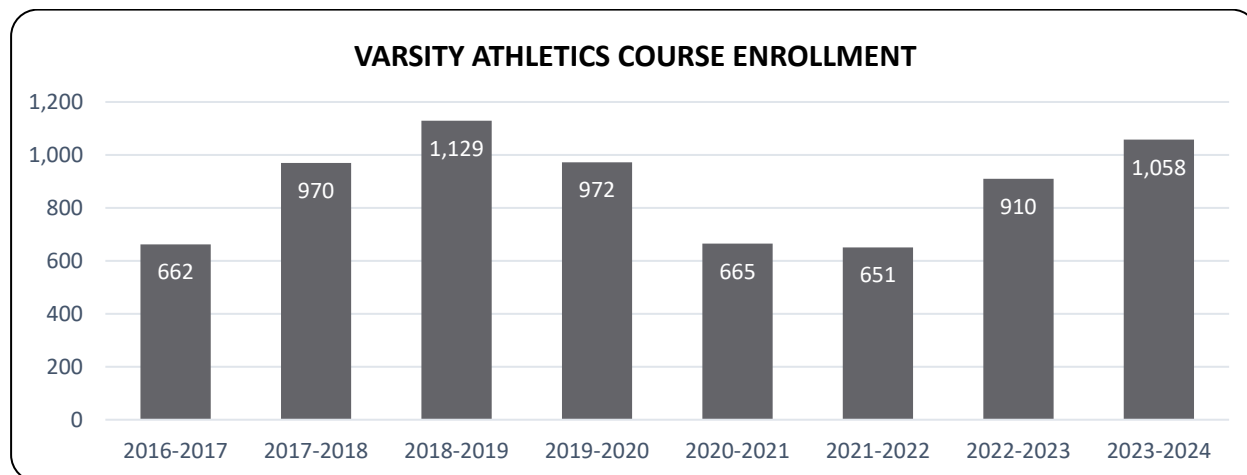


Figure VAR PE 6. Student enrollment in Varsity PE Courses by Academic Year

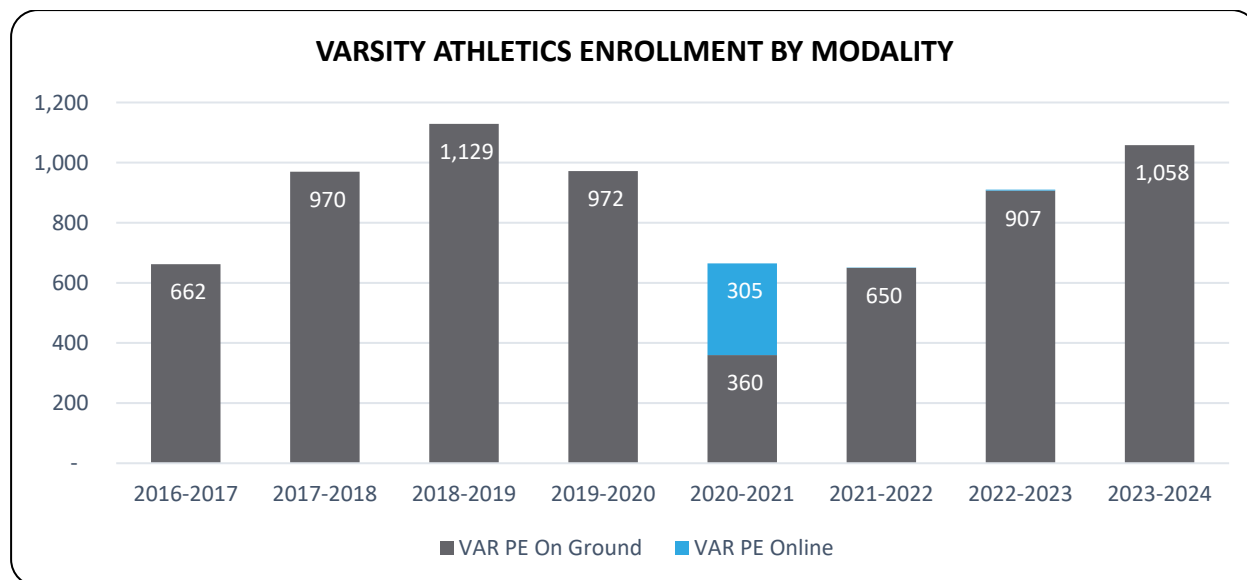


Figure VAR PE 7. Varsity PE Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Varsity Athletics courses are consistently among the highest at SMC, increasing from 88% in Fall 2017 to 97% in Fall 2023, and remaining well above the college average for those years of 70%. In Fall 2017, Black students experienced an equity gap in course success rates of -11 (college average -22), but that gap has decreased to -1 (college average -16) as of Fall 2023. Latine/x students typically also experience a large equity gap in course success rates overall at SMC, but these gaps did not exist in SMC's varsity athletics courses in either Fall semester 2017 or 2023.

Degree and Certificate Awards

The Athletics program does not offer degree or certificate awards.

Future Directions for the Athletics Department

The Athletics Department collects data from student interest surveys that are completed at the beginning of each year during VIP Day for incoming students in an effort to accommodate the underrepresented population. Students provide contact information and athletic interest; and the information is then disseminated to the coach of interest. Based on the data collected during VIP Day, there is enough interest by the underrepresented gender to implement a women's flag football and golf team.

SMC uses a golf course operated by the City of Los Angeles City to conduct the golf classes. Due to COVID, the city suspended SMC's use of the course. The suspension had an impact on SMC's ability to offer golf classes and start a women's golf program. The Athletics Department will explore the possibility with the City of Los Angeles of reserving times for golf practice in order to host a women's golf program.

Women's flag football is recognized as an emerging sport by the California Community College Athletic Association (3C2A). The Athletics Department is in the process of preparing data for senior leadership to evaluate the feasibility of implementing a flag football program.

Santa Monica College will continue to explore opportunities to develop and offer new programs for the underrepresented population.

BUSINESS

Credit Disciplines Offered:

Accounting (ACCTG), Administration of Justice (AD JUS), Automotive Technology, (AUTO), Business (BUS)

Noncredit Disciplines Offered:

Bicycle Maintenance (BCYCLE), Business (BUS)

Department Overview

The Business department includes Accounting, Administration of Justice, Automotive Technology, Business, Homeless Services Work, Real Estate, noncredit Bike Maintenance, and noncredit Business. The primary goals of the programs generally fall into two categories, fulfilling either transfer aspirations or career preparation. By focusing on industry-informed curriculum and certifications valued by employers, SMC is positioning its students to be competitive in the job market and/or transfer.

ACCOUNTING: Students learn essential skills for in-demand accounting professions or transfer preparation. Real-world training includes how to prepare and examine financial records of business, municipal, county, state, and federal agencies for compliance with laws. as well as how to record transactions such as receivables, payables, and payroll. Students can apply their training right away in small business and startup settings, or in corporate accounting, bookkeeping, tax preparer roles, and more.

BUSINESS: Students prepare for a career in business administration, management, or leadership, including exploring entrepreneurship through SMC's comprehensive business programs. A rapidly changing world demands business leaders who bring innovative ideas. The Business department's foundational programs offer a broad range of classes, including marketing, finance, global trade and logistics, ethics, strategic leadership, intellectual property, entrepreneurship, and more.

ADMINISTRATION OF JUSTICE: Students prepare for careers in local, state, and federal law enforcement; security; and courtroom operations. The SMC Business department's courses familiarize students with the American justice system, crime causes, the role of administration of justice practitioners, the role of law enforcement, evidence procedures, juvenile procedures, and criminal law. Students apply principles of the justice system, constitutional, and procedural considerations affecting an arrest and search and seizure, human relations, and concepts of criminal law.

AUTOMOTIVE TECHNOLOGY: Students are provided hands-on training on vehicle technologies. Students learn how to apply basic diagnostic techniques, maintenance procedures, and repair skills to automotive, electrical, braking, suspension, and steering systems. SMC's automotive courses prepare students for essential positions in today's automotive maintenance shop operations.

BICYCLE MAINTENANCE: Students are introduced to the basics of bicycle maintenance and provided a pathway to jobs in entry-level bicycle mechanics, bicycle sales positions, or bicycle shop management.

HOMELESS SERVICE WORK: Students prepare for entry-level positions in the homeless response system. SMC's industry-based certificate consists of courses that include promoting health equity, implementing effective practices in the homeless response system, and field-based learning.

REAL ESTATE: SMC has launched a new certificate program intended for students who are interested in obtaining a license to practice as a real estate agent in California and/or obtaining an entry level position in the real estate industry. Course offerings for the Real Estate Certificate of Achievement (effective Fall 2025) include Real Estate Principles, Real Estate Practice, Real Estate Finance, and Business Law.

Discipline Profile: Accounting

Trends in Enrollment, Modality, and Efficiency

Enrollment in Accounting courses has been strong and steady, though some decline has occurred post-pandemic. This decline is in keeping with overall enrollment declines at the college. Class fill rates are slightly lower than college averages, decreasing from 84% in fall 2017 (college average 88%) to 79% in Fall 2023 (college average 85%). Students show a marked preference for online courses in this discipline, and that preference has only grown stronger post pandemic. In fall 2023, 85% of Accounting enrollments were online (college average 37%).

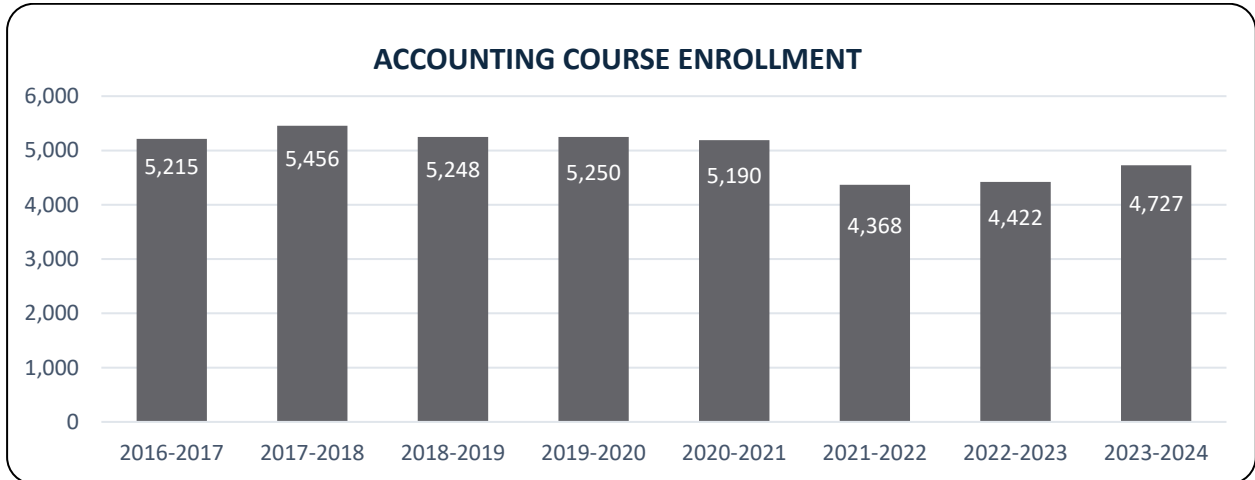


Figure ACCTG 1. Student Enrollment in Accounting Courses by Academic Year

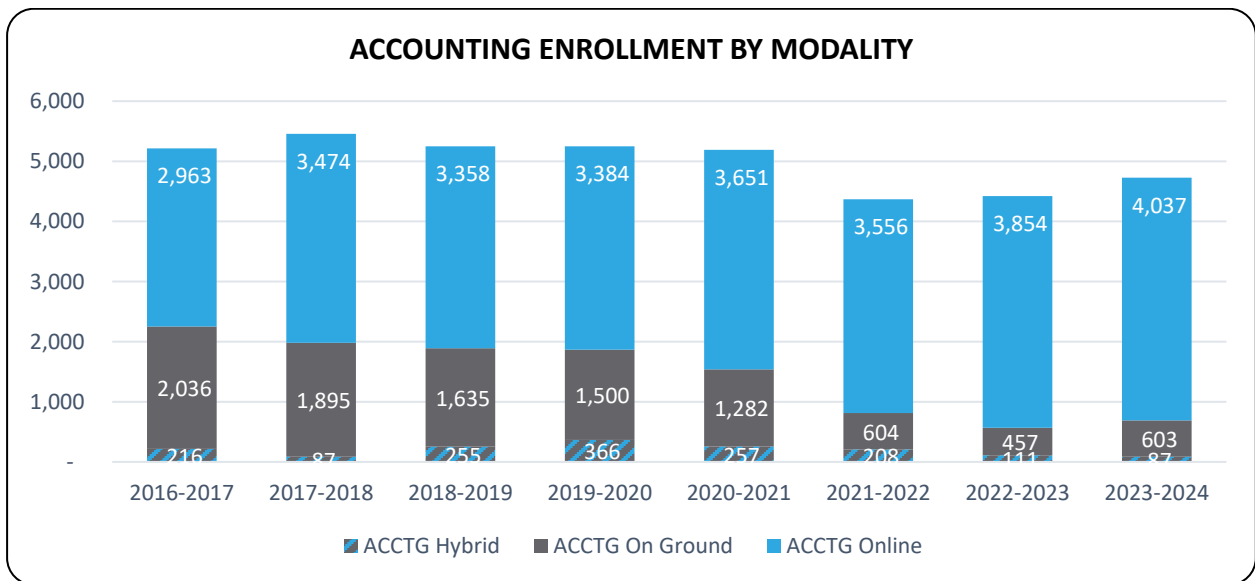


Figure ACCTG 2. Accounting Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Accounting courses remain steady, ranging from 70%-72% for fall semesters 2017 through 2023, and hovering right at the college average for these years of 71%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -32 in Fall 2017 (college average -22) improving to -26 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -21 points (college average -16) and improved to -12 (college average -11) in Fall 2023.

Degree and Certificate Awards

The Associate Degree in Accounting and the certificates in CPA Track and Staff Accountant are the most popular with students, with relatively steady award levels.

DEGREES AND CERTIFICATES AWARDED – ACCOUNTING								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Accounting	29	32	42	39	53	51	59
Certificate 16 to 29 Units	Business Bookkeeping	0	0	0	0	0	0	67
Certificate 16 to 29 Units	CPA Track	0	16	63	74	82	77	58
Certificate 16 to 29 Units	Staff Accountant	0	17	112	82	96	59	60
Certificate 16 to 29 Units	Small Business Tax Practice	0	0	0	0	1	0	0
Certificate 18 to 29 Units	Staff Accountant	113	0	0	0	1	0	0
Certificate 30+ Units	Staff Accountant	0	6	0	0	0	0	0

Table ACCTG 1. Degrees and Certificates Awarded in Accounting, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – ACCOUNTING				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Bookkeeping, Accounting, and Auditing Clerks	52,588	52,103	(485)	(1%)
Brokerage Clerks	1,278	1,227	(51)	(4%)
Payroll and Timekeeping Clerks	7,067	6,681	(386)	(5%)
Tax Examiners and Collectors, and Revenue Agents	1,161	1,212	51	4%
Tax Preparers	5,068	5,259	191	4%

Source: Center of Excellence for Labor Market Research

Table ACCTG 2. Labor Market Information for Jobs in the Accounting TOP Code for Los Angeles County.

LABOR SUPPLY GAP – ACCOUNTING				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Accounting - 050200	187	922	7,633	6,711

Source: Center of Excellence for Labor Market Research

Table ACCTG 3. Local Labor Supply Gaps in Accounting

Discipline Profile: Administration of Justice

Trends in Enrollment, Modality, and Efficiency

Following the discipline's introduction to SMC's curriculum in 2017, Administration of Justice enrollment increased rapidly until the pandemic years. It has not fully recovered since then, but remains a strong program with enrollment hovering around 900 students per year. The program was already making an entry into online modalities just prior to the onset of the pandemic, which served to accelerate that transition, and the program now offers most of its courses online. Class fill rates were strong and steady in the 88-90% range pre-pandemic and, after a pandemic decline, have now partially rebounded to about 84%, just slightly below the college average of 85%.

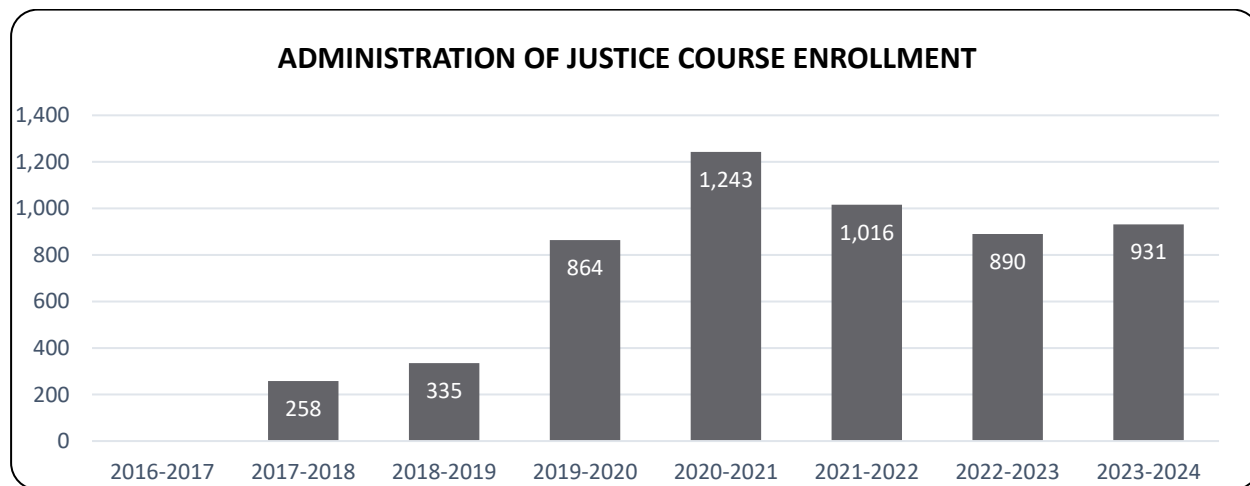


Figure AD JUS 1. Student Enrollment in Administration of Justice Courses by Academic Year

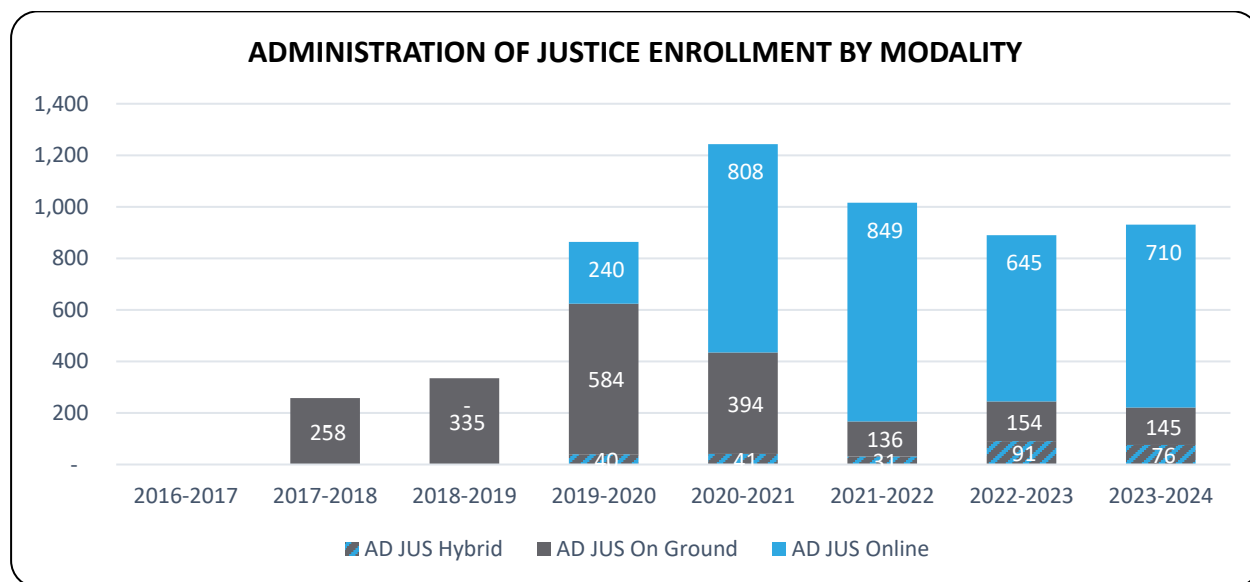


Figure AD JU 2. Administration of Justice Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Administration of Justice courses have been constant since its 2017 inception, averaging 67% (college average 70%). Black students experienced the largest equity gaps in course success rates overall, but the number of Black students who enrolled in Administration of Justice classes is small (ranging from 5 to 32 students per fall semester), so success rates vary widely, but are consistently small compared to college averages. In fall 2021 and in fall 2023, there was no equity gap for Black students, while in fall 2022 the gap was -16. For Latine/x students, no significant equity gap was observed.

Degree and Certificate Awards

Student interest in the Associate Degree for Transfer in Administration of Justice grew quickly once the program was established and remains strong. The certificate is less popular, but student interest appears to be increasing.

DEGREES AND CERTIFICATES AWARDED – ADMINISTRATION OF JUSTICE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.-T	Administration of Justice	0	14	22	46	49	40	48
Certificate 16 to 29 Units	Criminal Justice	0	0	0	0	0	4	12

Table AD JUS 1. Degrees Awarded in Administration of Justice, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – ADMINISTRATION OF JUSTICE				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Bailiffs	379	392	14	4%
Detectives and Criminal Investigators	2,525	2,654	130	5%
Police and Sheriff's Patrol Officers	22,021	23,158	1,137	5%
First-Line Supervisors of Correctional Officers	209	244	35	17%
First-Line Supervisors of Police and Detectives	3,049	3,233	184	6%

Source: Center of Excellence for Labor Market Research

Table AD JUS 2. Labor Market Information for Jobs in the Administration of Justice TOP Code for Los Angeles County

LABOR SUPPLY GAPS – ADMINISTRATION OF JUSTICE				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Administration of Justice - 210500	44	1,514	2,476	962

Source: Center of Excellence for Labor Market Research

Table AD JUS 3. Local Labor Supply Gaps in Administration of Justice

Discipline Profile: Automotive Technology

Trends in Enrollment, Modality, and Efficiency

Student enrollment in Automotive Technology shows fluctuation as expected for a small program, but student interest remains very steady. The discipline remains 100% on ground because hands-on instruction is a key component of the curriculum. Class fill rates declined in pandemic years, but are otherwise strong, typically running in the low 90's, above the college average of about 85%.

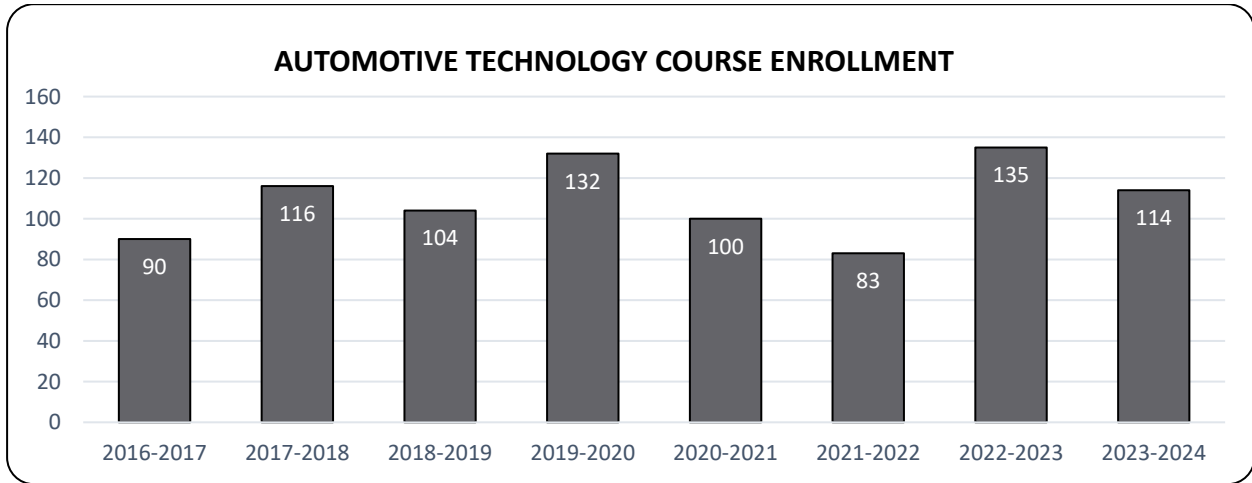


Figure AUTO 1. Student Enrollment in Automotive Technology Courses by Academic Year

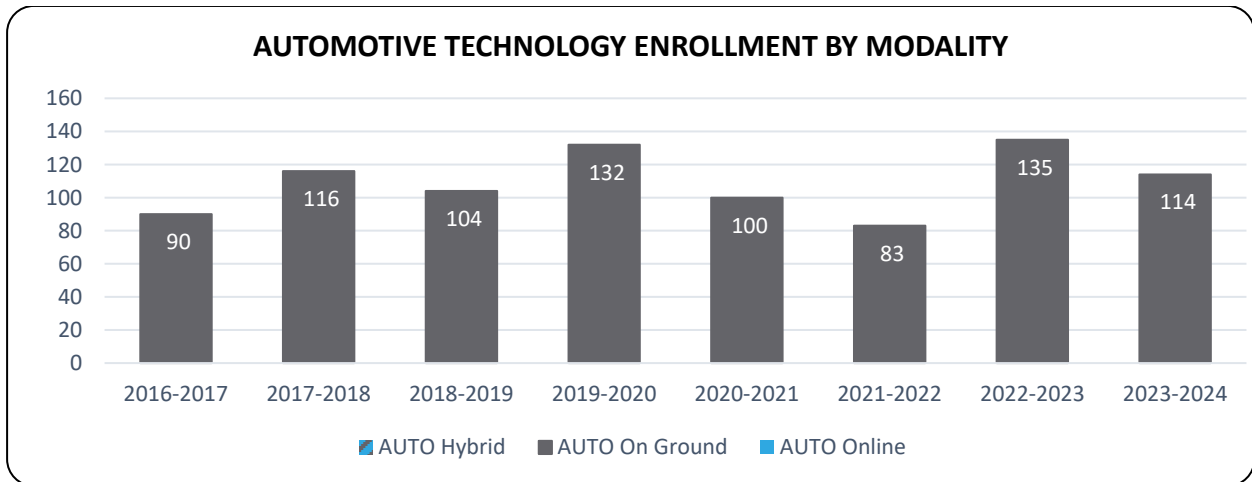


Figure AUTO 2. Automotive Technology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Automotive Technology fluctuate significantly from semester to semester, ranging from a high of 88% to a low of 55% over the past seven fall semesters. Racial equity gaps have not been observed for this discipline.

Degree and Certificate Awards

The Automotive Technology program offers only one department certificate. Most students enrolled in the program do not apply for this award, but appear instead to be interested in course completion only.

DEGREES AND CERTIFICATES AWARDED – AUTOMOTIVE TECHNOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Dept. Certificate	Automotive Technician	1	3	0	4	2	7	3

Table AUTO 1. Certificates Awarded in Automotive Technology, Fall 2017-Spring 2024

Discipline Profile: Bicycle Maintenance**Trends in Enrollment, Modality, and Efficiency**

The Bicycle Maintenance noncredit program was introduced to the curriculum just prior to the pandemic. As hands-on instruction is critical to this program, all courses are offered on ground, so enrollment lagged during the pandemic years, but the program has experienced steady growth since.

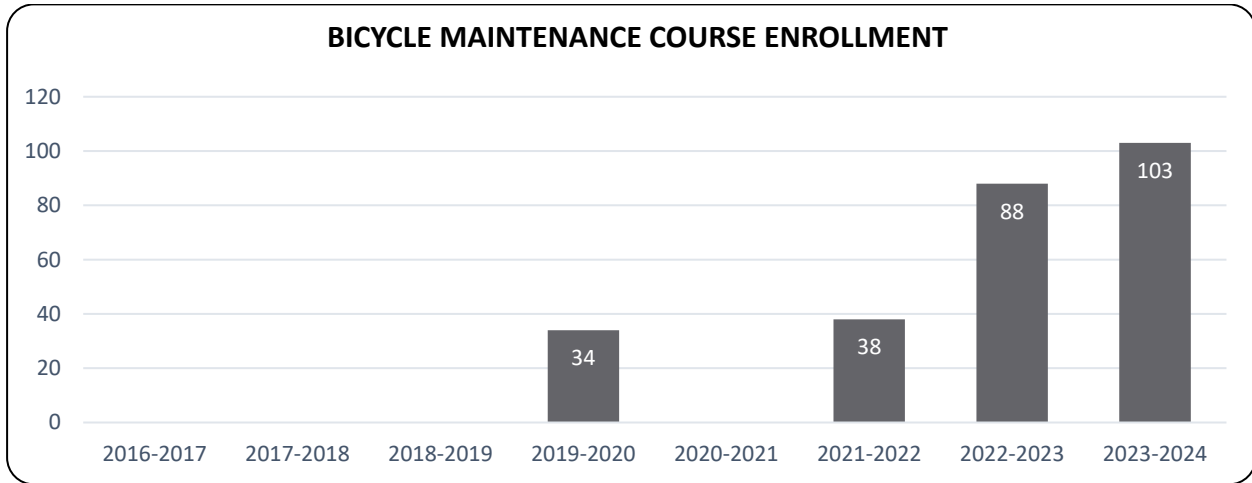


Figure BCYCLE1. Student Enrollment in Bicycle Maintenance Courses by Academic Year

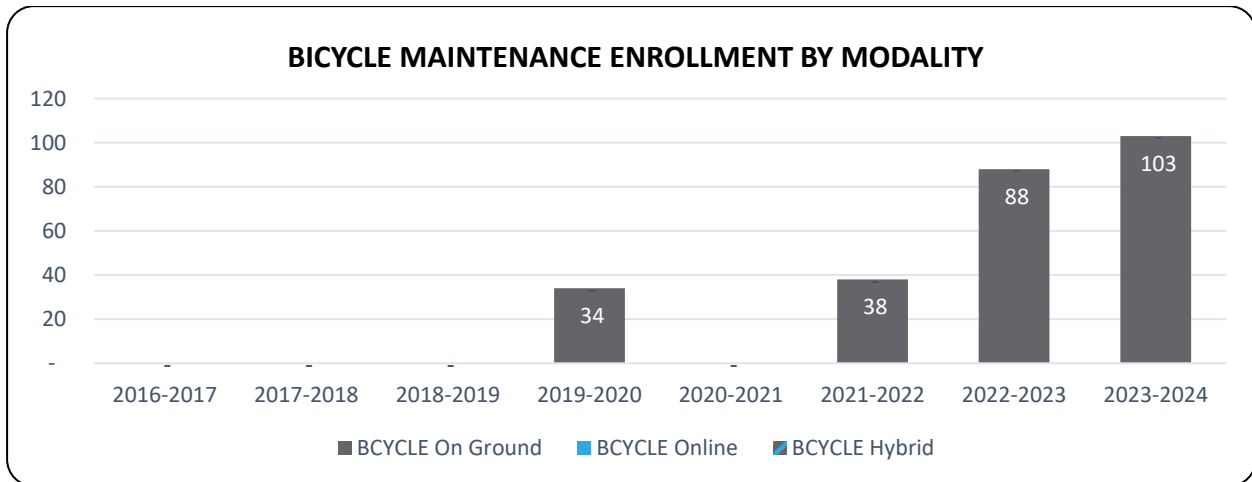


Figure BCYCLE 2. Bicycle Maintenance Enrollment by Course Modalities from Fall 2016 through Spring 2024

Degree and Certificate Awards

As a solely on-ground program launched just prior to the onset of the pandemic, Bicycle Maintenance has only had a few years to grow. Certificate awards spiked in 2022-2023, but it remains to be seen if student interest will continue to grow.

DEGREES AND CERTIFICATES AWARDED – BICYCLE MAINTENANCE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Noncredit Certificate	Bicycle Maintenance	0	0	0	0	4	24	8

Table BCYCLE 1. Certificates Awarded in Bicycle Maintenance, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – BICYCLE MAINTENANCE				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Bicycle Repairers	640	610	(30)	(5%)

Source: Center of Excellence for Labor Market Research

Table BCYCLE 2. Labor Market Information for Jobs in Bicycle Maintenance

Discipline Profile: Business**Trends in Enrollment, Modality, and Efficiency**

Business enrollments were strong and growing stronger before a pandemic decline, and have rebounded almost to pre-pandemic levels, reaching a pre-pandemic peak of 8,999 annual enrollments in 2019-2020, and currently at 8,514 annual enrollments for 2023-2024. Online enrollments have increased from about 50% pre-pandemic to about 78% currently. Fill rates for Business classes remain fairly steady and somewhat lower than college average. In Fall 2017, the fill rate for Business was 82% (college average 88%), and for Fall 2023, the fill rate for Business was 81% (college average 85%).

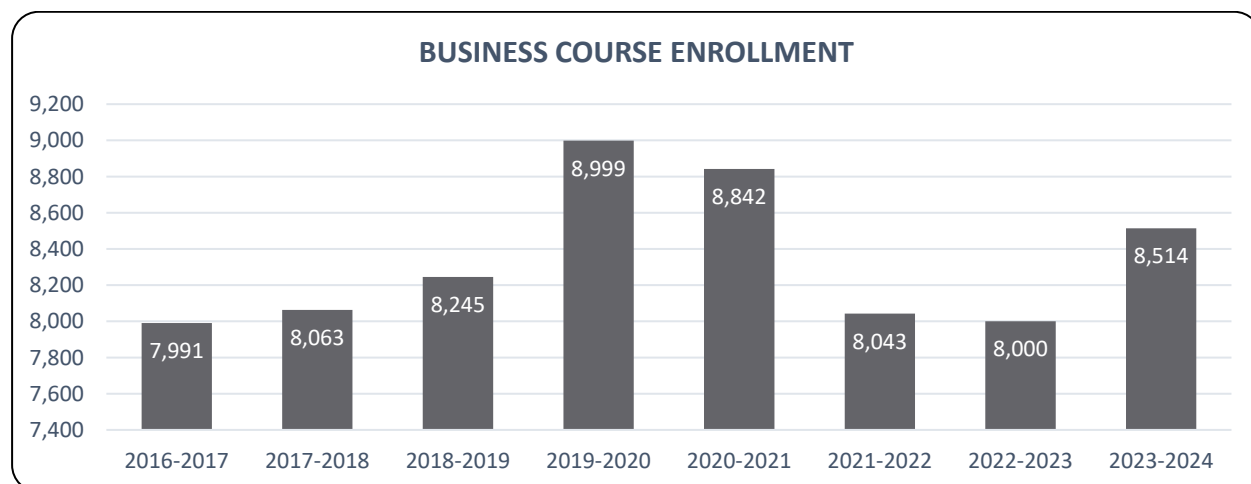


Figure BUS 1. Student Enrollment in Business Courses by Academic Year

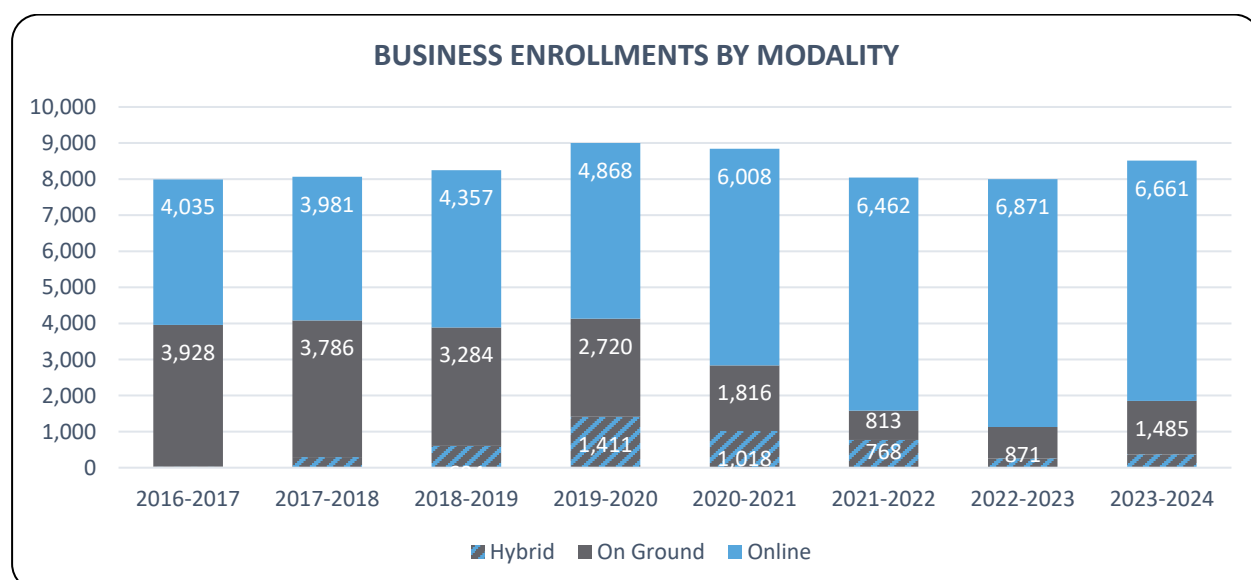


Figure BUS 2. Business Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Business courses have declined moderately from 72% in Fall 2017 to 69% in Fall 2023, falling very close to the college average across those years of about 70%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -27 in Fall 2017 (college average -22) and -24 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -18 points (college average -16) and -16 (college average -11) in Fall 2023.

Degree and Certificate Awards

The A.S. in Business and A.S.-T in Business Administration are the most popular by far with students, though the A.S. in Business Administration seems to be growing rapidly. Certificates in Entrepreneurship and Marketing also show strong student interest.

DEGREES AND CERTIFICATES AWARDED – BUSINESS								
Award Type	Program Title	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Business	1	0	1	0	0	0	0
A.A.	General Office	1	0	0	0	0	0	0
A.A.	Sales and Promotion	0	0	0	0	0	0	0
A.S.	Business	95	84	88	73	93	102	84
A.S.	Business Administration 2.0	0	0	0	0	0	11	183
A.S.	Insurance Professional	0	0	0	0	0	1	2
A.S.	Logistics/Supply Chain Management	2	6	2	3	7	3	5
A.S.	Management/Leadership	18	16	13	8	15	7	12
A.S.	Sales and Promotion	4	9	5	9	11	2	11
A.S.-T	Business Administration	239	213	245	264	277	188	114
Certificate 16 to 29 Units	Entrepreneurship	0	9	19	22	27	17	22
Certificate 16 to 29 Units	Entry Level Business Information Assistant	0	0	0	1	4	3	4
Certificate 16 to 29 Units	Insurance Professional	0	0	0	0	0	0	2
Certificate 16 to 29 Units	Insurance Specialist	0	0	0	0	0	0	3
Certificate 16 to 29 Units	International Business	0	0	4	4	3	1	2

Certificate 16 to 29 Units	Logistics/Supply Chain Management	0	4	4	3	4	4	6
Certificate 16 to 29 Units	Management/Leadership	0	6	6	11	15	13	15
Certificate 16 to 29 Units	Marketing	0	15	28	54	61	46	49
Certificate 16 to 29 Units	Sales and Promotion	0	4	14	16	12	10	27
Certificate 16 to 29 Units	Sustainability in Business	0	0	0	0	0	0	1
Certificate 18 to 29 Units	Entrepreneurship	10	0	0	0	0	0	0
Certificate 18 to 29 Units	International Business	3	0	0	0	0	0	0
Certificate 18 to 29 Units	Logistics/Supply Chain Management	10	0	0	0	0	0	0
Certificate 18 to 29 Units	Management/Leadership	17	0	0	0	0	0	0
Certificate 18 to 29 Units	Marketing	20	0	0	0	0	0	0
Certificate 18 to 29 Units	Sales and Promotion	11	0	0	0	0	0	0
Certificate 30+ Units	Entrepreneurship	0	0	0	0	1	0	0
Certificate 30+ Units	Insurance Specialist	0	1	1	0	1	0	0
Certificate 30+ Units	International Business	0	0	0	0	0	0	0
Certificate 30+ Units	Legal Administrative Assistant	0	0	0	0	0	0	0
Certificate 30+ Units	Logistics/Supply Chain Management	0	0	0	0	0	0	0
Certificate 30+ Units	Management/Leadership	0	0	0	0	0	0	0
Certificate 30+ Units	Marketing	0	0	0	0	0	0	0
Certificate 30+ Units	Medical Administrative Assistant	4	2	9	3	3	6	10
Certificate 30+ Units	Medical Coding & Billing Specialist	8	2	9	2	3	8	8

Certificate 30+ Units	Sales and Promotion	1	0	0	0	0	0	0
Dept. Certificate	Business Management	0	7	0	0	0	0	0
Dept. Certificate	Business Marketing	0	5	0	0	0	0	0
Dept. Certificate	Clerical Data Entry	0	4	0	0	0	0	0
Dept. Certificate	Electronic Medical Records	0	2	0	0	0	0	0
Dept. Certificate	Hospital Inpatient Coder	0	1	0	0	0	0	0
Dept. Certificate	Medical Records Clerk	0	3	0	0	0	0	0
Noncredit Certificate	Business Essentials Level 1	0	1	5	12	14	15	13
Noncredit Certificate	Customer Service	0	3	10	21	8	14	16
Noncredit Certificate	Receptionist	0	0	0	2	2	1	0

Table BUS 1. Degrees and Certificates Awarded in Business, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – BUSINESS				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Graphic Designers	16,385	16,071	(314)	(2%)
Advertising Sales Agents	4,834	4,748	(86)	(2%)
Administrative Services Managers	10,281	10,678	397	4%
General and Operations Managers	72,888	77,439	4,552	6%
Industrial Production Managers	6,049	5,959	(90)	(1%)
First-Line Supervisors of Office and Administrative Support Workers	44,972	44,712	(260)	(1%)
Administrative Services Managers	10,281	10,678	397	4%
General and Operations Managers	72,888	77,439	4,552	6%
First-Line Supervisors of Office and Administrative Support Workers	44,972	44,712	(260)	(1%)
Customer Service Representatives	58,847	58,159	(689)	(1%)
Insurance Sales Agents	18,770	19,290	520	3%
Claims Adjusters, Examiners, and Investigators	6,051	5,498	(553)	(9%)
Insurance Appraisers, Auto Damage	141	131	(10)	(7%)
Transportation, Storage, and Distribution Managers	8,901	9,090	190	2%

Buyers and Purchasing Agents	14,305	13,767	(538)	(4%)
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	47,525	45,043	(2,482)	(5%)
Cargo and Freight Agents	6,879	7,290	412	6%
Industrial Production Managers	6,049	5,959	(90)	(1%)
Transportation, Storage, and Distribution Managers	8,901	9,090	190	2%
Logisticians	6,829	7,445	615	9%
Cargo and Freight Agents	6,879	7,290	412	6%
Production, Planning, and Expediting Clerks	20,403	20,473	70	0%
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	19,034	19,543	509	3%
Administrative Services Managers	10,281	10,678	397	4%
First-Line Supervisors of Office and Administrative Support Workers	44,972	44,712	(260)	(1%)
Food Service Managers	13,001	13,864	863	7%
Lodging Managers	1,255	1,396	141	11%
Market Research Analysts and Marketing Specialists	31,309	33,622	2,314	7%
Advertising Sales Agents	4,834	4,748	(86)	(2%)
Administrative Services Managers	10,281	10,678	397	4%
First-Line Supervisors of Office and Administrative Support Workers	44,972	44,712	(260)	(1%)
First-Line Supervisors of Retail Sales Workers	36,832	36,623	(209)	(1%)
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	47,525	45,043	(2,482)	(5%)
First-Line Supervisors of Non-Retail Sales Workers	10,261	9,642	(619)	(6%)
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	29,907	30,909	1,002	3%
Customer Service Representatives	58,847	58,159	(689)	(1%)
General and Operations Managers	72,888	77,439	4,552	6%
Administrative Services Managers	10,281	10,678	397	4%
Facilities Managers	4,397	4,603	206	5%
First-Line Supervisors of Retail Sales Workers	36,832	36,623	(209)	(1%)
First-Line Supervisors of Non-Retail Sales Workers	10,261	9,642	(619)	(6%)

Source: Center of Excellence for Labor Market Research

Table BUS 2. Labor Market Information for Jobs in Business-Related TOP Codes for Los Angeles County

LABOR SUPPLY GAPS – BUSINESS				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Business Administration - 050500	301	4,183	12,373	8,190
Marketing and Distribution - 050900	58	203	3,866	3,663
Advertising - 050910	25	25	1,828	1,803
Management Development and Supervision - 050630	20	167	7,009	6,842
Small Business and Entrepreneurship - 050640	17	401	12,598	12,197
Business and Commerce, General - 050100	15	550	11,968	11,418
Customer Service - 051800	14	19	7,834	7,815
Sales and Salesmanship - 050940	12	22	19,482	19,460
Logistics and Materials Transportation - 051000	7	56	6,808	6,752
Office Management - 051440	3	3	5,160	5,157
International Business and Trade - 050800	1	45	6,908	6,863
Insurance - 051200	1	12	2,057	2,045

Source: Center of Excellence for Labor Market Research

Table BUS 3. Local Labor Supply Gaps in Business

Future Directions for the Business Department

Looking forward, the Business department expects to see a number of changes to individual disciplines based upon educational trends and market data. In addition, all disciplines in the department are experiencing the impact of artificial intelligence (AI) and other new digital technologies.

Business: The impact of artificial intelligence (AI) and new digital technologies is felt heavily in businesses. Students need to be familiar with using these applications to deliver results quickly in this fast-paced work environment. The department plans to develop a standalone introductory AI course, as well as incorporate these new skills into existing courses. Offering classes that continue to hone soft skills and effective communication become even more vital in this digital landscape. After consultation with industry experts and the Port of Los Angeles, the department is also planning to enhance its Global Trade and Logistics program by developing new curriculum that encompasses renewable energy, Blue Ocean Economy, and related topics.

Accounting: The Associate Degree in Accounting and Certificates such as the CPA Track and Staff Accountant continue to be popular. As the field becomes more digitalized, the department anticipates changes to the CPA exam that will inform the curriculum of the CPA Track Certificate of Achievement and other accounting certificates.

Administration of Justice: Although a relatively new program, interest in the A.S.-T for the Administration of Justice degree has grown rapidly. The department is considering developing more short-term certificates to prepare students for more career pathways within the Administration of Justice field.

Automotive Technology: Student interest remains strong post-pandemic for this program. The department is considering converting the Introductory Automotive Technician Department Certificate into a Certificate of Achievement. Additional plans also include offering hybrid and electrical vehicle technology courses.

Homeless Services Work: In fall 2025, the department will inaugurate the first industry-based certificate for Homeless Services Work in California. As with the other programs, AI and new technology will continue to shape and augment the nonprofit management suite of classes.

Real Estate: Effective spring of 2025, the department started offering introductory real estate courses designed to qualify students to take the California Department of Real Estate exam to obtain a license to practice as a sales agent. The Real Estate Certificate of Achievement will be available beginning Fall 2025.

Skill Builders (Noncredit Business and Bicycle Maintenance): Noncredit offerings serve the community at large and provide a steppingstone to credit courses. Enrollment for the Bicycle Maintenance Noncredit Program has been on the rise since the pandemic, and there are opportunities for other noncredit programs in areas such as real estate and hospitality. The program can serve both the credit and noncredit populations simultaneously by employing course mirroring.

The Business department has been successful in improving outcomes for students in part by creating and or participating in several equity-focused activities, many of which are recurring, including the following:

- The Business AOI/Student Success Team, in partnership with the Counseling department, organizes a slate of events such as the business study hall mixers to expose students to various resources and create a sense of belonging.
- The Rotaract Club (sponsored by the Rotary Club of Santa Monica), in partnership with the Business Department, schedules inspirational minority business owners/professionals to speak

with students and help them to see themselves pursuing these careers. Speakers are selected from businesses such as major accounting firms that are actively seeking diverse students for internships.

- The annual Accounting Diversity Conference, inaugurated in 2018, is offered routinely in the spring semester, and is designed to help empower students to explore a career in the accounting field, and to connect them to resources. The conference features a panel of diverse students who have been successful in the accounting and finance fields.
- Personal Finance Workshops led by department faculty cover topics such as debt management, tax planning, and investment basics. Many sessions are launched especially for students in the Black Collegians, Adelante, and EOPS programs.
- The Volunteer Income Tax Program (VITA) allows students to gain valuable professional experience in preparing tax returns for the community. This program provides students with real-world experience that both helps to increase student understanding of course information, and assists students with job placement after graduation.
- The SMC Law Pathway — a joint venture with the Political Science Department — seeks to diversify the legal profession and open career pathways.
- Equitizing Gateway Courses Training (EGC), an initiative of the SMC Redesign/Guided Pathways project, has provided several full-time and part-time faculty in the department with a five-semester deep dive into equity-minded approaches.

The Business department seeks additional resources to better support its changing needs. Marketing resources could help showcase the department's diverse faculty who have a range of industry experience, helping students feel a greater sense of belonging. In terms of classroom spaces, instructors are no longer standing in front of the classroom lecturing at the podium, so they need more movable furniture (and even movable walls) to create more collaborative environments where students can have break-out sessions and work in groups. New shared spaces should include an outdoor space designed for outdoor class sessions and/or special events such as department open houses or advisory board networking events.

As online course offerings have grown in number, the addition of the Faculty Studio lab in the Academic Affairs suite has been a wonderful resource for recording new videos. It would be ideal to have a similar recording space within the department's own building to accommodate more business faculty with online recording needs. New spaces should be developed specifically for students to study and/or take an online class. This could be an area that has comfortable seating and food allowed. The upstairs patio of the current Business Building could help to address this need, and would be made more useful if it were updated with more comfortable and covered seating provided with power to charge devices. Finally, department faculty need to continue to receive training on AI and other technological advances within their respective disciplines.

COMMUNICATION & MEDIA STUDIES

Credit Disciplines Offered:

Communication Studies (COM ST), Film Studies (FILM), Journalism (JOURN), Media Studies (MEDIA)

Noncredit Disciplines Offered:

N/A

Department Overview

The Communication and Media Studies Department covers a wide range of media- and communication-related disciplines and programs that span from the theoretical to the practical, and from interpersonal to mass communication. The department offers degrees, certificates, and training in interpersonal, group, intercultural, and mass media education that includes print, radio, television, and film. The department currently offers 11 certificates and A.A./A.S. degrees that serve the college's transfer, CE (career education), and lifelong learning goals.

The department is arranged into four program areas that are further subdivided:

1. Communication ("People & Society" Area of Interest)
2. Film ("Arts, Media, & Entertainment" Area of Interest)
3. Journalism ("Arts, Media, & Entertainment" Area of Interest)
4. Media ("Arts, Media, & Entertainment" Area of Interest)

Vision and Mission

The Communication and Media Studies Department is a major contributor to the college's larger mission, vision, and goals, and provides major support to the Institutional Learning Outcomes outlined by the District.

The Communication and Media Studies department supports the Santa Monica College vision by providing instruction in and opportunities for open dialogue and the free exchange of ideas through its courses, extracurricular activities, and department-produced and/or supported college forums (e.g., The Corsair Newspaper, Short Films, Documentaries, Communication & Media Speaker Series, Green Screen Series, Web Content, Music Videos, Commercials, Interdisciplinary Filming Support, Global Citizenship Research Symposium, Corsair Radio, Intramural Debates, etc.). The very content of many of the department's classes (e.g., Public Speaking, Research Methods, Journalism, Media Literacy, Intercultural Communication, Global Media, etc.) focuses on the college's core values of knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication, and global awareness.

Discipline Profile: Communication Studies

Trends in Enrollment, Modality, and Efficiency

Enrollments in Communication Studies courses have decreased moderately from a peak of near 6,900 per year in 2019-2020 to about 6,100 in 2023-2024, reflecting overall college enrollment declines over the same time period. Enrollment by modality in this discipline changed dramatically from about 14% pre-pandemic to about 66% in 2023-2024. Fill rates have declined moderately from 94% in Fall 2017 (college average 88%) to 90% in Fall 2023 (college average 85%), but remain well above college averages.

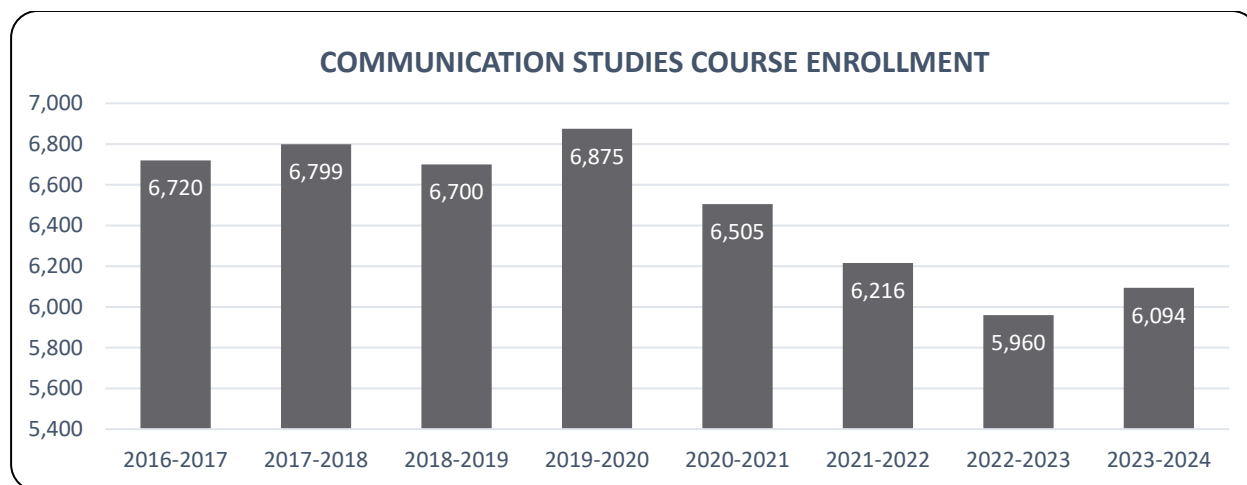


Figure COM ST 5. Student Enrollment in Communication Studies Courses by Academic Year

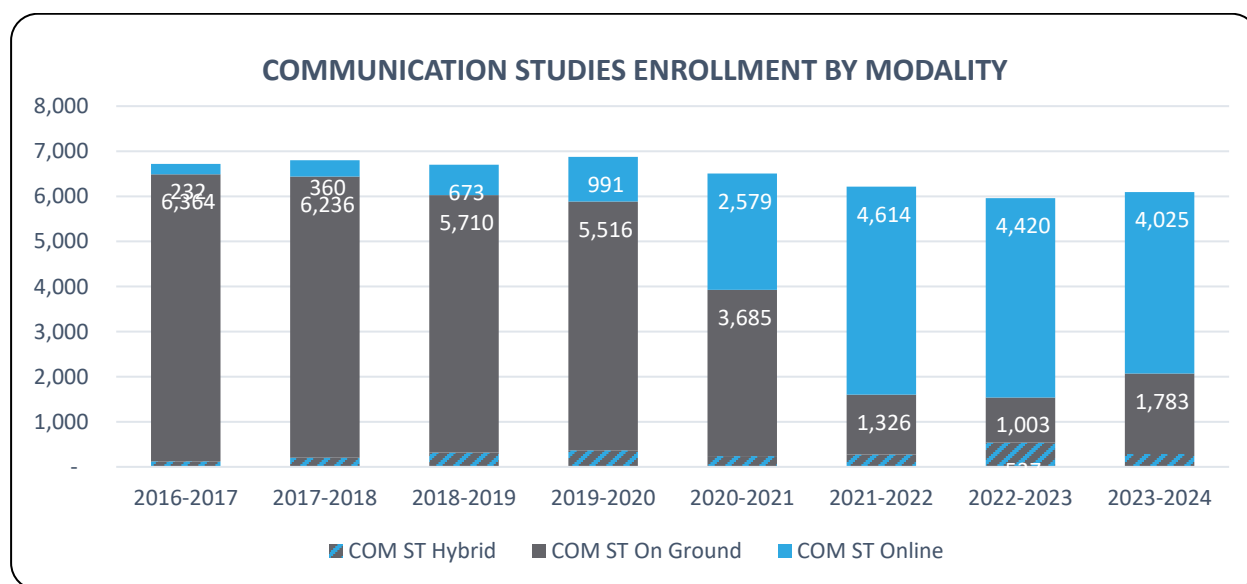


Figure COM ST 6. Communication Studies Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Communication Studies courses declined from 78% in Fall 2017 to 74% in Fall 2023, but remain above the college average of 70% for those years. Black and Latine/x students experienced large and fluctuating course success equity gaps with no clear trend over the past seven years. For Black students, these gaps range from a high of -26 to a low of -14 (college average -21), and for Latine/x students, the gaps range from -25 to -14 (college average -15).

Degree and Certificate Awards

DEGREES AWARDED – COMMUNICATION STUDIES								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Communication Studies	152	152	188	175	160	135	159
A.A.-T	Communication Studies 2.0	0	0	0	0	0	0	95

Table COM ST 1. Degrees Awarded in Communication Studies, Fall 2017-Spring 2024

Discipline Profile: Film

Trends in Enrollment, Modality, and Efficiency

Enrollment in Film Studies and Film Production courses grew steadily prior to the pandemic and has remained relatively stable since. Online enrollments increased significantly from about 3% in 2016-2017 to 48% in 2023-2024, but are expected not to increase further due to the hands-on nature of Film Production classes. Fill rates for Film classes are consistently high, and were 98% in fall 2017 (college average 88%) and 94% in Fall 2023 (college average 85%).

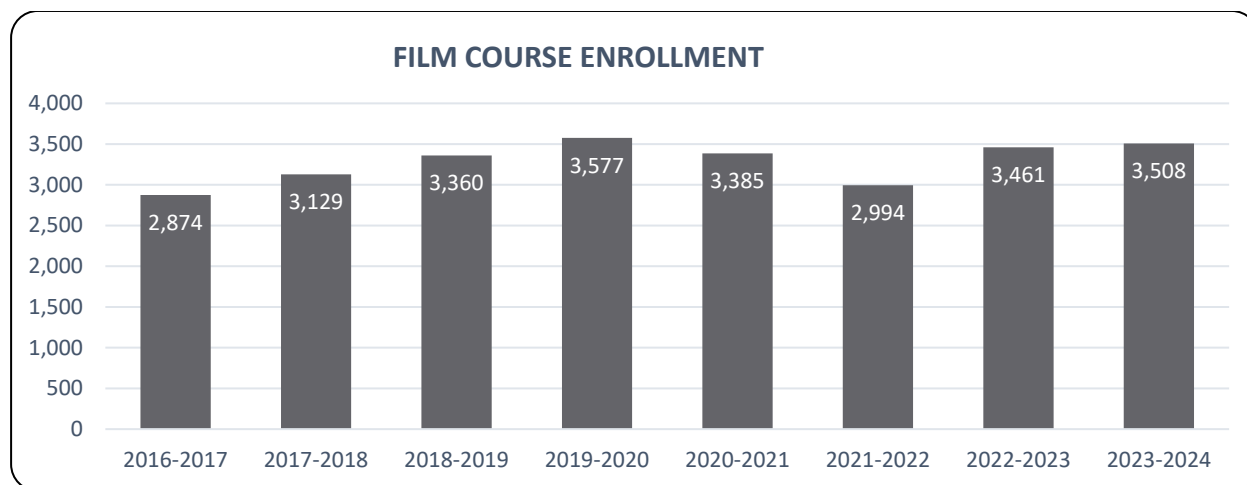


Figure FILM 7. Student Enrollment in Film Courses by Academic Year

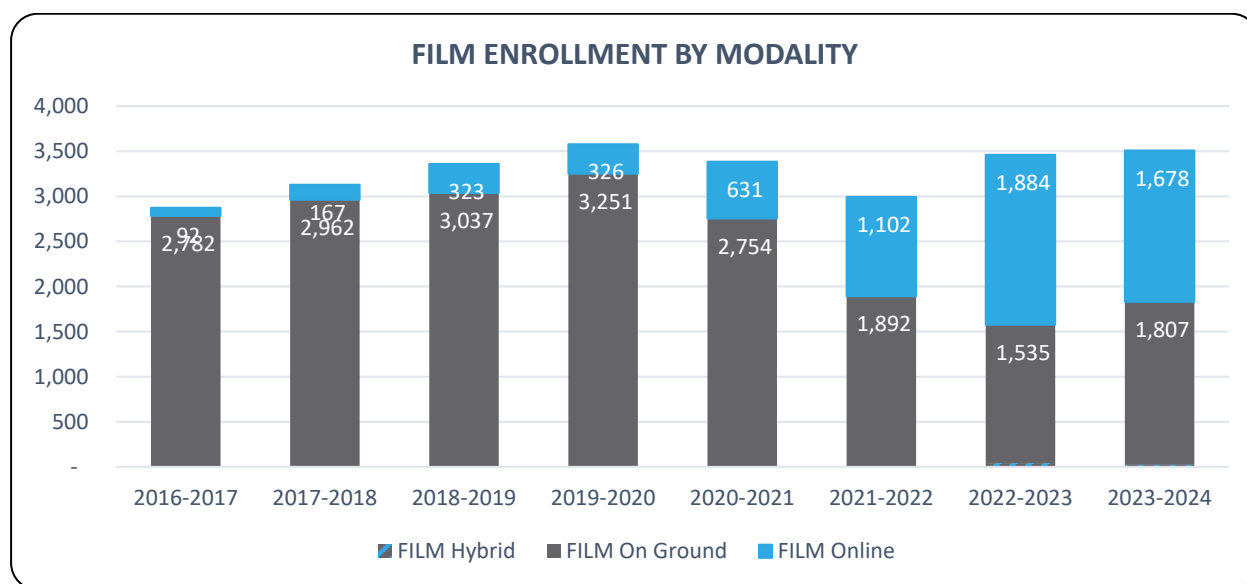


Figure FILM 8. Film Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Film courses are steady and relatively high, averaging about 84% (college average for the same years is about 70%). Equity gaps for both Black and Latine/x students have remained relatively constant over the past seven years and are significant, though also significantly smaller than college averages. Equity gaps for Black students were -13 in Fall 2018 (college average -22; Fall 2017 was not used as it is anomalous for this discipline), improving to -6 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -9 points (college average -16) and -7 (college average -11) in Fall 2023.

Degree and Certificate Awards

All three awards offered in Film Studies/Film Production are very popular with students, particularly post pandemic. Strong award numbers are expected to continue.

DEGREES AND CERTIFICATES AWARDED – FILM								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Film Studies	25	48	44	33	34	31	50
A.S.	Film Production	14	32	26	24	24	36	57
Certificate 30+ Units	Film Production	13	8	33	17	21	19	63

Table FILM 1. Degrees Awarded in Film Studies, Fall 2017-Spring 2024

Labor Market Data and Projections

As expected for the Los Angeles area, jobs in film production fields are plentiful. Although the supply gaps are small, the magnitude of the industry makes employment in these fields viable for students.

JOB OPENINGS – FILM PRODUCTION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Sound Engineering Technicians	4,700	4,824	124	3%
Camera Operators, Television, Video, and Motion Picture	5,900	5,988	88	1%
Film and Video Editors	11,600	11,902	302	3%
Special Effects Artists and Animators	11,600	11,902	302	3%

Source: Center of Excellence for Labor Market Research

Table FILM 2. Labor Market Information for Jobs in the Film Production TOP Code for Los Angeles County

LABOR SUPPLY GAPS – FILM PRODUCTION				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Film Production - 061220	55	261	3,925	3,664

Source: Center of Excellence for Labor Market Research

Table FILM 3. Local Labor Supply Gaps in Film Production

Discipline Profile: Journalism

Trends in Enrollment, Modality, and Efficiency

Journalism course enrollments experienced a decline in the past three years and have not rebounded since the end of the pandemic. Online modalities have increased along with those of the college overall and now represent about 60% of the enrollment in this discipline. Class fill rates are below college averages and declining from 60% in fall 2017 (college average 88%) to 55% in Fall 2023 (college average 85%).

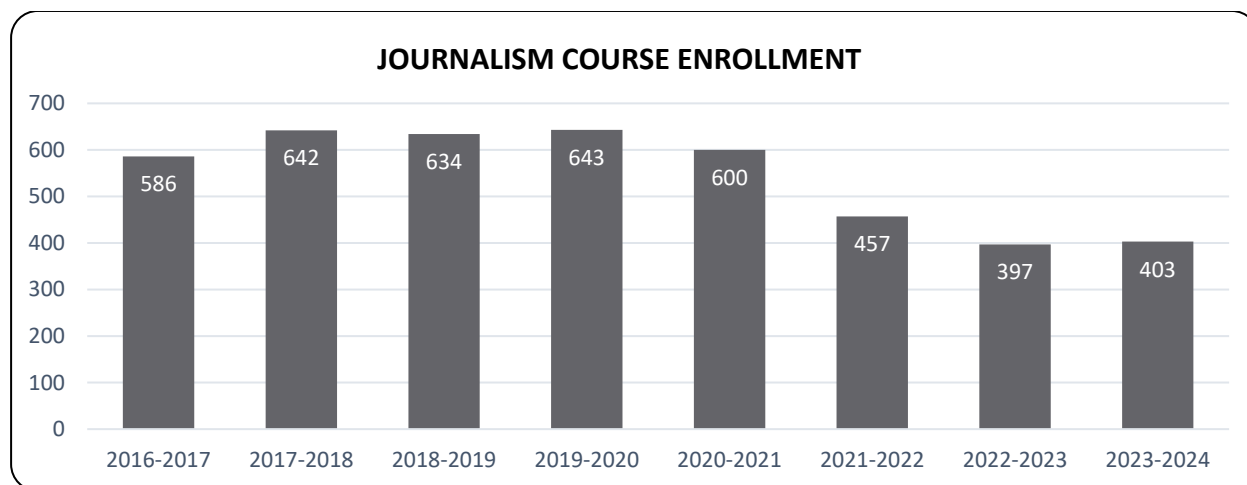


Figure JOURN 1. Student Enrollment in Journalism Courses by Academic Year

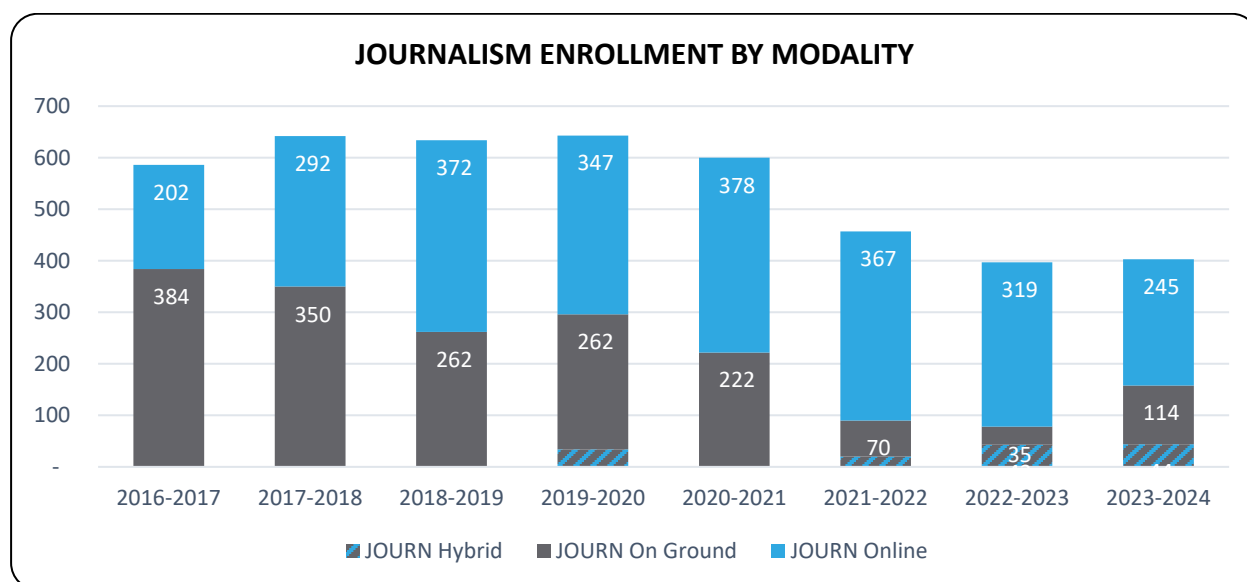


Figure JOURN 2. Journalism Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Journalism courses hover close to the college average at 66% in Fall 2017 (college average 69%) and 71% in Fall 2023 (college average 71%). Equity gaps in course success rates for Black students vary widely and are nonexistent in some semesters. Over the past seven years, they range from -21 to +5, with the dramatic fluctuations likely due to the small numbers of Black students enrolling in Journalism courses. For Latine/x students, the gaps range from -5 to 0, averaging -2.7 over the seven years (college average -15).

Degree and Certificate Awards

Student interest in Journalism degrees remains steady over time.

DEGREES AWARDED- JOURNALISM								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Journalism	15	14	22	18	8	14	13
A.S.	Journalism – Multimedia Storytelling	4	7	9	6	3	3	8

Table JOURN 1. Degrees Awarded in Journalism, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – JOURNALISM				
JOB TITLE	2022 JOBS	2027 JOBS	2022 - 2027 CHANGE	2022 – 2027 % CHANGE
Writers and Authors	14,186	15,901	1,715	12%
News Analysts, Reporters, and Journalists	2,961	3,080	119	4%
Editors	10,812	10,391	(421)	(4%)

Source: Center of Excellence for Labor Market Research

Table JOURN 2. Labor Market Information for Jobs in Media Studies TOP Codes for Los Angeles County

LABOR SUPPLY GAPS – JOURNALISM				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Journalism - 060200	17	137	3,294	3,157

Source: Center of Excellence for Labor Market Research

Table JOURN 3. Local Labor Supply Gaps in Journalism

Discipline Profile: Media Studies

Trends in Enrollment, Modality, and Efficiency

Media course enrollments have declined slowly but steadily over the past seven years from 4,951 in 2016-2017 to 3,078 in 2023-2024, though a small increase from 2022-2023 to 2023-2024 may indicate the beginning of at least a partial rebound. Over the same time period, course offerings via online modalities increased from about 19% in 2016-2017 to 75% in 2023-2024. Fill rates have decreased from 92% in Fall 2017 (college average 88%) to 83% in Fall 2023 (college average 85%).

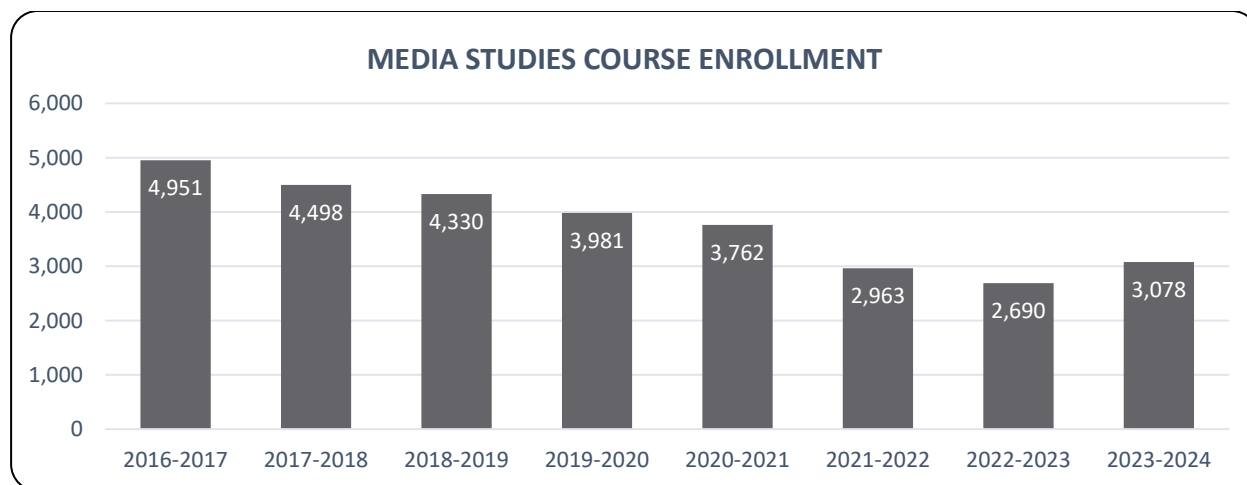


Figure MEDIA 8. Student Enrollment in Media Studies Courses by Academic Year

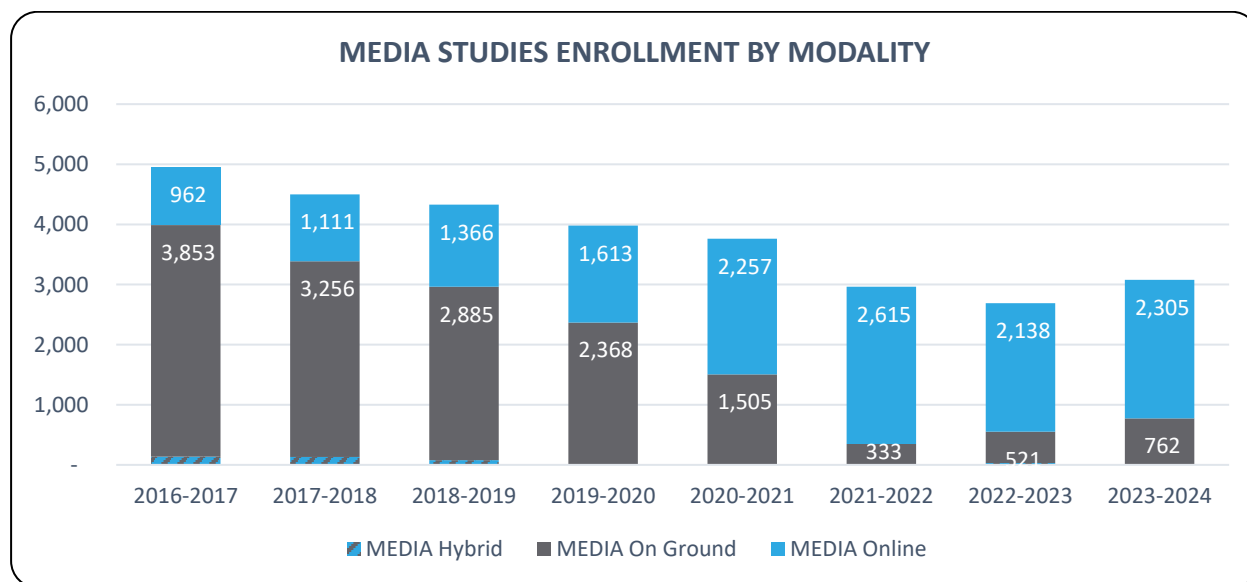


Figure MEDIA 9. Media Studies Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in studio art courses declined from 78% in Fall 2017 to 73% in Fall 2023, but remains above the college average for those years of 70%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -29 in Fall 2017 (college average -22) improving to -15 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -10 points (college average -16) and improved to -8 (college average -11) in Fall 2023.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – MEDIA STUDIES								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Broadcast Programming & Production	8	4	11	8	1	2	7
A.S.	Broadcast Sales & Management	4	0	2	4	1	0	1
Certificate 16 to 29 Units	Broadcast Programming & Production	0	4	15	4	5	3	7
Certificate 16 to 29 Units	Broadcast Sales & Management	0	0	1	0	1	0	1
Certificate 16 to 29 Units	Digital Marketing	0	0	0	0	0	12	18
Certificate 18 to 29 Units	Broadcast Programming & Production	12	0	0	0	0	0	0
Certificate 18 to 29 Units	Broadcast Sales & Management	3	0	0	0	0	0	0
Certificate 30+ Units	Broadcast Programming & Production	0	0	0	0	0	0	0
Certificate 30+ Units	Broadcast Sales & Management	0	0	0	0	0	0	0

Table MEDIA 1. Degrees Awarded in Media Studies, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – MEDIA STUDIES				
JOB TITLE	2022 JOBS	2027 JOBS	2022 - 2027 CHANGE	2022 – 2027 % CHANGE
Audio and Video Technicians	5,162	5,202	40	1%
Broadcast Technicians	8,862	8,688	(174)	(2%)
Sound Engineering Technicians	4,700	4,824	124	3%
Camera Operators, Television, Video, and Motion Picture	5,900	5,988	88	1%
Film and Video Editors	11,600	11,902	302	3%

Source: Center of Excellence for Labor Market Research

Table MEDIA 2. Labor Market Information for Jobs in Media Studies TOP Codes for Los Angeles County

LABOR SUPPLY GAPS – MEDIA STUDIES				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Radio and Television - 060400	5	30	3,556	3,526

Source: Center of Excellence for Labor Market Research

Table MEDIA 3. Local Labor Supply Gaps in Media Studies

Future Directions for the Communication and Media Studies Department

SMC's Department of Communication and Media Studies is entering a new era, building work on IDEAAS: Inclusion, Diversity, Equity, Anti-racism, Accessibility, and Sustainability. Closing equity gaps in student success, especially for Black and Latine/x students, will be one of the department's highest priorities. With inclusive curriculum, culturally responsive teaching, mentoring, and support built into courses, faculty aim to ensure that students feel seen, heard, and known during their educational journey.

Enrollment recovery is also a major focus, particularly in Media Studies, where numbers have been steadily decreasing over the years. The department is working toward revitalizing the subject by way of careful marketing, stronger dual-enrollment partnerships, and showcasing the terrific work SMC students are already producing.

Since Malibu and Beverly Hills High Schools are already teaching four of SMC's Media Studies courses, the department would like offerings to students who take those courses to include a Certificate of Achievement, so which would increase the department's numbers for efficiency. SMC campus efforts like livestreaming Corsair athletics events, esports tournaments, and events footage do more than just get students ready for the profession — they are powerful recruitment tools. By connecting Media Studies to emerging industries like content production and streaming, the department can revitalize enrollment in a way that is responsive to the needs of industry and sensitive to the diverse students it serves. At the same time, we'll keep a close eye on Film, Communication, and Journalism enrollment trends to assure that our programs are resilient across the board.

Looking ahead, the department is excited to add two new transfer degrees in the 2026–2027 academic year: Associate of Science Degree for Transfer in Film, Television, and Electronic Media (FTVE) and in Public Relations. These degrees will create clearer pathways for SMC students to transfer and succeed, while also boosting efficiency in Journalism and Media Studies. Alongside these new programs, the department will continue to refresh existing degrees and certificates, build stackable credentials, and weave in emerging areas like AI, immersive media, and esports production. The aim is to meet students where they are and prepare them for where the industry is headed.

Partnerships with the media and entertainment industry in the Los Angeles area will remain at the heart of what the department does. Based on models like Promo Pathway, the department will enhance internships, mentorship, and industry pipelines to expose students to actual access to professional networks. These partnerships are the way to open the doors long shut to many of SMC's students, and they are a living embodiment of IDEAAS.

Hands-on learning will continue to be the signature effort in the career education programs. Films, radio programming, the Corsair newspaper, podcasts, and debates are not class assignments — they are methods whereby students will have work-based learning opportunities and interact with each other, with the community, and with the global world. Not only do these students build skill sets, but they also showcase the many varied voices and viewpoints of SMC's students.

To sustain all of this, the department will continue to advocate for funding to modernize equipment, expand studios, and underwrite faculty growth. Faculty growth will focus on inclusive pedagogy, new technologies, and innovative curriculum, staying at the forefront. And through greater outreach and visibility — publicizing student success stories, alumni success, and big-name partnerships — the department will become more visible and attract a new generation of students.

The future of SMC's Communication and Media Studies is not just about degrees and programs — it is about creating a learning community that is inclusive, equitable, and forward-thinking, and which sends SMC students out not just to succeed in their chosen field, but to lead and make a difference within it. This department's vision is to empower and inspire our students to fiercely tell stories that matter.

COMPUTER SCIENCE AND INFORMATION SYSTEMS

Credit Disciplines Offered:

Computer Science (CS), Computer Information Systems (CIS), Office Technology (OF TECH)

Noncredit Disciplines Offered:

N/A

Department Overview

The Computer Science Information System department is comprised of three different disciplines: Computer Information Systems, Computer Science, and Office Technology.

Computer Information Systems

Computer information systems managers oversee a variety of administrative, clerical, and accounting functions necessary to efficiently run and maintain computerized business systems. Office workers use a variety of software to produce correspondence, maintain databases, manage projects, organize meetings, manage financial records, and create presentations. With the internet being an integral part of everyday life, webpage authoring and web application development have been other areas of high demand in the job market. Programs offered include:

- Transfer Preparation
- Business Information Worker 1 Associate Degree
- Business Information Worker 2 Associate Degree
- Computer Business Applications Associate Degree
- Website Software Specialist Associate Degree
- Business Information Worker 1 Certificate of Achievement
- Business Information Worker 2 Certificate of Achievement
- Computer Business Applications Certificate of Achievement
- Website Software Specialist Certificate of Achievement
- Digital Publishing Certificate of Achievement
- Website Creator Department Certificate
- Website Development Management Department Certificate
- Social Media Assistant Certificate of Achievement
- QuickBooks Virtual Enterprise Certificate of Achievement
- Enterprise Service Clerk Certificate of Achievement
- Business Information Specialist Certificate of Achievement
- Business Information Worker – Data Analytics Applications Certificate of Achievement
- Office Technology

Computer Science

The field of computer science (CS) leads to a variety of careers in the tech industry. The CS program at SMC focuses on two paths: Preparation to transfer to a four-year institution, and career development in the most sought-after industry skills, including cloud computing, cybersecurity, data science, artificial intelligence, and programming. To be proficient in those areas, other basic skills covered by courses in computer hardware, data structures, and networking are also required. Programs offered include:

- Transfer Preparation
- Computer Programming Associate Degree

- Computer Science Associate Degree
- Database Applications Developer Associate Degree
- Web Programmer Associate Degree
- Computer Programming Certificate of Achievement
- Computer Science Certificate of Achievement
- Database Applications Developer Certificate of Achievement
- Web Developer Certificate of Achievement
- Cloud Computing Department Certificate
- Cybersecurity Department Certificate
- Entry Level Programmer Department Certificate
- Information Systems Management Department Certificate
- Mobile Apps Development – iPhone Department Certificate
- Mobile Apps Development – Android Department Certificate
- System Administrator Department Certificate
- Data Analyst Certificate of Achievement
- Data Science Certificate of Achievement
- Microsoft Azure Department Certificate
- Blockchain Developer Certificate of Achievement
- Applied Artificial Intelligence Certificate of Achievement
- Artificial Intelligence Department Certificate

Office Technology

Office workers are responsible for a variety of administrative and clerical duties necessary to run and maintain organizations efficiently. They use a variety of software, produce correspondence, maintain databases, and manage projects, as well as organize meetings, manage records, and schedule appointments. Office workers find employment in a variety of settings, such as corporations, government agencies, schools, and hospitals. The program has expanded to teach medical billing and coding classes. Programs offered include:

- General Office Associate Degree
- Legal Administrative Assistant Associate Degree
- Medical Administrative Assistant Associate Degree
- Medical Coding and Billing Specialist Associate Degree
- General Office Certificate of Achievement
- Legal Administrative Assistant Certificate of Achievement
- Legal Office Clerk Certificate of Achievement
- Medical Administrative Assistant Certificate of Achievement
- Medical Coding and Billing Specialist Certificate of Achievement
- Medical Office Clerk Certificate of Achievement
- Clerical/Data Entry Department Certificate
- Electronic Medical Records Clerk Department Certificate
- Hospital Inpatient Coder Department Certificate
- Medical Billing/Coding Department Certificate
- Medical Records Clerk/Receptionist Department Certificate
- Medical Transcription Department Certificate

Discipline Profile: Computer Information Systems

Trends in Enrollment, Modality, and Efficiency

Enrollment in Computer Information Systems (CIS) has declined steadily, dropping by half over the past eight years. During the same time period, modality has moved from a roughly even mixture of online and on ground enrollments to a vast majority of this discipline being taught online. Class fill rates have remained steady with an average of 73% (college average 85%).

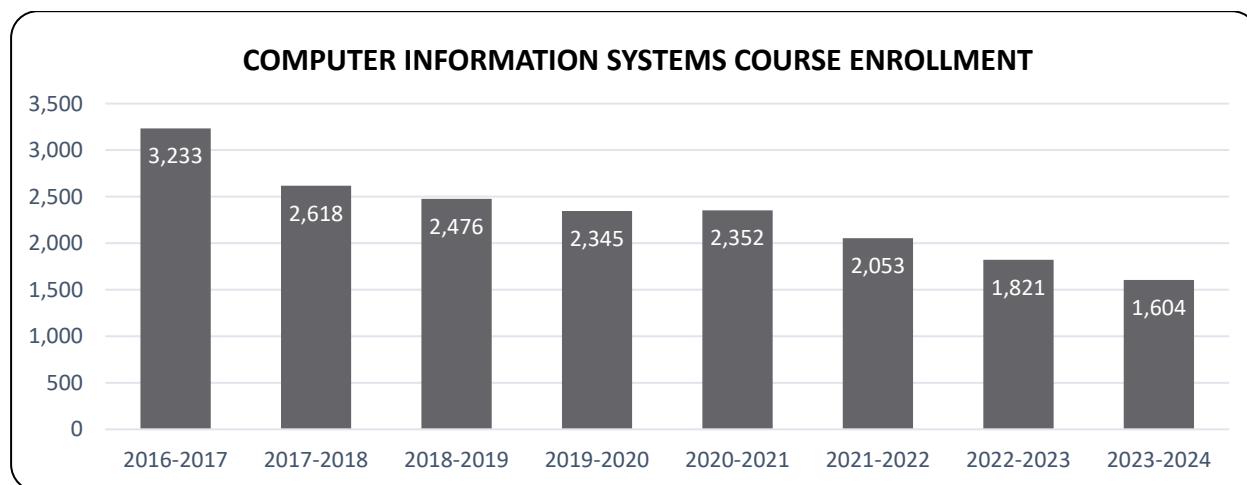


Figure CIS 1. Student Enrollment in Computer Information Systems Courses by Academic Year

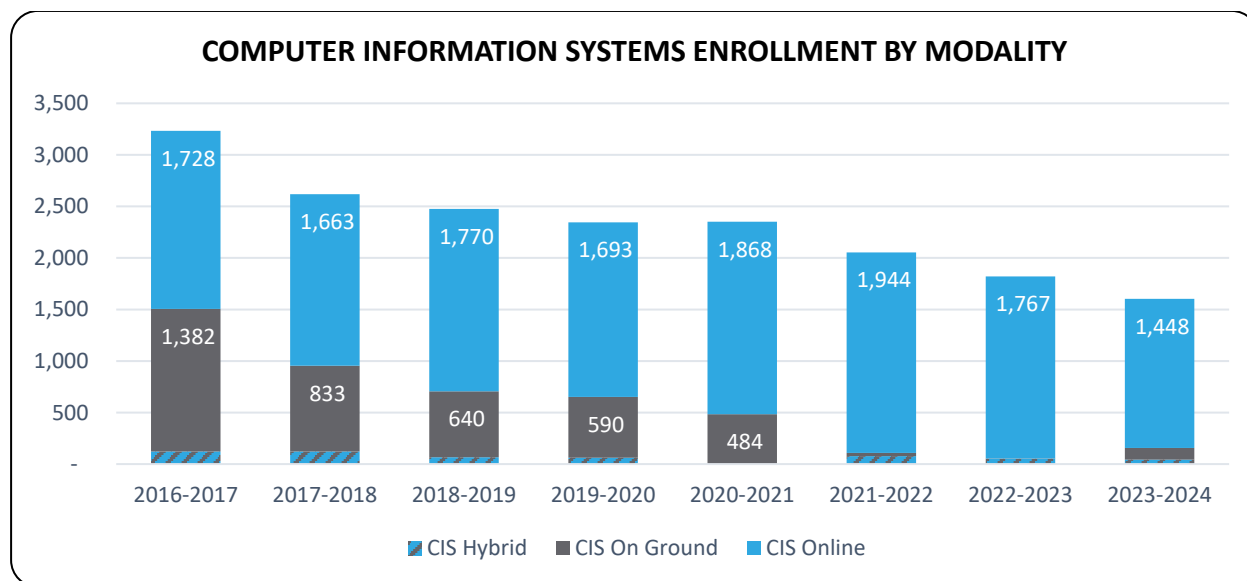


Figure CIS 2. Computer Information Systems Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Computer Information Systems courses consistently fall at about the 73% level (college average 70%). Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -27 in Fall 2017 (college average -22) improving to -15 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -13 points (college average -16,) and improved to 0 in Fall 2023 (college average -11).

Degree and Certificate Awards

While all award levels in Computer Science Information Systems are low, the two A.S. degrees — Computer Business Applications and Website Software Specialist — are notably more popular with students than most of the certificates offered.

DEGREES AND CERTIFICATES AWARDED – COMPUTER INFORMATION SYSTEMS								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Computer Business Applications	2	4	3	1	6	5	5
A.S.	Website Software Specialist	2	2	2	2	3	4	4
Certificate 16 to 29 Units	Business Information Worker – Data Analytics Applications	0	0	0	0	0	1	2
Certificate 16 to 29 Units	Business Information Worker 1	0	0	1	2	1	1	2
Certificate 16 to 29 Units	Business Information Worker 2	0	0	0	0	0	1	1
Certificate 16 to 29 Units	Digital Publishing	0	0	0	0	0	3	1
Certificate 16 to 29 Units	Social Media Assistant	0	0	2	3	2	5	3
Certificate 16 to 29 Units	Website Creator	0	0	0	16	0	3	3
Certificate 16 to 29 Units	Website Software Specialist	0	0	2	0	0	2	3
Certificate 30+ Units	Computer Business Applications	4	2	3	2	3	3	3
Certificate 30+ Units	Website Software Specialist	2	2	3	1	0	0	0
Dept. Certificate	Digital Publishing	0	1	0	0	0	0	0
Dept. Certificate	Website Creator	0	4	0	0	0	0	0

Table CIS 1. Degrees Awarded in Computer Information Systems, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – COMPUTER INFORMATION SYSTEMS				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Administrative Services Managers	10,281	10,678	397	4%
First-Line Supervisors of Office and Administrative Support Workers	44,972	44,712	(260)	(1%)
Data Entry Keyers	5,767	5,271	(496)	(9%)
Computer User Support Specialists	10,281	10,678	397	4%

Source: Center of Excellence for Labor Market Research

Table CIS 2. Labor Market Information for Jobs in Computer Information Systems TOP Code for Los Angeles County

LABOR SUPPLY GAP – COMPUTER INFORMATION SYSTEMS				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Software Applications - 070210	15	39	7,260	7,221

Source: Center of Excellence for Labor Market Research

Table CIS 3. Local Labor Supply Gaps in Computer Information Systems

Discipline Profile: Computer Science

Trends in Enrollment, Modality, and Efficiency

Computer Science enrollments have been increasing steadily over the past eight years, increasing by about 150% since 2016-2017. Modalities have moved from less than 50% online to a majority online enrollment. Fill rates have remained steady at approximately 81% over the same time period, while the college average fell from 88% to 85%.

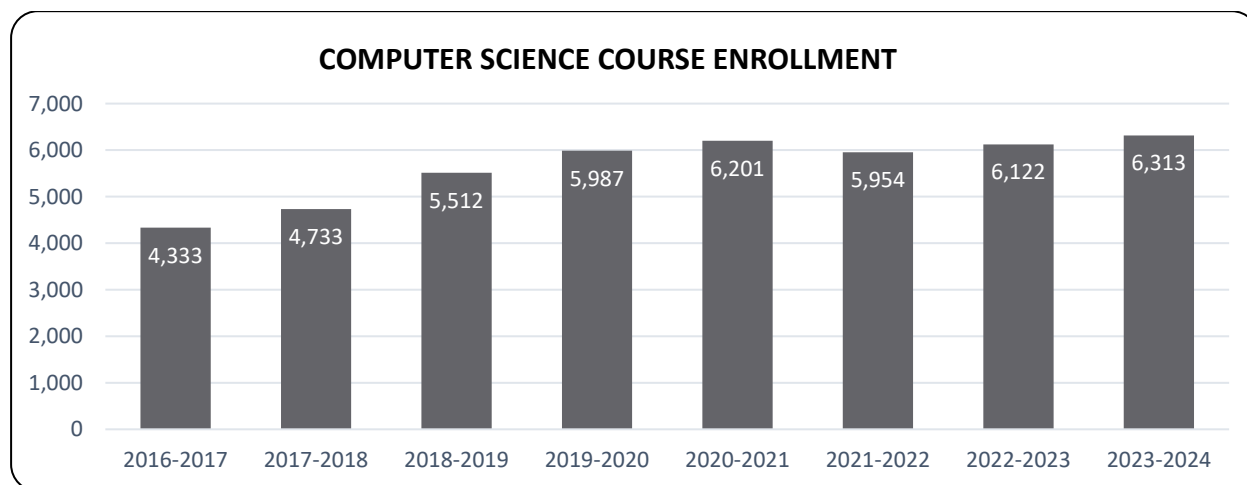


Figure CS 1. Student Enrollment in Computer Science Courses by Academic Year

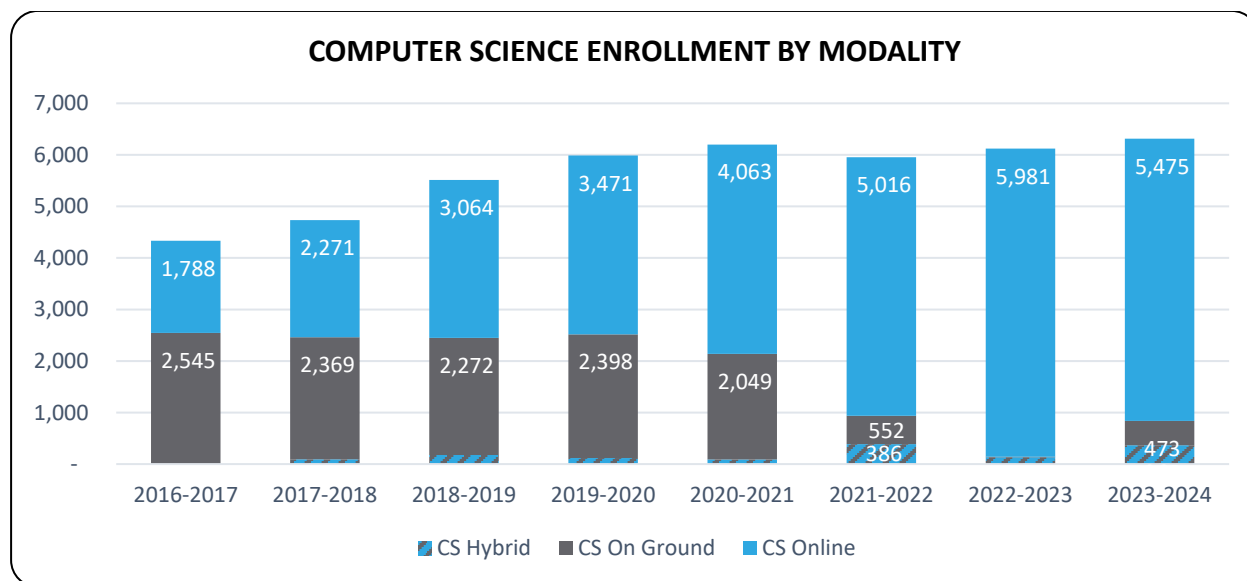


Figure CS 2. Computer Science Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Computer Science (CS) courses have fluctuated moderately over the past seven fall semesters. They were 71% in Fall 2017 and 74% in Fall 2023, dropping lower in pandemic years, but generally hovering near the college average for those years of 71%. Black students experienced the largest equity gaps in course success rates, fluctuating from -30 to -15 with no clear trends over time. The college average for the same years is -21. For Latine/x students, the gaps range from -18 to -10, also with no clear trend over time. College average for these years for Latine/x students was -11.

Degree and Certificate Awards

A.S. degrees and higher unit certificates in both Computer Programming and Computer Science are consistently the most popular with students. The Cloud Computing programs is, however, growing rapidly, and is in the approval process to soon offer a Bachelor of Science degree.

DEGREES AND CERTIFICATES AWARDED – COMPUTER SCIENCE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Cloud Computing	0	0	0	0	3	3	13
A.S.	Computer Programming	24	21	30	40	32	28	19
A.S.	Computer Science	8	12	28	42	29	46	45
A.S.	Database Applications Developer	1	1	3	2	2	1	5
A.S.	Web Developer	5	2	9	4	5	7	13
Certificate 16 to 29 Units	Cloud Computing	0	0	0	0	1	2	7
Certificate 16 to 29 Units	Computer Programming	0	5	6	18	28	12	16
Certificate 16 to 29 Units	Computer Science	0	0	15	31	57	18	40
Certificate 16 to 29 Units	Data Analyst	0	0	0	0	0	2	6
Certificate 16 to 29 Units	Data Science	0	0	0	0	0	0	6
Certificate 16 to 29 Units	Database Applications Developer	0	0	2	0	2	4	5
Certificate 16 to 29 Units	Mobile Apps Development - Android	0	0	0	0	0	1	0
Certificate 16 to 29 Units	Mobile Apps Development - iPhone	0	0	0	1	1	1	0

Certificate 16 to 29 Units	Web Developer	0	0	0	0	0	3	9
Certificate 18 to 29 Units	Computer Programming	12	0	0	0	0	0	0
Certificate 30+ Units	Computer Programming	12	0	0	0	0	0	0
Certificate 30+ Units	Computer Science	0	0	0	0	0	0	0
Certificate 30+ Units	Database Applications Developer	9	2	0	0	0	0	0
Certificate 30+ Units	Web Developer	1	0	0	0	0	0	0
Dept. Certificate	Cloud Computing	0	35	0	0	0	0	0
Dept. Certificate	Computer Programming	0	1	0	0	0	0	0
Dept. Certificate	Entry Level Programmer	0	14	0	0	0	0	0
Dept. Certificate	Information Systems Management	0	1	0	0	0	0	0
Dept. Certificate	Mobile Apps Development- Android	0	1	0	0	0	0	0
Dept. Certificate	Mobile Apps Development- iPhone	0	2	0	0	0	0	0
Dept. Certificate	Cloud Computing	0	35	0	0	0	0	0

Table CS 1. Degrees Awarded in Computer Science, Fall 2017-Spring 2024

Labor Market Data and Projections

Local demand for professionals in Computer Science remains strong.

JOB OPENINGS – COMPUTER SCIENCE				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Computer Network Architects	52,588	52,103	(485)	(1%)
Computer Network Support Specialists	3,441	3,449	8	0%
Computer Programmers	3,374	3,489	115	3%
Database Administrators	3,446	3,277	(169)	(5%)
Network and Computer Systems Administrators	1,998	2,078	80	4%
Software Developers	7,206	7,300	94	1%
Web Developers	37,304	41,305	4,001	11%

Source: Center of Excellence for Labor Market Research

Table CS 2. Labor Market Information for Jobs in Computer Science TOP Codes for Los Angeles County

LABOR SUPPLY GAPS – COMPUTER SCIENCE				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Computer Programming - 070710	55	227	3,515	3,288
Software Applications - 070210	15	39	7,260	7,221
Database Design and Administration - 070720	5	47	3,634	3,587
Website Design and Development - 061430	5	18	1,979	1,961
World Wide Web Administration - 070900	3	61	1,523	1,462
Computer Software Development - 070700	2	12	4,761	4,749
Computer Information Systems - 070200	2	191	1,862	1,671
Computer Networking - 070810	1	147	2,110	1,963

Source: Center of Excellence for Labor Market Research

Table CS 3. Local Labor Supply Gaps in Computer Science

Discipline Profile: Office Technology

Trends in Enrollment, Modality, and Efficiency

Enrollment in Office Technology courses has shown a general decline of about 25% over the past eight years, with a small upturn noted in 2023-2024. Modalities in this discipline remain primarily online. Class fill rates have fluctuated with no clear trend, ranging from 62% to 76%, with an average of 72%, consistently falling below the college average of 85%.

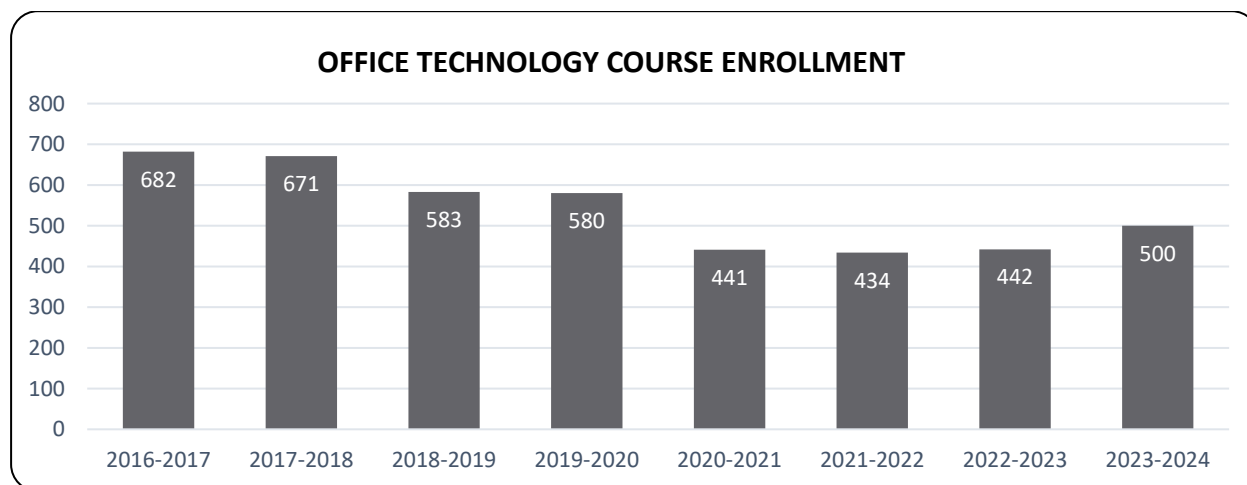


Figure OFTECH 1. Student Enrollment in Office Technology Courses by Academic Year

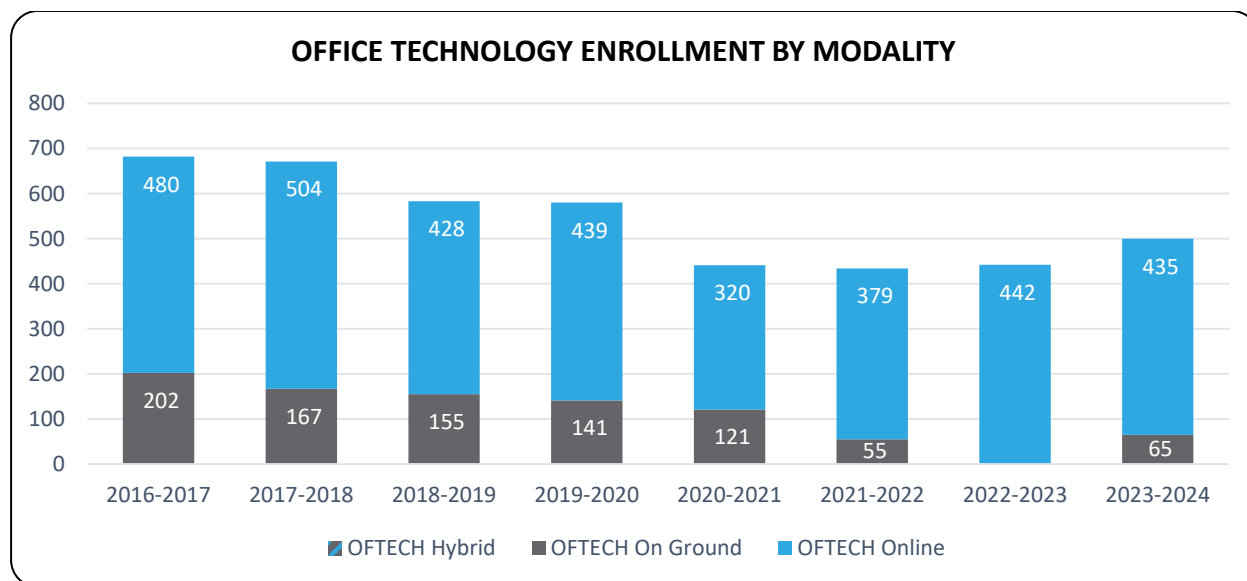


Figure OFTECH 2. Office Technology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Office Technology courses have increased significantly from 67% in Fall 2017 to 81% in Fall 2023, originally falling below the college average, but surpassing it significantly in recent semesters. Black students experienced the largest equity gaps in course success rates, with wide fluctuation and no clear trend. For these students, equity gaps ranged from -28 to +3, but generally hover in the mid-to-low twenties. College average for the same time period is -21. For Latine/x students, no significant equity gaps were observed in Office Technology courses.

Degree and Certificate Awards

Student Interest in Office Technology degrees and certificates is strongest in the areas related to medical office work.

DEGREES AND CERTIFICATES AWARDED – OFFICE TECHNOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	General Office	2	2	6	0	5	3	4
A.S.	Legal Administrative Assistant	0	1	4	2	3	1	2
A.S.	Medical Administrative Assistant	2	3	4	1	6	11	4
A.S.	Medical Coding & Billing Specialist	6	6	5	1	6	10	8
Certificate 16 to 29 Units	Enterprise Service Clerk	0	0	0	0	0	0	2
Certificate 16 to 29 Units	General Office	0	5	4	3	3	2	2
Certificate 16 to 29 Units	Legal Administrative Assistant	0	1	3	0	2	0	1
Certificate 16 to 29 Units	Legal Office Clerk	0	0	5	1	2	1	2
Certificate 16 to 29 Units	Medical Office Clerk	0	0	14	14	16	11	18
Certificate 18 to 29 Units	Legal Administrative Assistant	1	0	0	0	0	0	0
Certificate 30+ Units	Legal Administrative Assistant	0	0	0	0	0	0	0
Certificate 30+ Units	Medical Administrative Assistant	4	2	9	3	3	6	10
Certificate 30+ Units	Medical Coding & Billing Specialist	8	2	9	2	3	8	8

Dept. Certificate	Electronic Medical Records	0	2	0	0	0	0	0
Dept. Certificate	Hospital Inpatient Coder	0	1	0	0	0	0	0
Dept. Certificate	Medical Records Clerk	0	3	0	0	0	0	0
Dept. Certificate	Word Processing	0	3	0	0	0	0	0

Table OFTECH 1. Degrees Awarded in Office Technology, Fall 2017-Spring 2024

Labor Market Data and Projections

Employment opportunities in Office Technology fields are strongest in the medical office professions.

JOB OPENINGS – OFFICE TECHNOLOGY				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Legal Secretaries and Administrative Assistants	11,720	11,322	(398)	(3%)
Medical Records Specialists	6,315	6,700	385	6%
Medical Assistants	27,871	30,190	2,319	8%
Medical Transcriptionists	2,102	2,011	(91)	(4%)
Medical Secretaries and Administrative Assistants	27,830	29,329	1,499	5%
Executive Secretaries and Executive Administrative Assistants	17,848	16,454	(1,393)	(8%)
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	56,307	55,070	(1,237)	(2%)
Office Clerks, General	78,715	78,744	29	0%
Legal Secretaries and Administrative Assistants	11,720	11,322	(398)	(3%)

Source: Center of Excellence for Labor Market Research

Table OFTECH 2. Labor Market Information for Jobs in Office Technology TOP Code for Los Angeles County

LABOR SUPPLY GAPS – OFFICE TECHNOLOGY				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Medical Office Technology - 051420	29	57	8,215	8,158
Office Technology/Office Computer Applications - 051400	8	677	17,459	16,782
Office Management - 051440	3	3	5,160	5,157
Legal Office Technology - 051410	2	15	1,305	1,290

Source: Center of Excellence for Labor Market Research

Table OFTECH 3. Local Labor Supply Gaps in Office Technology

Future Directions for Computer Science and Information Systems

As enrollment declines and budgetary issues force accompanying reductions in class offerings, the CSIS department has made painful and difficult choices about what classes to offer. Launch of new programs is being delayed instead of further reducing core offerings.

On a brighter note, it is expected that the pending Bachelor's degree in Cloud Computing will assist many other department offerings with enrollment growth. Many of the tools and technologies that support Cloud Computing (such as Tableau, web page development, scripting, AI copilotting, and automation) are taught within the CIS program. The department is excited at the prospect of the Bachelor's program's approval.

COSMETOLOGY

Credit Disciplines Offered:

Cosmetology (COSM)

Noncredit Disciplines Offered:

N/A

Department Overview

Cosmetology is the study and practice of professional hair, skin, and nail care. The Santa Monica cosmetology programs provide comprehensive training in hair styling, haircutting, chemical services, including permanent waving, chemical hair relaxing, hair coloring, barbering, skin care, makeup application, and nail care for men, women, and children.

The cosmetology programs use Milady educational textbooks and materials. Milady provides an all-inclusive technical and practical cosmetology curriculum with a step-by-step, hands-on learning approach. The educational provisions include workbooks, instructor slides, connections to the department's Learning Management System for classroom instruction, test reviews, and test generators to support and evaluate student learning. During program orientation, the department provides students with curriculum information about textbook materials, equipment, program costs, course offerings, and services.

The profession is regulated by the State Board of Barbering and Cosmetology, which stipulates that cosmetology and barbering students complete 1,000 clocked hours, 600 clocked hours for esthetics, and 400 clocked hours for nail care. SMC's cosmetology programs are strategically designed to prepare students to pass a state board examination.

Students may earn an Associate of Science (A.S.) degree in Cosmetology or Barbering, a Certificate of Achievement in Cosmetology and Barbering (34.5 units), Esthetics (18.5 units), Nail Care (13.5 units), and Salon Business (14 units). The programs are designed to allow students to progress through them at their own pace. As a result, the department offers Salon Experience classes that vary in unit value according to student need and participation. Students must attend the Salon Experience class to complete the Barber, Cosmetology, Nail Care, or Esthetics programs. The Salon Experience unit values range from 1 to 4 units per 16-week semester, and 1 to 2 units in the intersessions.

Upon completing the program, students will possess the knowledge and technical skills necessary to succeed in the beauty industry. SMC's cosmetology programs prepare students for entry-level positions that include barber, hairstylist, salon manager, educator, makeup artist, product representative, salesperson, skin care specialist, nail technician, nail artist, entrepreneur, media and film technician, and business owner.

The Cosmetology Department's programs offer various services for SMC's faculty, students, and the public, and provide volunteer services to support community-based organizations. They also coordinate with other departments, including Counseling, Disabled Student Services, EOPS, ASO, Cal Works, Matriculation, Fashion, Film, Music, Business, Theater Arts, and Photography, as well as the Corsair Newspaper.

Instructors attend teaching seminars and hair shows, demonstrating innovative and creative approaches to student education. The learned information is incorporated in the lesson plans, and activities are communicated to the students. Students are strongly encouraged to participate in community service projects and contests, as well as attend professional hair shows.

The Cosmetology Department holds an annual Advisory Board meeting to discuss pertinent industry developments and emerging trends in relevant areas, including technology, science, and the economy. The invitees are industry professionals, educational lecturers, and department faculty who disseminate essential information to support and foster student success. The meeting discussions include program improvements, advancements related to practical techniques, product lines, and the latest equipment. Program suggestions and equipment demonstrations are welcomed and implemented for program improvement. Areas of discussion involve safety regulations and program compliance. All programs that require faculty certification and training are incorporated to advance staff and professional development and meet the required Faculty Flex hours.

Cosmetology's mission statement aligns with SMC's mission statement, which challenges students and supports them in achieving their education goals by offering high-quality technical education in an experiential learning environment. The department promotes lifelong learning by training students to successfully pass the State Board test for licensure in their area of interest.

Discipline Profile: Cosmetology

Trends in Enrollment, Modality, and Efficiency

Enrollment in Cosmetology classes has remained very steady, even during pandemic years, and increased moderately since 2016-2017. A fully on-ground program before the pandemic, Cosmetology has made a significant change in modalities and now enrolls about one-third of its students online. The addition of this more flexible modality may account for the steady enrollment in this program, while that of other SMC programs has declined. Class fill rates in Cosmetology have declined from 96% in Fall 2017 (college average 88%) to 84% in Fall 2023 (college average 85%).

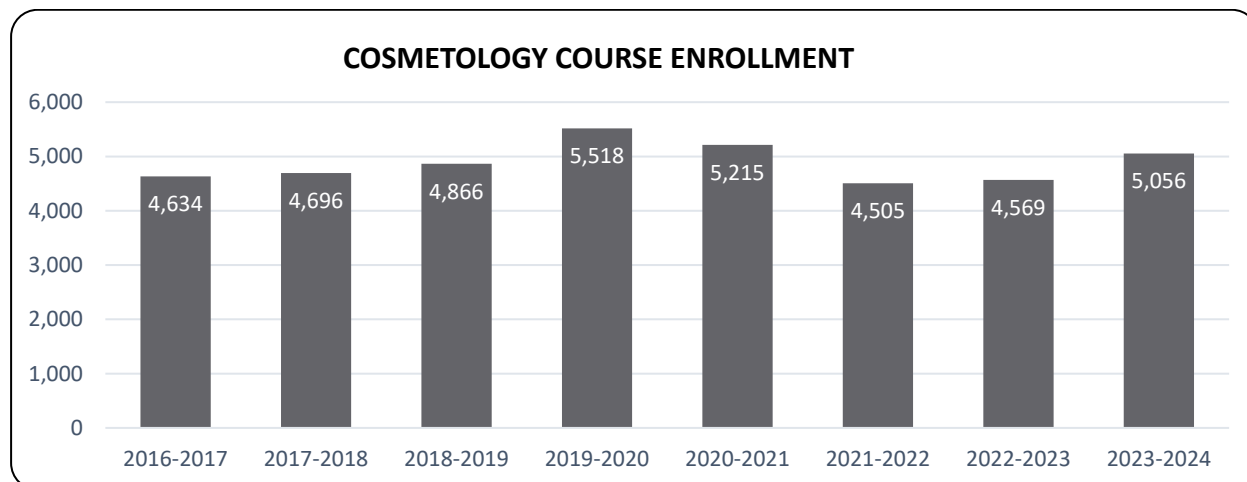


Figure COSM 1. Student Enrollment in Cosmetology by Academic Year

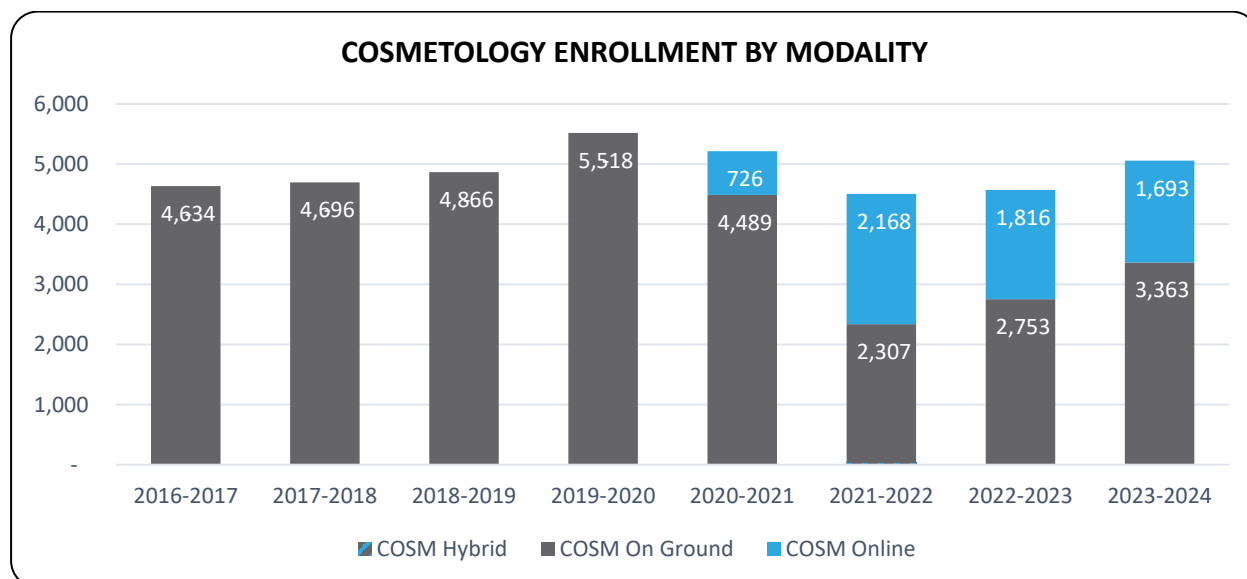


Figure COSM 2. Cosmetology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Cosmetology courses are consistent and higher than the college averages at 77% in Fall 2017 (college average 69%) and 79% in Fall 2022 (college average 66%). Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -22 in Fall 2017 (college average -22) improving to -9 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -9 points (college average -16) and improved to -4 (college average -11) in Fall 2023.

Degree and Certificate Awards

Certificates in both Cosmetology and Esthetician are by far the most popular with students.

DEGREES AND CERTIFICATES AWARDED – COSMETOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Cosmetology	7	7	10	4	7	15	16
A.S.	Cosmetology	0	9	44	27	31	73	39
Certificate 16 to 29 Units	Cosmetology	0	9	44	27	31	73	39
Certificate 16 to 29 Units	Esthetician	0	0	0	0	100	109	96
Certificate 16 to 29 Units	Salon Business	0	0	0	0	0	2	13
Certificate 18 to 29 Units	Cosmetology	19	0	0	0	0	0	0
Certificate 30+ Units	Cosmetology	19	0	0	0	0	0	0
Certificate 30+ Units	Nail Care	0	0	0	0	0	0	0
Dept. Certificate	Esthetician	0	0	0	0	8	15	18

Table COSM 1. Degrees Awarded in Cosmetology, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – COSMETOLOGY				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Hairdressers, Hairstylists, and Cosmetologists	20,381	22,120	1,739	9%
Makeup Artists, Theatrical and Performance	1,533	1,544	11	1%
Manicurists and Pedicurists	13,744	16,011	2,266	16%
Skincare Specialists	4,528	5,211	683	15%
First-Line Supervisors of Personal Service Workers	2,633	3,052	419	16%
Barbers	2,570	2,748	179	7%

Source: Center of Excellence for Labor Market Research

Table COSM 2. Labor Market Information for Jobs in the Cosmetology TOP Code for Los Angeles County

LABOR SUPPLY GAP – COSMETOLOGY				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Cosmetology and Barbering - 300700	214	819	7,197	6,378

Source: Center of Excellence for Labor Market Research

Table COSM 3. Local Labor Supply Gaps in Cosmetology

Future Directions for the Cosmetology Department

Curriculum and Programming

After reviewing the enrollment, degree, and labor market data, the trends indicate that the cosmetology field is expected to continue growing. The recent addition of a comprehensive barbering program has not yet been reflected in the data. The barber program is beginning to thrive and is expected to sustain this growth.

The department is currently developing a curriculum for a Certificate in Makeup. The certificate will attract students who are focused on working in film, television, and theater. The Labor Market data shows the need for a certificate in this area. The department has recently partnered with a major brand that will support the certification.

Improving Student Success Outcomes

The Cosmetology Department has been conducting outreach in the community and on campus to offer students the opportunity to work outside of the classroom in a fast-paced environment that simulates real-world experience. The work includes providing services at treatment centers and shelters to help those clients feel valued, respected, and ready to join the workforce. The program has also partnered with Beauty Bus, which provides services at local hospitals for both workers and patients in need of care. Students also participated in fashion shows both on and off campus, as well as photo shoots and club events. One of the fashion shows — LA MODE— is now a popular SMC event held annually. Because of these events and activities, students are more well-rounded and have a broader picture of what they can do in their chosen field. They leave SMC better prepared for the workplace.

Technology and Facilities

The Cosmetology Department requires an updated facility to meet the needs of its students better. A department layout that flows and provides larger rooms for esthetics, both on the salon floor and in the classroom, is needed. A lab with adequate electricity and space for updated equipment would also help to improve student readiness for the workforce. Classrooms with a capacity of 30 students would help to grow enrollment, and student demand indicates these additional spaces would be filled. Additional classrooms are also needed to support this growing department.

A staffed tutoring lab containing additional computers for student use is key to preparing students for licensure exams, and would help improve student pass rates.

A technology program like Meevo would provide students with real-world booking and client record-keeping capabilities. This was discussed in the recent Advisory Board meeting. Industry professionals all agreed that experience with a program like this would set SMC's students up for success when entering the workforce. Meevo can also track inventory, maintain client data, send email and text blasts, and show the service record for each client.

COUNSELING

Credit Disciplines Offered:

Counseling (COUNS)

Noncredit Disciplines Offered:

Disabled Student Services (COUNS)

Department Overview

The Counseling Department is committed to student equity, learning, awareness, and development. It actively contributes to the broader, academic mission of the college by fostering a safe, inclusive, and diverse learning community through instruction and counseling services that encompass the Guided Pathways (called “The Pathways Redesign” framework at SMC). Counseling services address the educational, career development, and psychosocial needs of Santa Monica College students.

The Counseling Department fully embraces the current campus initiatives of Student Equity and the Pathways Redesign. In Fall 2018, the department formally adopted the Student-Counselor Equity framework for Counseling. The framework provides guidelines for counselors to focus on the relational part of counseling services. Counseling has also played a central role in the Pathways redesign at SMC, re-envisioning the services around the seven “Areas of Interest” (large groupings of similar SMC degrees, certificates, and transfer majors).

Counselors have been involved in every program mapping session, which determines a suggested term-by-term sequence of courses for each SMC certificate of achievement, Associate degree, and transfer goal. Counselors are key to the program mapping effort because they can provide critical, timely information about transfer major, general education, and elective requirements.

The department provides counseling, outreach, and instruction of the counseling curriculum to the entire student population, averaging around 120,000 duplicated student contacts per year. The counseling curriculum covers a wide range of course topics, including study skills, an orientation seminar, career development, job search skills, and overall student success skills. The UC/CSU transferable Counseling 20 (Student Success Seminar) course is very popular. In the Fall semester, it is routinely the second or third most popular course. In this course alone, approximately 3,500 students enroll in 120 sections each academic year.

SMC’s counseling services are holistic. While routinely educating students about degree and transfer requirements, counselors also simultaneously address such issues as personal/familial issues, financial need, homelessness, food insecurity, etc. For example, equity funds have recently enabled the department to provide onsite mental health providers for some of the department’s special programs.

The department operates with a philosophy that students should be able to obtain all necessary information and support needed for their education goal(s), regardless of which student service/program the student accesses. For example, students can count on seeing a counselor who is fully versed in transfer policies or required course sequence for a major through any special program or counseling location at SMC. Likewise, students can receive information on various career technical education pathway requirements and Associate degree majors regardless of how they access counseling. The one exception is the Center for Wellness & Well-being, which is focused appropriately on mental health.

General academic and personal counseling services, workshop presentations, and specialized referrals are provided in 27 different locations, both on- and off-campus. Special Programs are subject to their own

program review processes, but all the counseling services listed below are ultimately under the auspices of the Counseling Department.

The 27 centers, satellite campuses, departments and/or programs that involve specialized counseling services are:

- Associated Students
- Athletics Program
- Black Collegians Umoja Community
- CalWORKs
- CARE (Cooperative Agencies Resources for Education)
- Career Services Center
- Center for Students with Disabilities
- Center for Wellness & Wellbeing
- Design Technology Program (including IxD Bachelor's degree program)
- DREAM Program
- Early Childhood/Education (Teacher Academy)
- EOPS (Extended Opportunity Programs and Services)
- Financial Aid Office
- Foster Service Support Programs
- Health Sciences Counseling (Nursing, Respiratory Therapy)
- International Education Center
- Latino Center/Adelante Program
- Law Pathway Program
- Men of Color Action Network (MOC) Mentoring
- Noncredit (Adult Education) Initiatives/Programs
- Noncredit ESL
- Pico Partnership Program
- RISING Program
- Scholars Program
- STEM/MÁS Program
- Veterans Success Center (VSC)
- Welcome Center

Discipline Profile: Counseling

Trends in Enrollment, Modality, and Efficiency

Enrollment in Counseling courses declined steadily from 2016-2017 through 2020-2021. Since Fall 2020, enrollment seems to have stabilized and may be increasing slightly. Modalities changed dramatically from about 10% online enrollments in Fall 2017 to a current level of about 65%. Class fill rates have decreased from 89% in Fall 2017 (college average 88%) to 83% in Fall 2023 (college average 85%), in keeping with overall college fill rates.

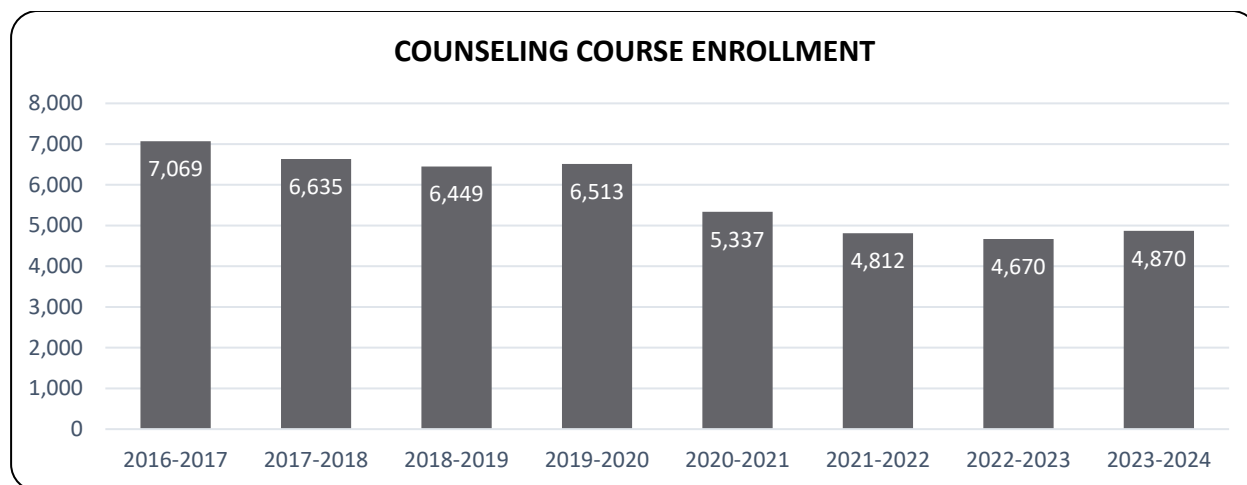


Figure COUNS 11. Student Enrollment in Counseling Courses by Academic Year

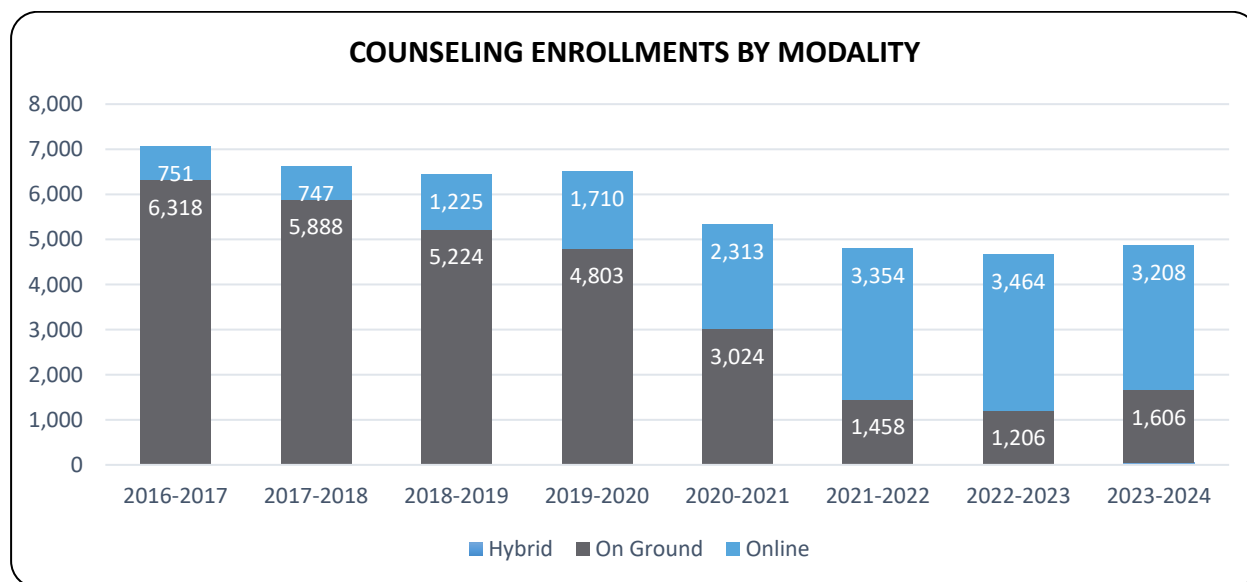


Figure COUNS 12. Counseling Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Counseling courses have increased from 62% in Fall 2017 to 72% in Fall 2023, moving from below to above the college average for those years of 70%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap averaging -22 over the past seven fall semesters (college average -21). For Latine/x students, the average gap was -14 points (college average -15) over the same time period. Both groups experienced only moderate fluctuation in these rates, and no overall trends are observed.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – COUNSELING								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Noncredit Certificate	Transition to College and Career	0	2	0	0	0	0	5

Table COUNS 1. Degrees Awarded in Counseling, Fall 2017-Spring 2024

Future Directions for the Counseling Department

In the last few years, enrollment trends in Counseling courses have closely followed those of the college overall. The decrease in enrollment appears partly due to a reduction in course offerings, particularly following the onset of the pandemic. Despite these challenges, the department remains focused on improving course success rates and providing a curriculum that meets students' needs.

To highlight its commitment to student success, the department has engaged in multiple efforts, both ongoing and new. For example, Counseling 20, the department's largest course offering, provides instructors with opportunities to convene at least twice annually during departmental flex activities. These meetings create a space to discuss current events affecting students, exchange resources, and collaborate on strategies to better support them. Instructors also revise Student Learning Outcomes (SLOs) to ensure course content remains relevant. For several semesters, Counseling 20 focused on assessing the effectiveness of career development content, and has recently shifted focus to mental and physical health resources. Some Counseling instructors have also participated in professional development opportunities focused on student equity, such as the "Equitizing Gateway Courses" program, the National Conference on Race and Ethnicity (NCORE), and Education 50-AI in higher education. Expanding faculty participation in these opportunities in the coming semesters strengthens their ability to serve students.

It is worth noting that Counseling courses have achieved a 10% overall increase in student success rates. Nevertheless, it remains critical that faculty continue to engage in dialogue and address the evolving needs of the students, with particular attention to those from minoritized backgrounds. The department has engaged in several initiatives, including the Counseling Advisory Group, Counseling Legacy Planning, and Counseling Mission Statement. These efforts aim to capture and share institutional knowledge, especially considering recent retirements. This also helps instructors stay up to date with what is happening in the department overall.

Starting Fall 2025, Counseling 20 will no longer meet the CSU GE Area E requirements, as they will be replaced by the new Cal-GETC pattern, though Counseling 20 will remain a UC/CSU transferable course. While a major enrollment impact is not anticipated, there may be some decline as the course will serve only as an elective. Counseling 12, the second largest department offering, remains UC/CSU transferable. Gathering student feedback — perhaps via existing end-of-semester surveys or a new initiative — will be important to align instruction with students' experiences.

An upcoming technological shift in Counseling that will impact students is the switch to the Stellic education planning and degree audit system. The use of Stellic has replaced MyEdPlan and will offer a more comprehensive view of students' progress toward their goals. The system is being integrated into counseling sessions and classes. Advancements through Stellic will include the option for students to utilize SMC Program Map data to visualize and experiment with various academic goals while building their education plan. Students will be able to submit their education plans for review, and receive direct, real-time communication with counselors as they make changes to their official education plan. Additionally, enhanced placeholder features of Stellic will help students explore various course options in general education areas that they need, based on their goals. Stellic will allow for students to simultaneously plan and review progress for multiple goals and certificates in one primary education plan, which will encourage and promote students to explore additional academic options while at SMC. Finally, Stellic will allow Counseling 20 instructors to have access to their class rosters within Stellic, which allows instructors to check the status of, provide feedback on, or monitor the completion of education plans for students in their classes.

Looking forward, the Counseling department is committed to enhancing its role as a support system for student success, persistence, and equity. While navigating ongoing shifts in transfer policies and educational technologies, the department aims to strengthen its curriculum by aligning it with the experiences and changing needs of SMC students. Faculty engagement in equity-driven professional development and collaborative practices across the institution will continue to be encouraged. With the implementation of Stellic and other programs, the department has an opportunity to provide more efficient, student-focused academic planning and guidance.

Finally, partially in response to recent retirements within the department, Counseling faculty are working to institutionalize strategies that preserve departmental knowledge.

DANCE

Credit Disciplines Offered:

Dance (DANCE)

Noncredit Disciplines Offered:

N/A

Department Overview

The Santa Monica College Dance Department offers a comprehensive A.A. degree in dance rooted in theory and practice that prepares students for B.F.A. and B.A. transfer and dance-related careers, while serving the general student population through a breadth of dance experiences. The Dance Department also offers a Commercial Dance Certificate of Achievement designed to be completed in one year, and a Dance Teaching Certificate of Achievement (Pre-K-Grade 5) is expected to be offered in Fall 2025.

The Dance Department is dedicated to nurturing versatile dance artists through a combination of rigorous technical training in contemporary modern, ballet, commercial, and world dance forms with performance opportunities, theoretical study, and creative exploration. The aesthetically and culturally diverse curriculum inspires students to cultivate personal artistry, think critically, value difference, and become responsible global citizens.

Classes include modern/contemporary dance, ballet, choreography, jazz, tap, hip hop, ballroom, dance production, dance performance, dance history, teaching of dance, dance/experiential anatomy, and world dance forms that include African, Flamenco, Mexican, Indonesian, Polynesian, and Salsa. Classes are accompanied by some of the finest dance musicians in the Los Angeles area.

Dance majors acquire the foundational knowledge and skills to transfer to university degree programs, or enter the professional world of performance, choreography, and teaching. With further study, some may also choose careers in production (lighting, costuming), arts management, dance/movement therapy, somatic therapies (body work and wellness), dance ethnology, dance history, dance education, dance on film, and other related areas in the performing arts. General education dance classes are intended to educate students new to dance, so that they may experience and appreciate the artform.

SMC's Dance courses are designed to support developmental learning and growth, and provide depth and breadth of knowledge. The sequence of classes, and the advisories that support them, are intended to build on prior knowledge, and prepare students for 'next steps' in their educational and artistic lives. Besides the progression of classes, there is also an interrelationship between courses. Study in one genre or subject area supports and enhances the learning in another.

Students and faculty are continually encouraged to explore dance disciplines outside of their discipline of choice. The student can integrate information and come to new levels of cognitive and critical thought, as well as technical skill and creative expression. All classes offer a theoretical base to support movement and theatrical applications in which the student experiences the art of dance.

Courses are offered in the Humanities and Dance. The 'classroom' includes the lecture hall, the dance studio, the stage, and onsite locations. Our History courses (Dance 2: Dance in American Culture, Dance 5: Dance History, and Dance 6: 20th and 21st Century Dance History) help introduce a broad spectrum of students to dance as an artform.

The Dance Department's goals are closely aligned with those of the college. Through the art of dance, students acquire self-confidence and self-discipline and are stimulated to pursue their interests with

integrity. Teaching methods include rigorous academic and technical study of the craft and art of dance. The Dance Department's critical thinking component is based in experiential learning, allowing students to access and develop cognitive and creative skills while problem-solving and communicating effectively. The knowledge, skills, and discipline gained in the classrooms and studios support students in achieving their education and career goals. The curriculum and classroom practices are designed so that students learn about and interact with diverse peoples, and appreciate how individuals affect each other and the world they share.

Many SMC dance faculty are regionally and nationally recognized performing artists and choreographers. Several have been acknowledged by such major arts organizations as the National Endowment for the Arts, California Arts Council, the Durfee Foundation, and the Dance Resource Center of Greater Los Angeles.

SMC's Dance Department has two performance companies: Synapse Contemporary Dance Theater and Global Motion World Dance Company. Both companies stage productions every fall and spring semester at the Eli & Edythe Broad Stage to a total of 2,500 audience members annually, including SMC students, faculty, staff, and community members. Additionally, both companies perform outreach activities at various local schools and at SMC campuswide activities and functions.

Through vital connections, the Dance Department has elevated Santa Monica College beyond the scope of the community into national and international arenas. The diversity of its course offerings and the scope of its outreach/performance activities truly make SMC Dance students Global Citizens.

Discipline Profile: Dance

Trends in Enrollment, Modality, and Efficiency

Enrollment in Dance courses, steady prior to the pandemic, decreased substantially during pandemic years and has been slow to recover. Approximately 1/3 of Dance classes are offered online currently, with the online portion composed of Dance Appreciation and History classes. Dance Technique and Performance classes are offered on ground. Class fill rates in Dance courses fell during pandemic years, but otherwise hold fairly steady at about 70% (college average 85%).

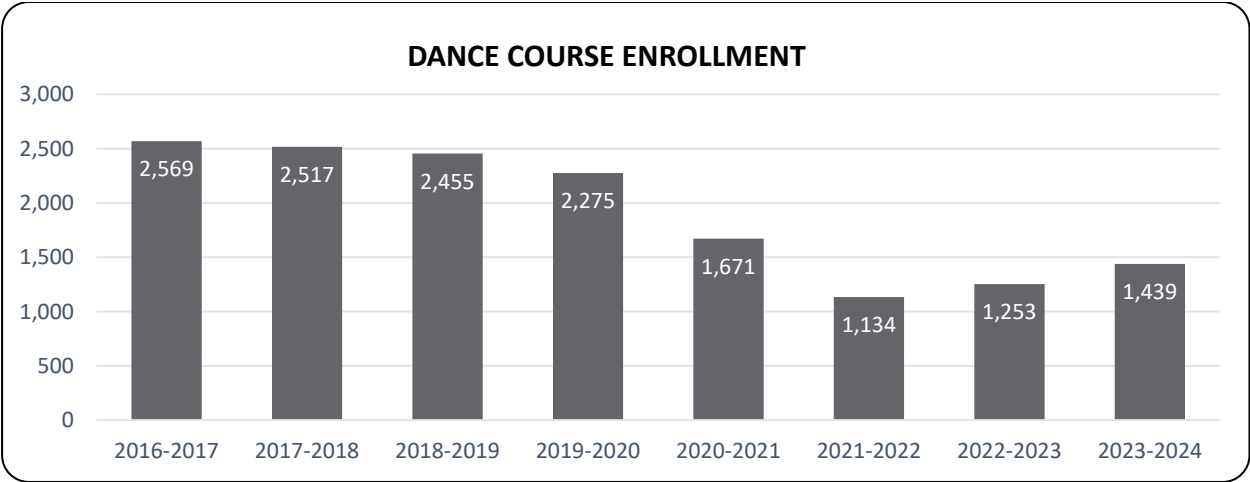


Figure DANCE 1. Student Enrollment in Dance Courses by Academic Year

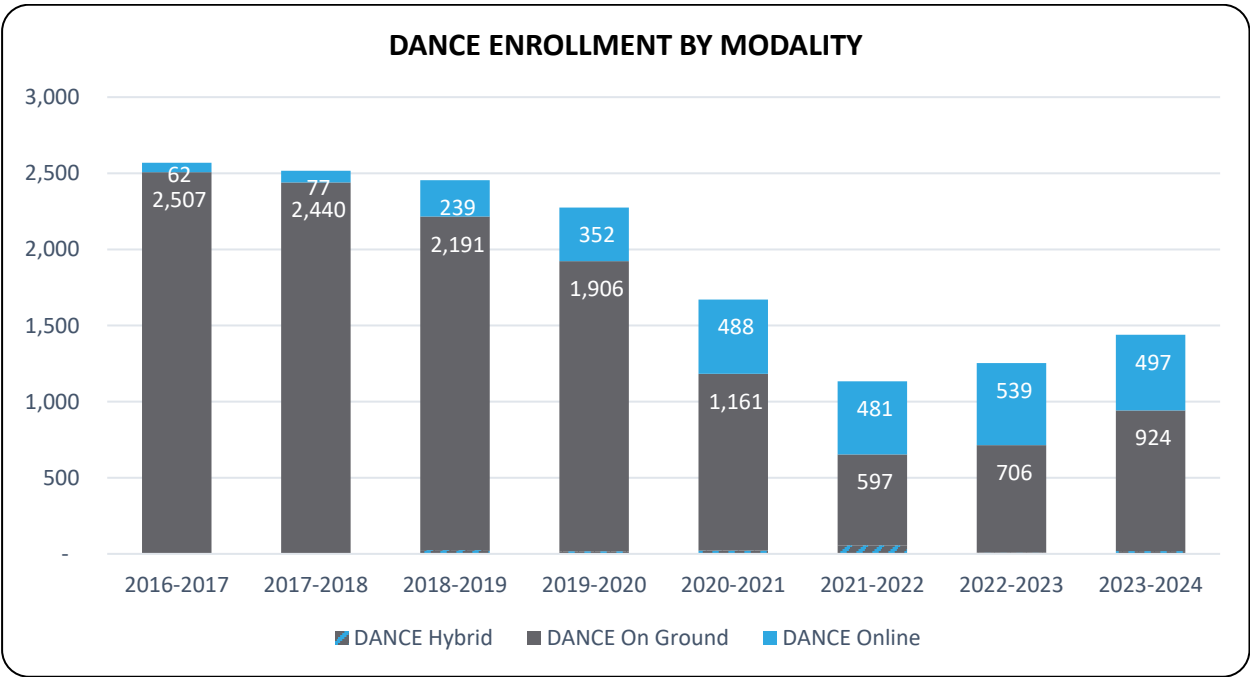


Figure DANCE 2. Dance Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Dance courses are consistent at about 73%, and slightly higher than college averages of about 70%. Black students experienced the largest equity gaps in course success rates, with rates fluctuating significantly (a range of -37 to -12) and no clear trend observed over time. For comparison, college averages in Black student course success equity gaps average -21 over the same time period. For Latine/x students, gaps ranged from -19 to 0, again with no clear trend over time. College average for the same time period is -15.

Degree and Certificate Awards

DEGREES AWARDED – DANCE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Dance	5	3	3	9	6	2	5

Table DANCE 1. Degrees Awarded in Dance, Fall 2017-Spring 2024

Future Directions for the Dance Department

Enrollment in Dance courses has steadily increased since coming back from the pandemic. Spring 2025 saw the strongest enrollment period post-COVID, with fill rates at 92.42% compared to 85.41% college wide. If enrollment trends continue in this manner, the department hopes to build back its world dance course offerings, which have in the past made the program unique in the nation. All world dance course offerings were cut due to low enrollment post-pandemic and cuts in weekly teaching hours (WTH). To date, the department has successfully reintroduced Salsa dance, and reintroduce Mexican dance in Fall 2025.

Over the next few years, the department plans to continue to innovate and diversify its course offerings to meet students' needs. To that end, the faculty are currently working toward offering a second Associate degree — an A.S. in Commercial Dance. Los Angeles is the epicenter of the commercial dance industry, and a large percentage of SMC Dance students intend to pursue careers within this industry as performers, choreographers, producers, artistic directors, dance filmmakers, educators, private studio owners, talent agents, company managers, rehearsal directors, stage and production managers, dance movement therapists, digital content creators, marketing personnel, and arts administrators. The A.S. in Commercial Dance would build direct pathways between SMC and the commercial dance industry within Los Angeles and beyond through guest artist workshops and choreographic residencies, in-house auditions for various employment opportunities, Q&As with industry leaders, field trips to local dance performances and company rehearsals, and internships with dance companies and arts organizations.

SMC is the only community college in the Greater Los Angeles area that offers a Commercial Dance Certificate of Achievement (Fall 2023), a program that was created to support the Dance Department's efforts to equitize its curriculum, and to underscore the cultural and historical significance and professional relevance of Afro-diasporic dance techniques such as hip hop, jazz, and tap. The new degree builds upon the certificate curriculum by providing additional training to serve those students desiring an Associate degree and/or who would benefit from more technical and artistic training before pursuing employment in the dance industry.

For most A.A./B.A./B.F.A. degrees in Dance, the Eurocentric dance forms ballet and modern remain the required technique courses, while Afro-diasporic dance forms remain elective courses. The new degree in Commercial Dance would support and uplift students specializing in Afro-diasporic dance forms, as these are the primary dance styles utilized in commercial dance jobs. It is anticipated that prioritizing these forms will help close racial equity gaps, improve enrollment and retention, and more accurately reflect the cultural diversity of our student population within the Dance Department and the college at large. In fact, the department is striving to become a hub for commercial dance that will attract a larger student population locally, nationally, and internationally. An A.S. in Commercial Dance would also distinguish SMC as the only community college in Southern California offering an A.S. in Commercial Dance, and would bolster SMC Dance Department's reputation as a high-caliber, comprehensive training program that offers competitive inroads to the professional dance and entertainment industry.

To date, eight members of the Dance department faculty (over half) have participated in the Equitizing Gateway Courses Program. This program has been instrumental in embedding equity-centered practices in the departmental culture. Specific examples of what the Dance Department is doing to improve student success, create a culture of care, and increase completion rates for its students include changes to curriculum (the A.S. degree and Certificate of Achievement in Commercial Dance noted above), the formation of the Dance Department Student Advisory Council, and monthly community circle events for dance students during every primary semester facilitated by counselors from the Center for Wellness & Well-being. Further institutional support is desired in the forms of discipline-specific equity training,

funding for guest artists, and increased WTH to add back world dance courses that were lost post pandemic.

The Dance Department moved into beautiful new studios in February 2017. Unfortunately, the sound systems installed in the studios are inadequate and have malfunctioned continuously since day one. Media Services is constantly creating patchwork solutions to a problem (inadequate speakers/sound systems) that should not have existed in the first place. Looking toward the future, the department anticipates an increased need for film equipment (cameras, lighting equipment, audio), editing equipment, and software to prepare students to meet career demands in an industry that is relying increasingly heavily on digital content.

The Dance Department has the possibility to host the 2027 American College Dance Association Baja Region conference in Winter 2027. This would be an opportunity to host approximately 500 dancers and dance educators from higher education institutions across Southern California.

The department's partnership with SMMUSD continues, providing high-quality dance education to all 4th and 5th grade students in the District on a yearly basis. Dual enrollment classes have also been offered at Santa Monica High School (SAMO High School). These opportunities are expected to grow, both by expanding the offering of dance education to additional grade levels within the District, as well as with the completion of the new dance facilities at SAMO High School.

DESIGN TECHNOLOGY

Credit Disciplines Offered:

Animation (ANIM), Architecture (ARC), Digital Media Post-Production (DM POST), Design (DESIGN), Game Design (GAME), Graphic Design (GR DES), Interaction Design (IXD), Interior Architectural Design (IARC)

Noncredit Disciplines Offered:

N/A

Department Overview

The Design Technology Department offers an innovative and industry-focused range of career education (CE) programs designed to provide students with the technical skills, creative expertise, and hands-on experience necessary for success in the rapidly evolving fields of design and digital media. The department is within the Arts and Entertainment Area of Interest and prepares students for rewarding careers in design by combining cutting-edge technology with creative problem-solving, empowering students to create impactful work across various industries, including animation, architecture, digital media post-production, gaming, graphic design, interior architectural design, and a Bachelor's degree in Interaction Design. The department faculty believe the varied design fields present in the department offer rich possibilities in cross-program collaboration.

Program Offerings

- **Animation:** This program focuses on the art and technique of creating animated content, blending traditional and digital animation methods. Students explore storytelling, character design, motion graphics, and animation software, as they prepare for careers in film, television, gaming, and multimedia production. This program offers an Associate Degree in Animation and Certificates of Achievement in Animation Foundation, 2D Animation, 3D Animation, 3D Production, and Visual Development.
- **Architecture:** Students in this program gain a comprehensive understanding of architectural design, theory, and construction principles. They develop skills in drafting, 3D modeling, and sustainable design practices, preparing for careers in architecture, urban planning, interior design, and construction management. Architecture collaborates with Interior Architectural Design for a combined first semester of courses to foster and encourage collaboration and a broader perspective in the design of the built environment. This program offers an Associate Degree in Architecture and a Certificate of Achievement in Digital Design Production.
- **Digital Media Post-Production:** This program teaches students how to edit, enhance, and finalize digital media content. Courses focus on video editing, sound design, color correction, and visual effects, providing the technical and creative skills needed for careers in film, television, and digital content creation. This program offers an Associate Degree in Digital Media and Certificates of Achievement in Digital Media, Digital Media Foundation, Digital Audio Post-Production, and Digital Audio Post-Production.

- **Game Design:** The Game Design Foundation program is an introduction to the professional design and prototyping processes used to create engaging and meaningful interactive experiences. The required coursework provides students with a solid foundation in the principles of game design, user interface (UI) design, and user experience (UX) design, as well as hands-on experience with digital design and authoring tools. Students who successfully complete the Game Design Foundation program will be prepared to transfer into the Interaction Design program.
- **Graphic Design:** This program emphasizes the creation of visual content across various media platforms. Students learn to design logos, websites, advertisements, and branding materials, developing proficiency in design software and gaining a deep understanding of visual communication principles. This program offers an Associate Degree in Graphic Design and Certificates of Achievement in Graphic Design, UX Design, and Web Design.
- **Interior Architectural Design:** This program combines elements of architecture and interior design, teaching students how to design functional, aesthetically pleasing interior spaces. Students explore spatial planning, materials, lighting, and sustainability, to prepare for careers in residential, commercial, and institutional design. The Interior Architectural Design program collaborates with industry professionals in developing current needs and requirements for this industry. As in the Architecture program, faculty in Interior Architectural Design are also responding to increased use of AI in the design field and finding appropriate student workflows for the Architecture and Interiors industry. This program offers an A.A. in Interior Architectural Design and Certificates of Achievement in Interior Architectural Design Fundamentals and an upcoming Production Design for Film and TV sets.
- **Bachelor's Degree in Interaction Design:** This innovative program focuses on the design of interactive experiences and interfaces, blending elements of graphic design, user experience (UX), and human-computer interaction (IxD). Students learn to create intuitive, user-centered designs for digital applications, websites, and other interactive platforms. IxD is a four-year program, the first two years of which are comprised of the existing Graphic Design A.S. degree.

The Design Technology Department is located on the Center for Media and Design (CMD) campus of Santa Monica College. The CMD is a 3.5-acre campus with a two-story, 80,000-square-foot Media and Design instructional facility that includes a 180-seat auditorium, a large production suite with control booths for broadcasting and film, multiple editing bays for post-production work, high-end computer classrooms, and a radio broadcast suite, as well as classrooms, collaboration spaces, and other student support services and amenities.

The Design Technology Department is committed to providing cutting-edge, hands-on education that bridges creativity with technology. The department's goal is to empower students to become leaders in the design world, equipping them with the tools and knowledge necessary to excel. Programs collaborate with local industry to bring real-world projects into the classroom, and to bring industry experts to the programs for student mentoring, Advisory Board insight, and much more. In line with the college's commitment to closing equity gaps and promoting inclusivity, the department strives to create an accessible and diverse learning environment where students of all backgrounds can thrive. Through collaborative projects, internships, and real-world experiences, the department helps students build portfolios that showcase their skills, creativity, and readiness for the professional world. Whether through the hands-on creation of digital media or the design of functional and aesthetic spaces, students graduate with the confidence to shape the future of design.

Note: The Design Technology Department reorganized and renamed its disciplines in 2019. Entertainment Technology (ET) was replaced by Animation (ANIM), Digital Media Post-Production (DMPOST), and Game Design (GAME); Architecture (ARC) was reinstated as a discipline, and Interior Architectural Design (INT ARC) courses were changed to IARC. Data are provided below only for those disciplines currently offered.

Discipline Profile: Animation

Trends in Enrollment, Modality, and Efficiency

Since implementation of the Design Technology curricular reorganization in 2019-2020, enrollments in Animation courses have been strong and consistent. Modalities have moved from about 12% online in 2019-2020 to about 79% online in 2023-2024. Class fill rates in Animation are consistently high, averaging about 92% (college average 85%).

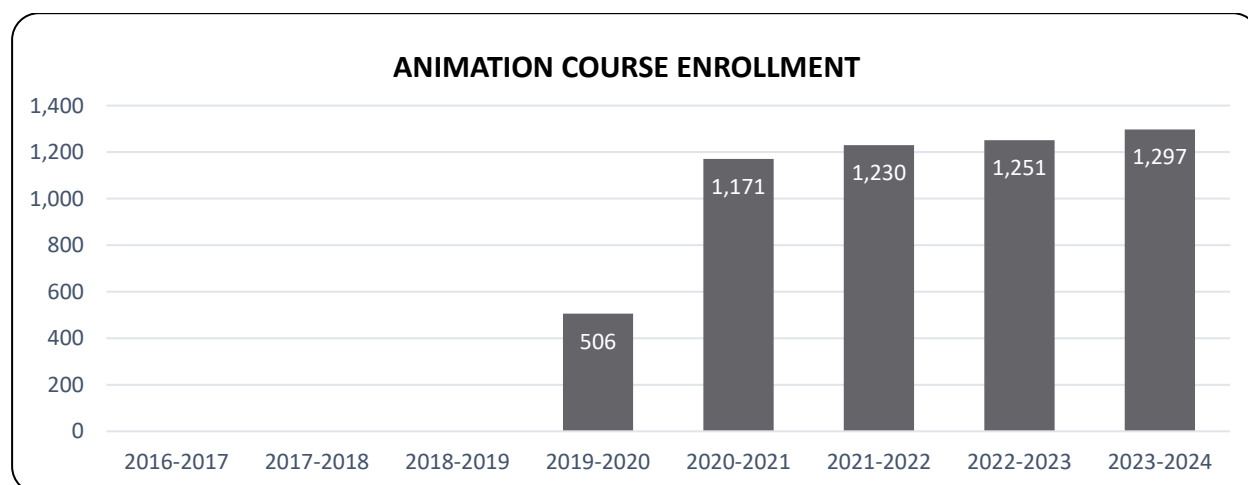


Figure ANIM 1. Student Enrollment in Animation Courses by Academic Year

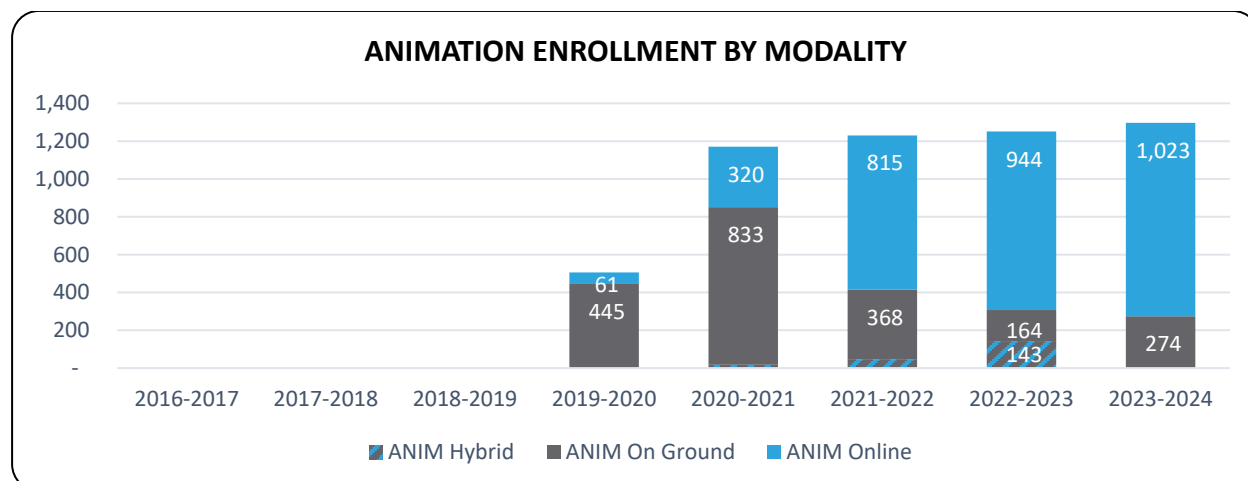


Figure ANIM 2. Animation Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Course success rates in Animation fluctuate moderately, but are consistently several points above the college average. Success rate was 75% in Fall 2020 (college average 69%) and 80% in Fall 2023 (college average 74%). Black students experienced fluctuating equity gaps in course success rates, ranging from -27 to -10 (college average -21). For Latine/x students, the gaps ranged from 0 to -11 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – ANIMATION								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Animation	9	8	12	20	15	11	21
Certificate 16 to 29 Units	2D Animation	0	0	0	7	10	6	16
Certificate 16 to 29 Units	3D Animation	0	0	0	0	5	1	7
Certificate 16 to 29 Units	3D Production	0	0	1	5	11	4	7
Certificate 16 to 29 Units	Animation Foundation	0	0	3	27	52	13	41
Certificate 16 to 29 Units	Visual Development	0	0	2	14	10	2	15
Certificate 30+ Units	2D Animation	0	0	0	7	10	6	16

Table ANIM 1. Degrees Awarded in Animation, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – ANIMATION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Sound Engineering Technicians	4,700	4,824	124	3%
Film and Video Editors	11,600	11,902	302	3%
Special Effects Artists and Animators	15,136	15,507	370	2%

Source: Center of Excellence for Labor Market Research

Table ANIM 2. Labor Market Information for Jobs in the Animation TOP Code for Los Angeles County

LABOR SUPPLY GAP – ANIMATION				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Animation - 061440	37	156	3,358	3,202

Source: Center of Excellence for Labor Market Research

Table ANIM 3. Local Labor Supply Gaps in Animation

Discipline Profile: Architecture

Trends in Enrollment, Modality, and Efficiency

Since their reinstatement in Fall 2020, Architecture courses have increased steadily in enrollment. Modalities are currently about 52% online. Class fill rates in Architecture are higher than college average (85%) at about 91%.

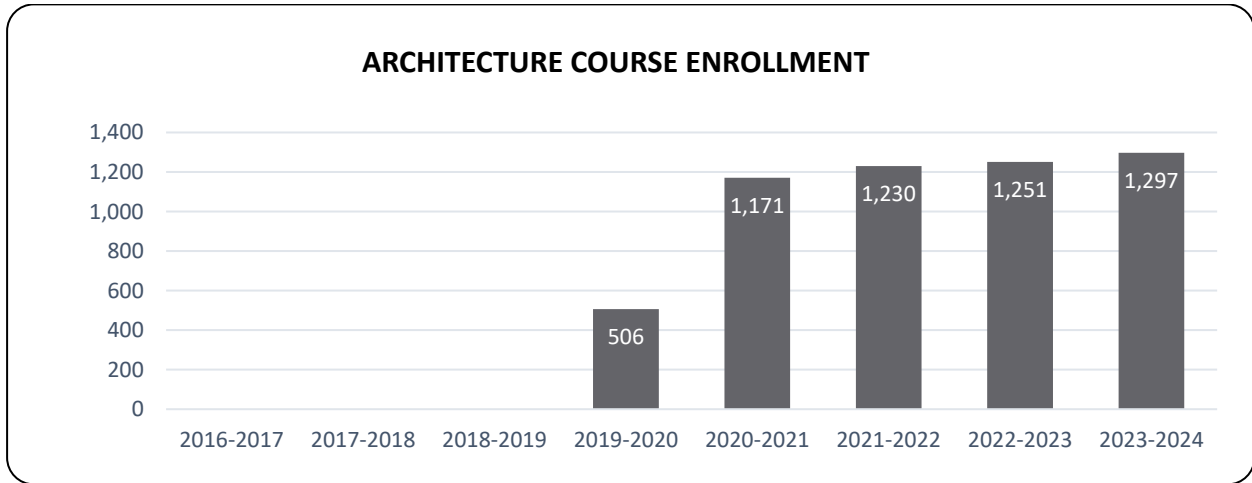


Figure ARC 1. Student Enrollment in Architecture Courses by Academic Year

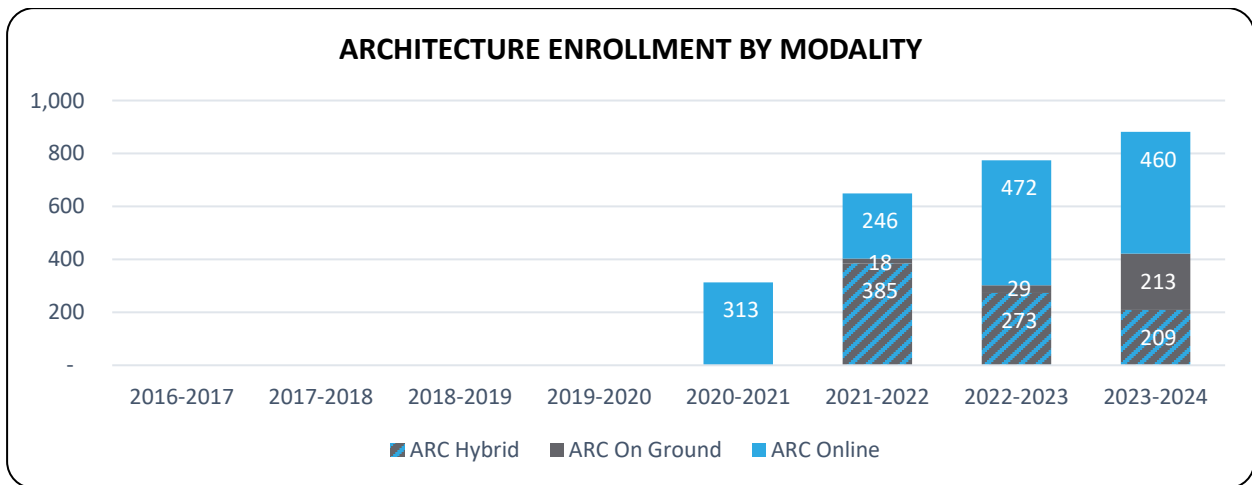


Figure ARC 2. Architecture Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Architecture courses were 71%, 60%, and 68% in the fall semesters of 2021, 2022, and 2023, respectively, and fall consistently a few percent lower than college averages. Black students enrolled in Architecture courses in very low numbers, so equity gap data vary dramatically from one semester to the next, at +16, -49, and -31 in the fall semesters of 2021, 2022, and 2023, respectively. Trends cannot be discerned due to the small population sizes. For Latine/x students, the gaps ranged from -4 to -14 in these three semesters, hovering close to college averages for the same semesters.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – ARCHITECTURE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Architecture	0	0	0	0	0	2	9
Certificate 16 to 29 Units	Architecture and Interior Design Digital Production	0	0	0	0	0	0	8
Certificate 30+ Units	Architecture	0	0	0	0	0	2	5

Table ARC 1. Degrees Awarded in Architecture, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – ARCHITECTURE				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Architectural and Civil Drafters	2,786	2,815	28	1%
Electrical and Electronics Drafters	546	530	(16)	(3%)
Mechanical Drafters	965	913	(52)	(5%)

Source: Center of Excellence for Labor Market Research

Table ARC 2. Labor Market Information for Jobs in the Architecture TOP Code for Los Angeles County

LABOR SUPPLY GAP – ARCHITECTURE				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Architecture and Architectural Technology - 020100	4	287	387	100

Source: Center of Excellence for Labor Market Research

Table ARC 3. Local Labor Supply Gaps in Architecture

Discipline Profile: Design & Graphic Design

Trends in Enrollment, Modality, and Efficiency

The enrollment table below shows the sums of Design and Graphic Design enrollments within the Design Technology Department over the years indicated to allow for the change in the discipline name that occurred as part of the discipline reorganization. Nonetheless, the data show a steady decline in enrollments in this area. Modalities have shifted from 16.5% of enrollments online to over 64%. Class fill rates in Design and Graphic Design hover at about 88% (college average 85%).

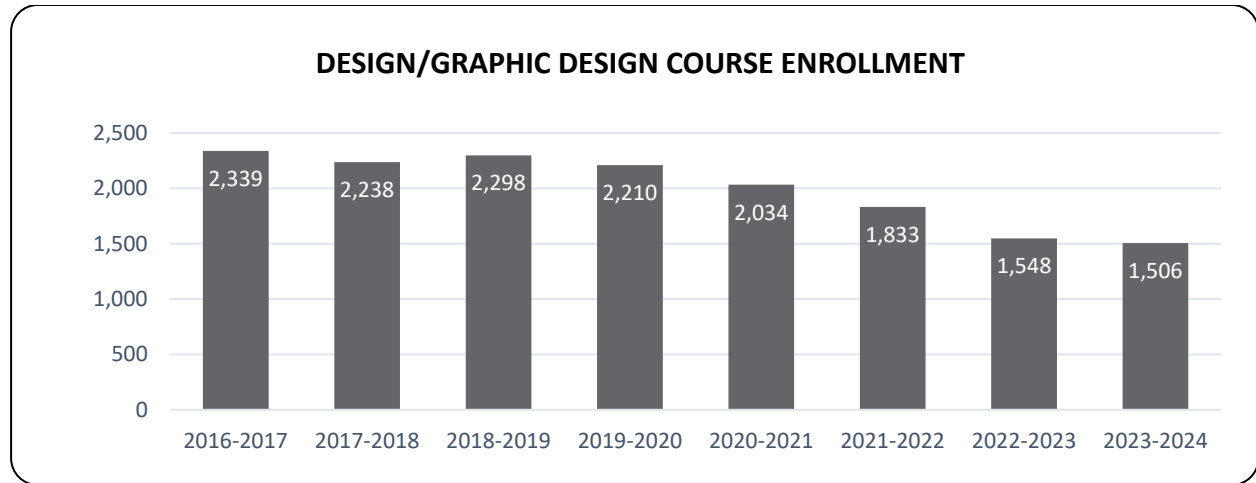


Figure DESIGN 1. Student Enrollment in Design Courses by Academic Year

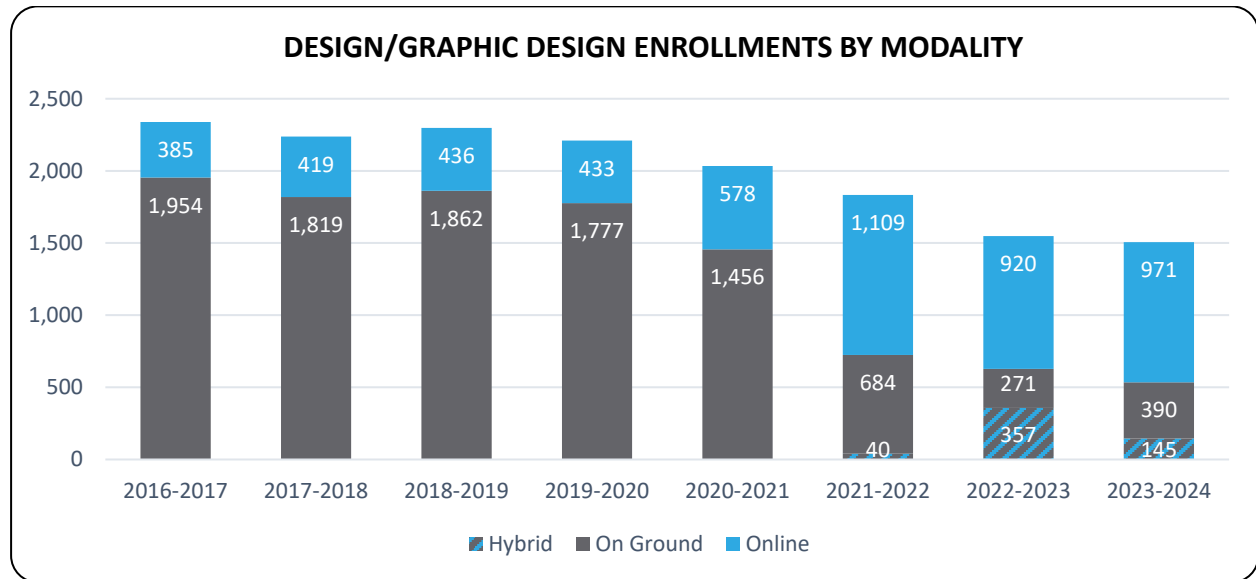


Figure DESIGN 2. Design Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Design and Graphic Design courses have remained steady over the past seven fall semesters, remaining in the low 70's, a few points higher than the college average of 70% for those years. Black students experienced the largest equity gaps in course success rates, which fluctuate, ranging from -9 to -23 (college average -21). For Latine/x students, the gaps also fluctuated, ranging from -3 to -10 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – DESIGN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Graphic Design	13	24	28	26	23	30	34
Certificate 16 to 29 Units	User Experience Design Essentials	0	0	0	0	0	18	41
Certificate 30+ Units	Graphic Design	13	7	22	17	28	8	14
Certificate 30+ Units	Web Design Essentials	0	0	0	0	0	12	17

Table DESIGN 1. Degrees Awarded in Architecture, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – DESIGN				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Graphic Designers	16,385	16,071	(314)	(2%)

Source: Center of Excellence for Labor Market Research

Table DESIGN 2. Labor Market Information for Jobs in the Graphic Design TOP Code for Los Angeles County

LABOR SUPPLY GAP – DESIGN				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Graphic Art and Design - 103000	68	227	3,022	2,795

Source: Center of Excellence for Labor Market Research

Table DESIGN 3. Local Labor Supply Gaps in Graphic Design

Discipline Profile: Digital Media Post-Production

Trends in Enrollment, Modality, and Efficiency

Enrollment in Digital Media Post-Production courses has climbed steadily since the discipline was introduced in Fall 2020. Modalities have shifted from 100% on ground to approximately 50% on ground and 50% online. Class fill rates have remained constant at about 94% (college average decreasing from 87% to 85% over the same four semesters).

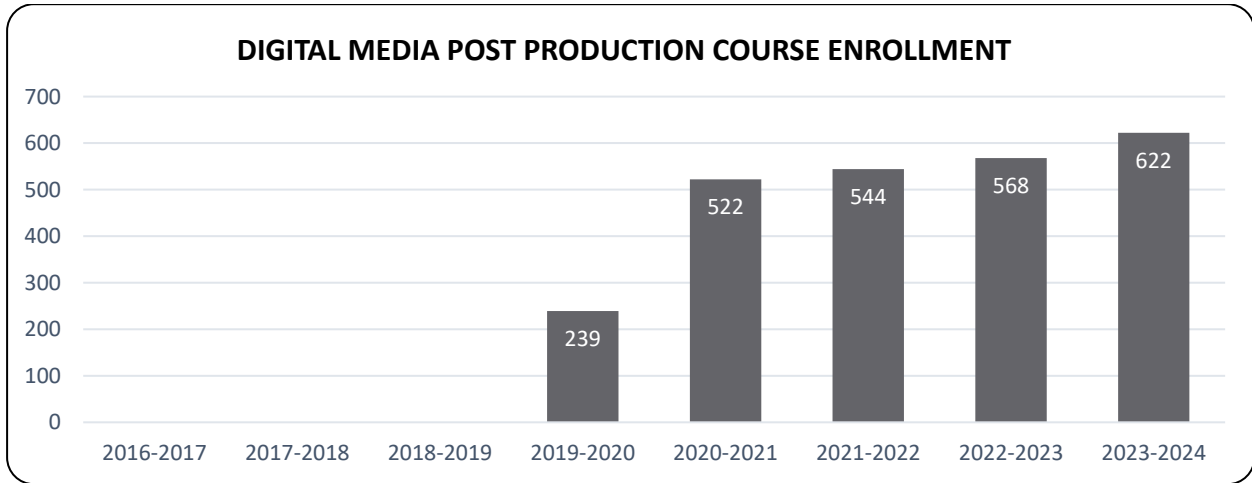


Figure DMPOST 10. Student Enrollment in Digital Media Post-Production Courses by Academic Year

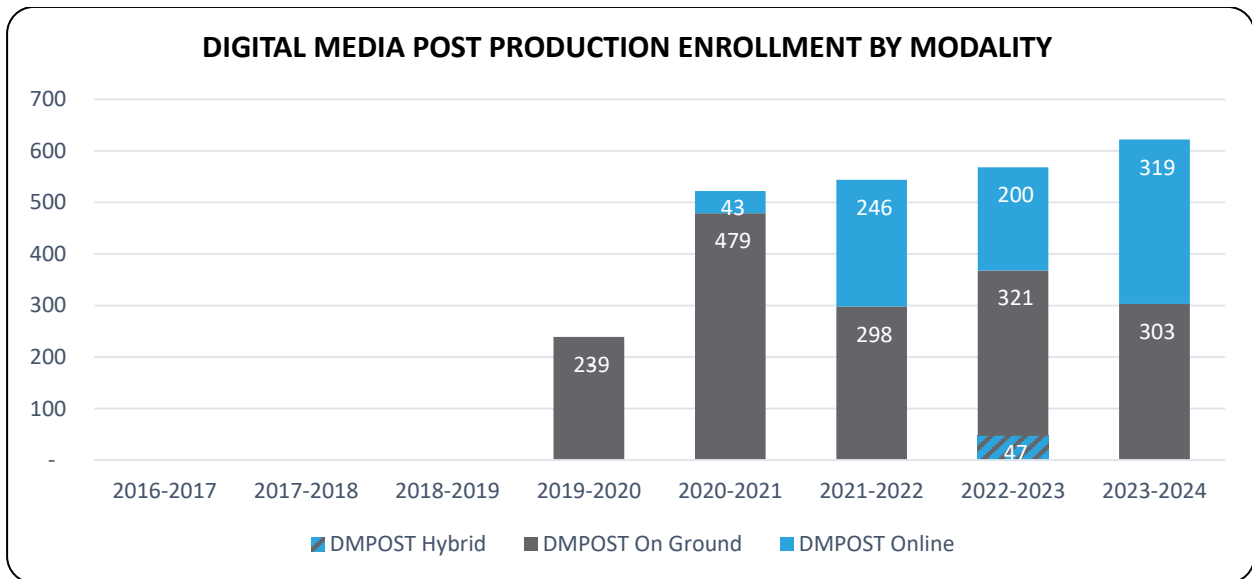


Figure DMPOST 11. Digital Media Post-Production Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Digital Media Post-Production courses have varied, but average 73% over the past four fall semesters, a few points higher than the college average of 70% for those years. Equity gaps in course success for Black and Latine/x students are difficult to interpret due to small numbers of these populations enrolling in Digital Media Post-Production classes.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – DIGITAL MEDIA POST PRODUCTION								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Digital Media	8	111	148	208	181	191	198
A.S.	Entertainment Promotion and Marketing Production	6	5	11	8	5	12	15
Certificate 16 to 29 Units	Digital Audio Post-Production	0	0	0	0	1	0	1
Certificate 16 to 29 Units	Digital Media Foundation	0	0	0	4	10	4	7
Certificate 16 to 29 Units	Digital Technician	0	0	0	0	0	0	31
Certificate 16 to 29 Units	Digital Video Post-Production	0	0	0	0	2	0	6
Certificate 16 to 29 Units	Entertainment Promotion and Marketing Production	0	3	4	9	19	13	28
Certificate 18 to 29 Units	Entertainment Promotion and Marketing Production	3	0	0	0	0	0	0
Certificate 30+ Units	Digital Media Foundation	3	3	2	0	0	0	0
Certificate 30+ Units	Entertainment Promotion and Marketing Production	0	0	0	0	0	0	0

Table DMPOST 1. Degrees Awarded in Digital Media Post-Production, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – DIGITAL MEDIA POST PRODUCTION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Special Effects Artists and Animators	15,136	15,507	370	2%
Desktop Publishers	185	180	(4)	(2%)
Prepress Technicians and Workers	580	505	(74)	(13%)

Source: Center of Excellence for Labor Market Research

Table DMPOST 2. Labor Market Information for Jobs in the Digital Media TOP Code for Los Angeles County

LABOR SUPPLY GAP – DIGITAL MEDIA POST PRODUCTION				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Digital Media - 061400	6	32	3,791	3,759

Source: Center of Excellence for Labor Market Research

Table DMPOST 3. Local Labor Supply Gaps in Digital Media

Discipline Profile: Game Design

Trends in Enrollment, Modality, and Efficiency

Enrollment in Game Design courses has increased steadily since its introduction in Fall 2020, but remains a small program with 164 annual enrollments in 2023-2024. Modalities have shifted from 100% on ground to approximately 86% online. Class fill rates have averaged 82% (college average decreasing from 87% to 85% over the same four semesters).

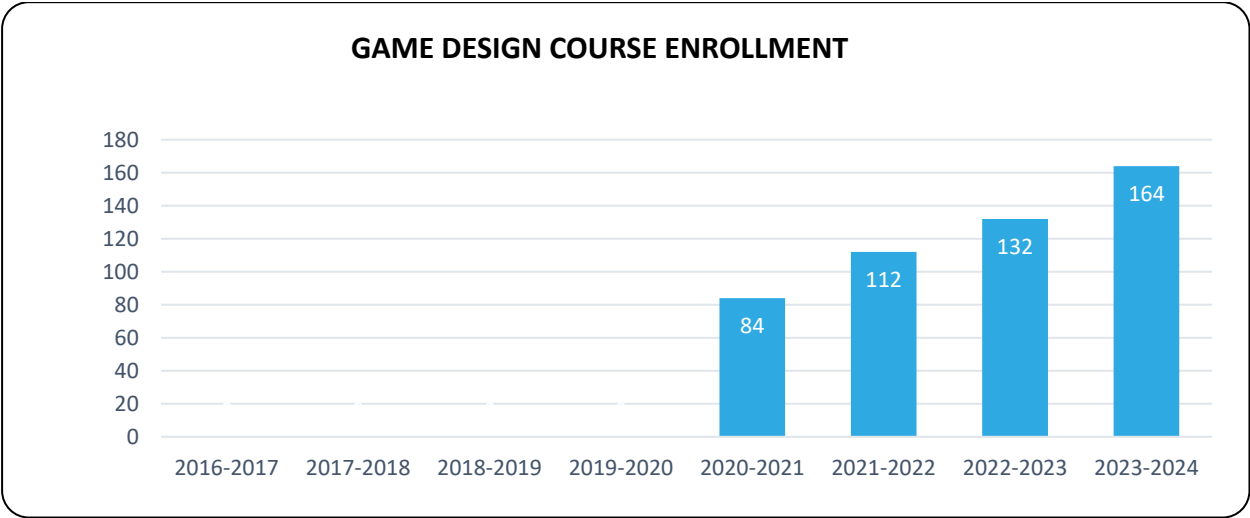


Figure GAME 1. Student Enrollment in Game Design Courses by Academic Year

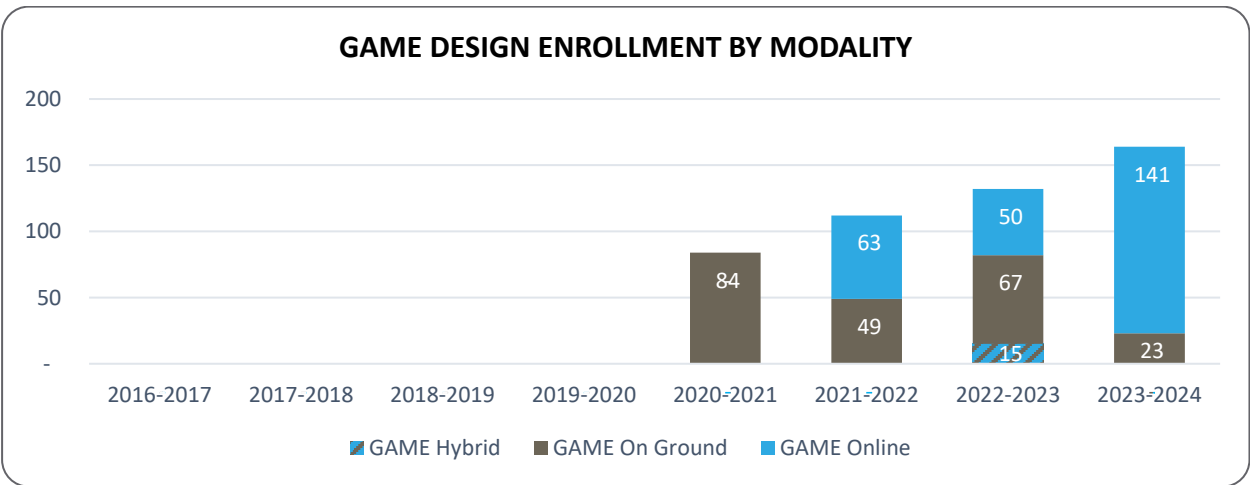


Figure GAME 2. Game Design Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Game Design courses are higher than college averages. They were 74%, 82%, and 77% in the Fall semesters of 2021, 2022, and 2023 while the college average for that time period was 70%. Equity gaps in course success for Black and Latine/x students are difficult to interpret due to small numbers of these populations enrolling in Digital Media Post-Production classes.

Degree and Certificate Awards

No degree or certificate is currently offered in Game Design.

Discipline Profile: Interaction Design

Trends in Enrollment, Modality, and Efficiency

Enrollment in SMC's first Bachelor's Degree program — Interaction Design (IXD) — climbed steadily after its introduction, then leveled out at about 250 students per year. The 2023-2024 academic year showed a decrease in enrollment to 192. The program was designed to be on-ground, but after the pandemic years, has replaced about 1/3 of the on-ground experience with hybrid modalities. Because this upper division program is open to enrollment by admitted program participants only and because full time participation in the program is required of the program participants, fill rates are typically 100%.

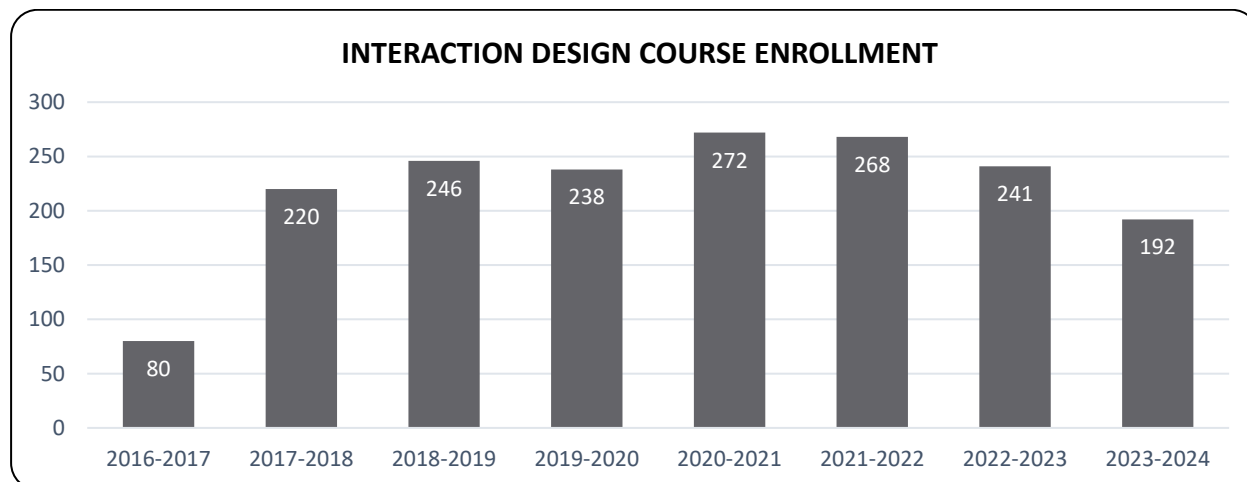


Figure IXD 1. Student Enrollment in Interaction Design Courses by Academic Year

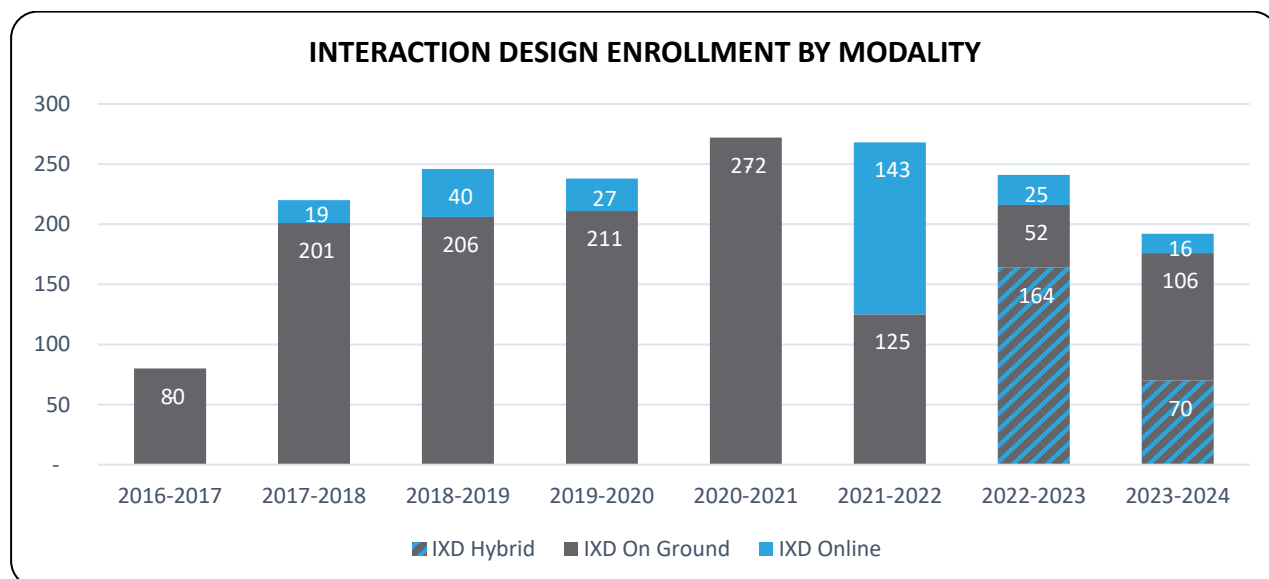


Figure IXD 2. Interaction Design Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in IxD are very high, ranging from 100% to 96% over the last seven fall semesters. Equity gaps for Black and Latin/x students in the program are not observed.

Degree and Certificate Awards

DEGREES AWARDED – INTERACTION DESIGN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
B.S	Interaction Design	13	22	15	26	21	27	16

Table IXD 1. Degrees Awarded in Interaction Design, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – INTERACTION DESIGN				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Web Developers	2,722	2,907	185	7%
Web and Digital Interface Designers	5,299	5,623	324	6%
Special Effects Artists and Animators	15,136	15,507	370	2%

Source: Center of Excellence for Labor Market Research

Table IXD 2. Labor Market Information for Jobs in Interaction Design for Los Angeles County

LABOR SUPPLY GAPS – INTERACTION DESIGN				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Other Fine and Applied Arts - 109900	27	37	2,361	2,324
Digital Media - 061400	6	32	3,791	3,759

Source: Center of Excellence for Labor Market Research

Table IXD 3. Local Labor Supply Gaps in Interaction Design

Discipline Profile: Interior Architectural Design

Trends in Enrollment, Modality, and Efficiency

Interior Architectural Design enrollments have declined slightly in recent years, from a high of 393 in 2021-2022 to 360 in 2023-2024. The program enrolls about half of its students online and the remaining half split between on ground and hybrid modalities. Class fill rates for Fall 2021, 2022 and 2023 were 68%, 62%, and 70%, respectively, all falling below the college averages of 81%, 80%, and 85%.

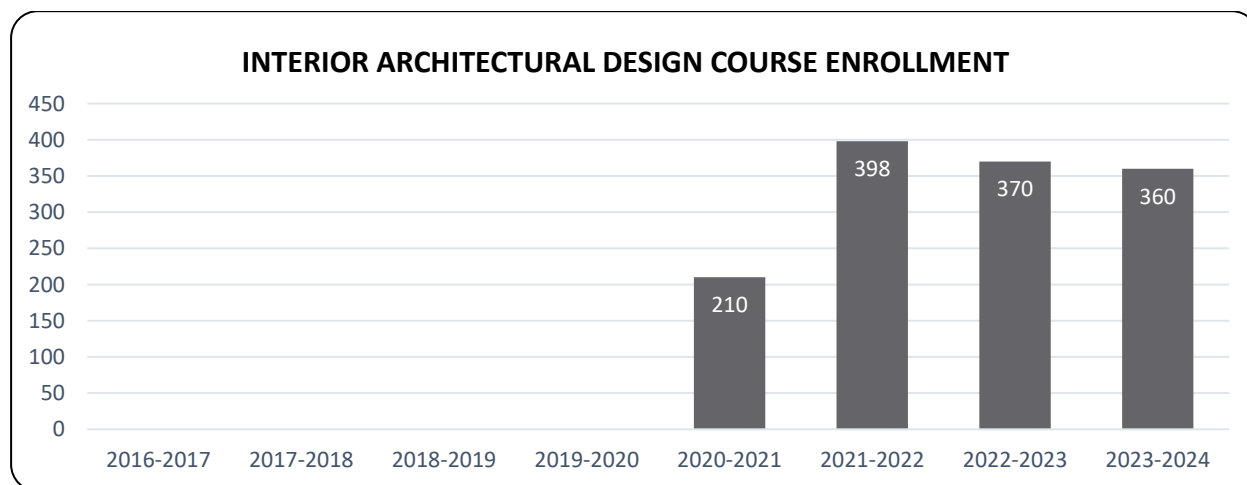


Figure IARC 1. Student Enrollment in Interior Architectural Design Courses by Academic Year

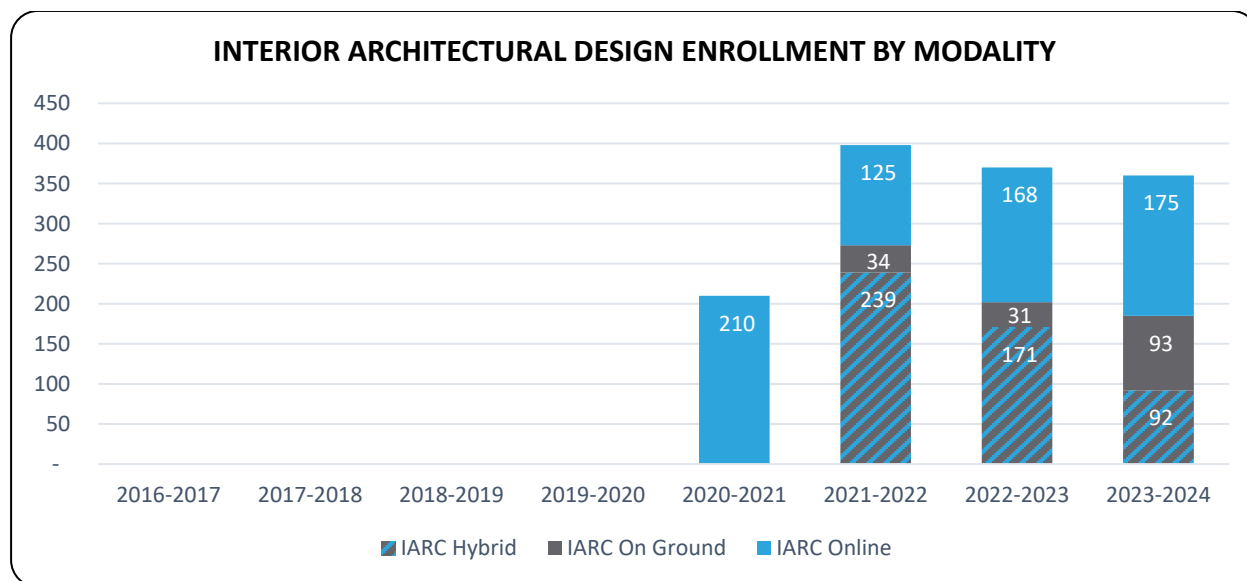


Figure IARC 2. Interior Architectural Design Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Interior Architectural Design courses varied in the three fall semesters since the discipline reorganization in 2020-2021 equaling 80%, 62% and 75%. College averages for the same semesters were 81%, 66%, and 74%, placing Interior Architectural Design courses very close to or a bit above college averages. Equity gaps in course success for Black and Latine/x students are difficult to interpret due to small numbers of these populations enrolling in Interior Architectural Design.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – INTERIOR ARCHITECTURAL DESIGN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Interior Architectural Design	15	10	16	18	12	12	21
Certificate 16 to 29 Units	Interior Architectural Design Fundamentals	0	0	0	4	24	18	39
Certificate 30+ Units	Interior Architectural Design	15	5	16	9	8	10	23

Table IARC 1. Degrees Awarded in Interior Architectural Design, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – INTERIOR ARCHITECTURAL DESIGN				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Set and Exhibit Designers	2,675	2,566	(108)	(4%)
Interior Designers	4,816	4,905	89	2%

Source: Center of Excellence for Labor Market Research

Table IARC 2. Labor Market Information for Jobs in Interior Architectural Design for Los Angeles County

LABOR SUPPLY GAP – INTERIOR ARCHITECTURAL DESIGN				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Interior Design and Merchandising - 130200	40	108	690	582

Source: Center of Excellence for Labor Market Research

Table IARC 3. Local Labor Supply Gaps in Interior Architectural Design

Future Directions for the Design Technology Department

The Animation program will continue to respond to changes in the entertainment industry from the widespread use of real-time graphics technology to the emergence of AI-driven production tools. Faculty from the Animation program have been developing a new program in Game Design to prepare students for careers in the game industry and to facilitate transfer into SMC's Interaction Design baccalaureate program.

The Architecture program is collaborating with the Interaction Design program to explore the cross-platform of spatial design with interactive media. Architecture faculty are also responding to increased use of AI in the design field and finding appropriate student workflows for the Architecture and Interiors industry.

The Digital Media Post-Production program is collaborating with the Film Production program to explore the field of virtual production and is also responding to increased use of AI in production and post-production workflows in the entertainment industry.

The Graphic Design program updated the entire set of program courses to create multiple paths in Graphic Design, UX Design, and Web Design. This past year, the installation of new courses engendered a need for workshops to coordinate the new content and faculty continue to work with Counseling to make this transition smoother. This program is also responding to new content for the in-house Bachelor's Degree in Interaction Design.

The Interior Architectural Design program is collaborating with the Film Production program in the Communication and Media Studies department to explore the field of TV and Film set design. As in the Architecture program, faculty in Interior Architectural Design are also responding to increased use of AI in the design field and finding appropriate student workflows for the Architecture and Interiors industry.

The Bachelor's degree program in Interaction Design is currently undergoing a significant rewrite to modify courses offerings and will be working with industry and other programs at Santa Monica to further develop and implement these changes.

EARTH SCIENCES

Credit Disciplines Offered:

Anthropology (ANTHRO), Astronomy (ASTRON), Geography (GEOG), Geospatial Technology (GIS), Geology (GEOL), Recycling and Resource Management (RRM), Urban Studies (URBAN)

Noncredit Disciplines Offered:

Sustainable Systems and Technology (SST)

See Also Interdisciplinary Programs:

Environmental Studies (ENVRN), Global Studies (GLOBAL), Science (SCI)

Department Overview

There are four diverse, yet integrated academic programs within the Earth Sciences Department: Anthropology, Astronomy, Geography, and Geology. The department also houses several career education programs, mostly under the overarching umbrella of the Sustainable Technologies Programs (STP) — Solar Photovoltaic Installation (PV), Sustainable Materials Management (SMM), Energy Efficiency (EE), and Geospatial Technology — but also within Geospatial Technologies (GIS) and Anthropology (CRM-Cultural Resource Management). Note that the PV and EE Programs are currently not being offered.

Despite the diversity of disciplines offered, the department faculty share many common objectives, including fostering the following behaviors and attitudes in students:

- Intellectual inquiry using the Scientific Method.
- Recognition of environmental and cultural diversity.
- Intellectual curiosity about the evolution of humankind, the Earth, and the universe.
- Discipline-specific literacy and currency in Anthropology, Astronomy, Geography, Geology, and Sustainable Technologies Programs.
- Preparation for career opportunities in Solar Photovoltaic Installation, Energy Efficiency, and Sustainable Materials Management (SMM).

With the addition of two new full-time hires in fall 2023, the Earth Sciences Department now has 12 full-time faculty and approximately 25-30 adjunct faculty. The Earth Sciences Department has accomplished a great deal in terms of active involvement in college communities, engagement with the business community through Advisory Boards, and internship partnerships.

The Earth Sciences Department offers A.A.-T degrees in Anthropology and Geography, an A.S.-T in Geology, and A.S. degrees in Solar Photovoltaic Installation and Sustainable Materials Management (SMM). It also offers three state-approved Certificates of Achievement, a 12-unit Sustainable Materials Management (SMM), and an 18-unit Sustainable Materials Management Advanced Certificate of Achievement. Five department certificates are also available: an 8-unit Basic Solar Photovoltaic Installation Certificate, a 14-unit Solar Photovoltaic Installation Certificate, a 13-unit Energy Efficiency Specialist Certificate, a 15-unit Geospatial Technology Certificate, and a 9-unit Cultural Resource Management Certificate.

The department recently launched a new Sustainability Systems and Technology (SST) noncredit program of nine noncredit courses, as well as three noncredit certificates: Sustainability in Organics Aide Certificate, Sustainability Assistant Certificate, and Sustainability Services Technician Certificate. These noncredit certificates act as feeders into the SMM Program courses and certificates.

The Anthropology Program recently created California's first Certificate of Achievement in Cultural Resource Management (CRM). This certificate not only trains students in the field of archaeology, but also examines state and federal legislation aimed at protecting Native American heritage and cultural resources.

Discipline Profile: Anthropology**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Anthropology classes declined gradually in pre-pandemic years, then leveled out during the pandemic and the years since. Modalities have moved from 100% on ground to about 58% online. Class fill rates have declined from 92% in Fall 2017 to 88% in Fall 2023, but remain above college averages of 88% and 85%, respectively.

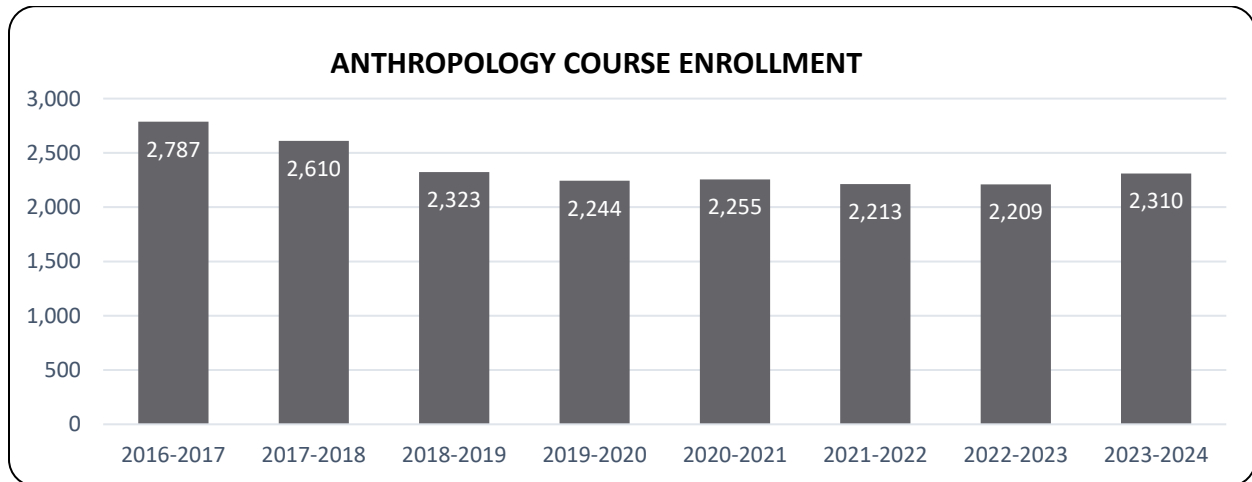


Figure ANTHRO 1. Student Enrollment in Anthropology Courses by Academic Year

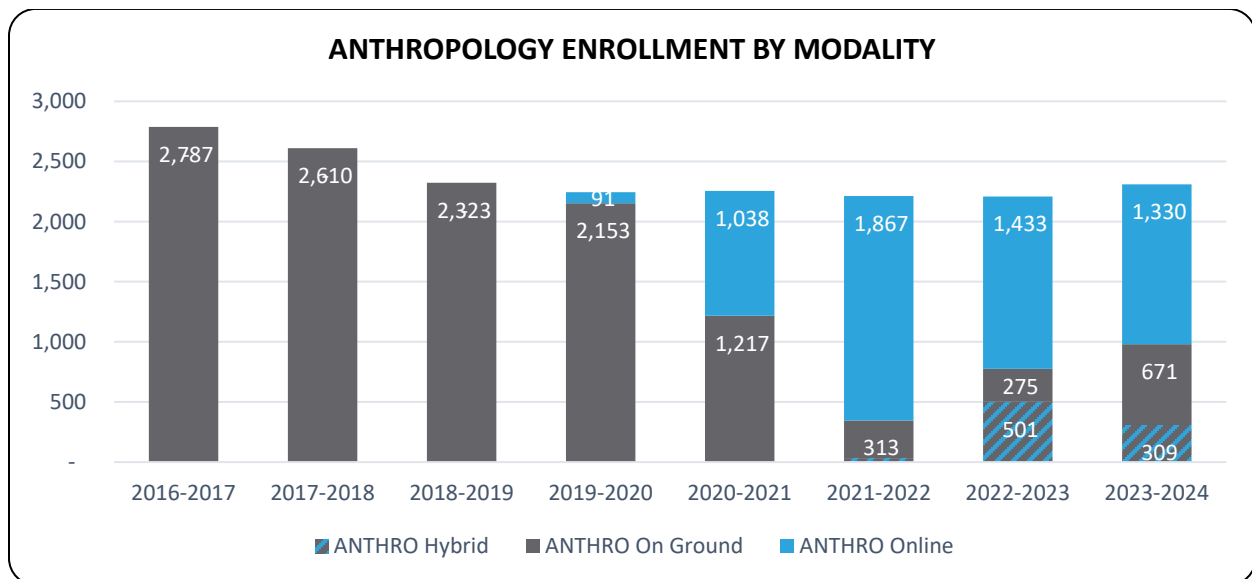


Figure ANTHRO 2. Anthropology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Anthropology courses have increased from 66% in Fall 2017 to 77% in Fall 2023, while college averages also increased but by a smaller amount, from 69% in Fall 2017 to 74% in Fall 2023. Black students experienced the largest equity gaps in course success, with fluctuating rates ranging from -45 to -11 and no clear longitudinal trend. College average over the same time period was -21. For Latine/x students, the gaps vary from -8 to -23 and fluctuate, while also gradually increasing. Average for the college over the same time period was -15.

Degree and Certificate Awards

The A.A.-T in Anthropology shows steady student interest.

DEGREES AWARDED – ANTHROPOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Anthropology	19	21	33	17	20	27	24

Table ANTHRO 1. Degrees Awarded in Anthropology, Fall 2017-Spring 2024

Discipline Profile: Astronomy**Trends in Enrollment, Modality, and Efficiency**

Astronomy enrollment grew slowly and steadily from 2016 to 2020, and experienced a decline thereafter, in keeping with collegewide enrollment trends. The use of online modalities grew from 38% in Fall 2017 to 83% in Fall 2023. Class fill rates are consistently slightly above college averages. In Fall 2017, the fill rate was 89% (college average 88%), and in Fall 2023, the Astronomy fill rate was 88% (college average 85%).

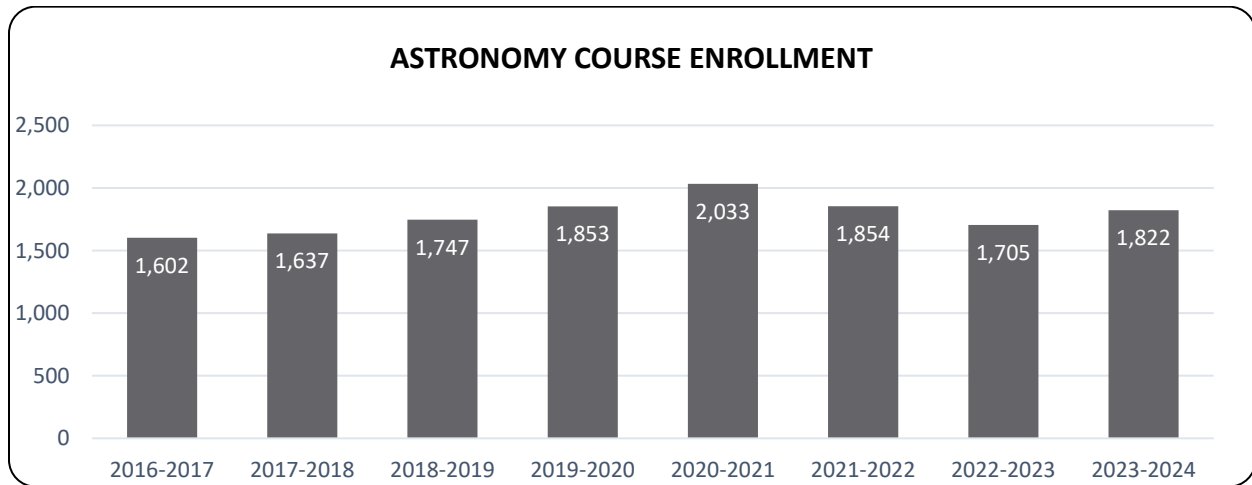


Figure ASTRON 1. Student Enrollment in Astronomy Courses by Academic Year

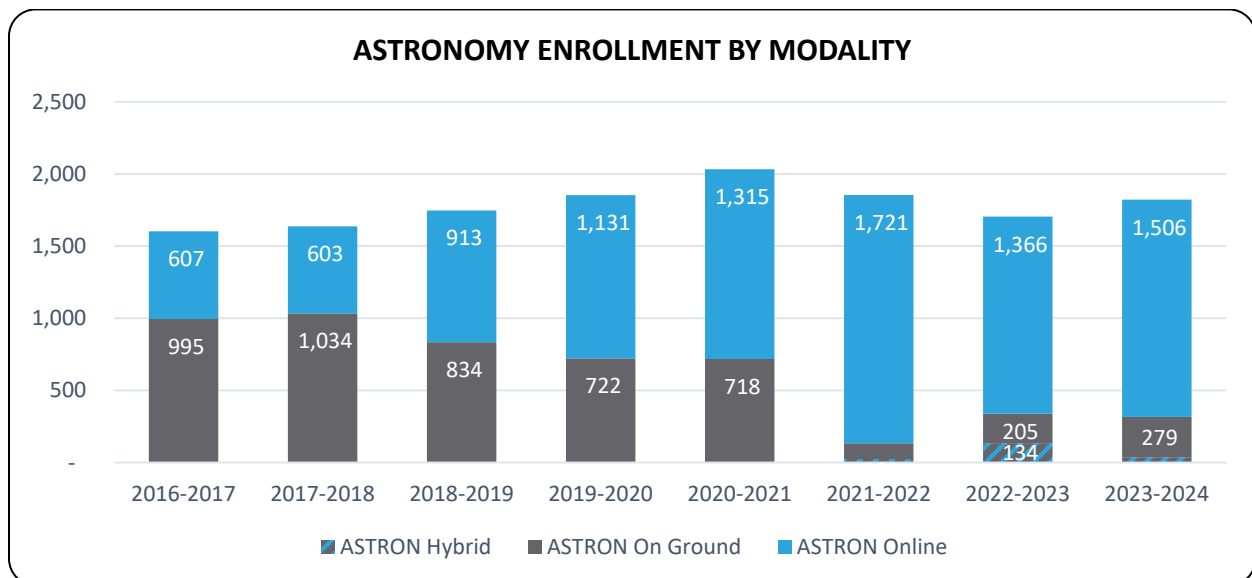


Figure ASTRON 2. Astronomy Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Astronomy courses vary somewhat, but are consistently in the mid-to-upper 70th percentiles, well above the college averages of high 60 to 70th percentiles. Black students experienced the largest equity gaps in course success, with fluctuating rates ranging from -26 to -9 and no clear longitudinal trend. College average over the same time period was -21. For Latine/x students, the gaps vary from -3 to -21 and fluctuate, again with no clear longitudinal trend. Average for the college over the same time period was -15.

Degree and Certificate Awards

No degrees or certificates are currently offered in Astronomy.

Discipline Profile: Geography**Trends in Enrollment, Modality, and Efficiency**

Student enrollment in Geography courses has declined slowly since 2017-2018 but seems to have leveled out post pandemic. Use of online modalities grew from 20% in Fall 2017 to 70% in Fall 2023. Class fill rates have fluctuated moderately, but remain near their 7-year average of 89% (college average for same time period is 85%).

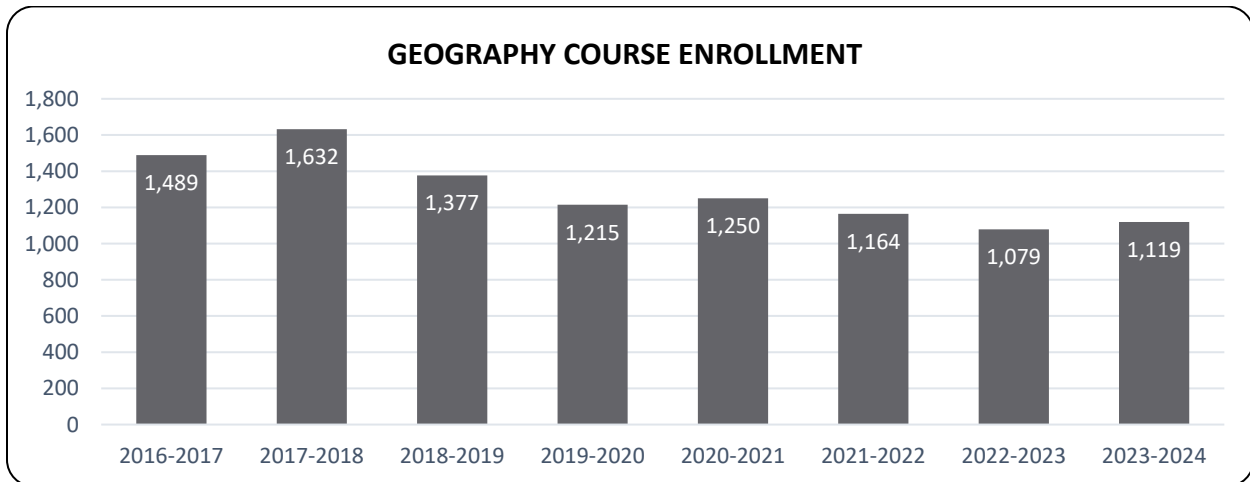


Figure GEOG 1. Student Enrollment in Geography Courses by Academic Year

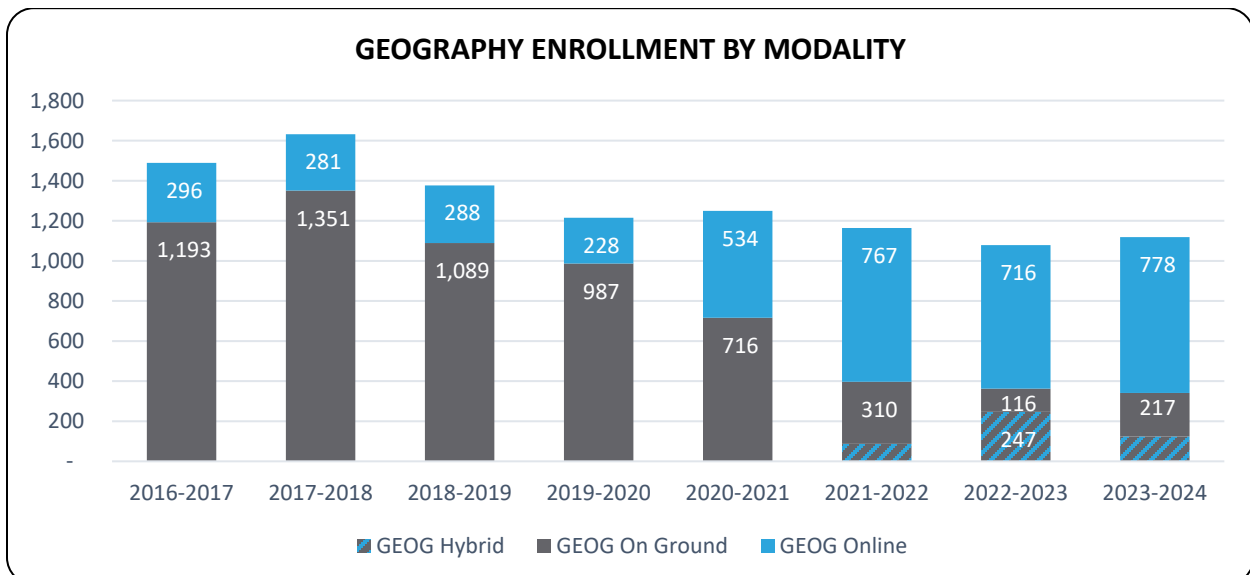


Figure GEOG 2. Geography Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Geography courses vary mildly but hover in the low 70s, just slightly above college averages, which fall in the high 60th percentiles. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -42 in Fall 2017 (college average -22) improving to -15 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -26 points (college average -16) and improved to -15 (college average -11) in Fall 2023.

Degree and Certificate Awards

DEGREES AWARDED – GEOGRAPHY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Geography	2	3	7	9	5	6	9

Table GEOG 1. Degrees Awarded in Geography, Fall 2017-Spring 2024

Discipline Profile: Geology**Trends in Enrollment, Modality, and Efficiency**

Geology enrollments were declining pre-pandemic, but have rebounded significantly since. Modalities moved from 100% on ground to 56% online currently. Class fill rates for Geology courses have improved in the past seven years, while college averages have declined. Fill rates were 88% in Fall 2017 (college average 88%) and 92% in Fall 2023 (college average 85%).

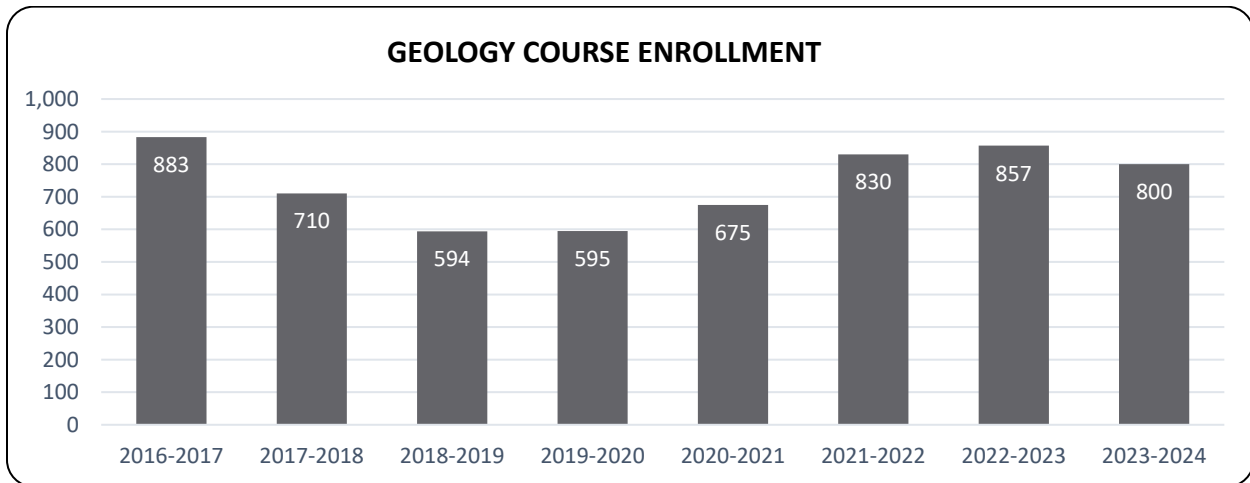


Figure GEOL 1. Student Enrollment in Geology Courses by Academic Year

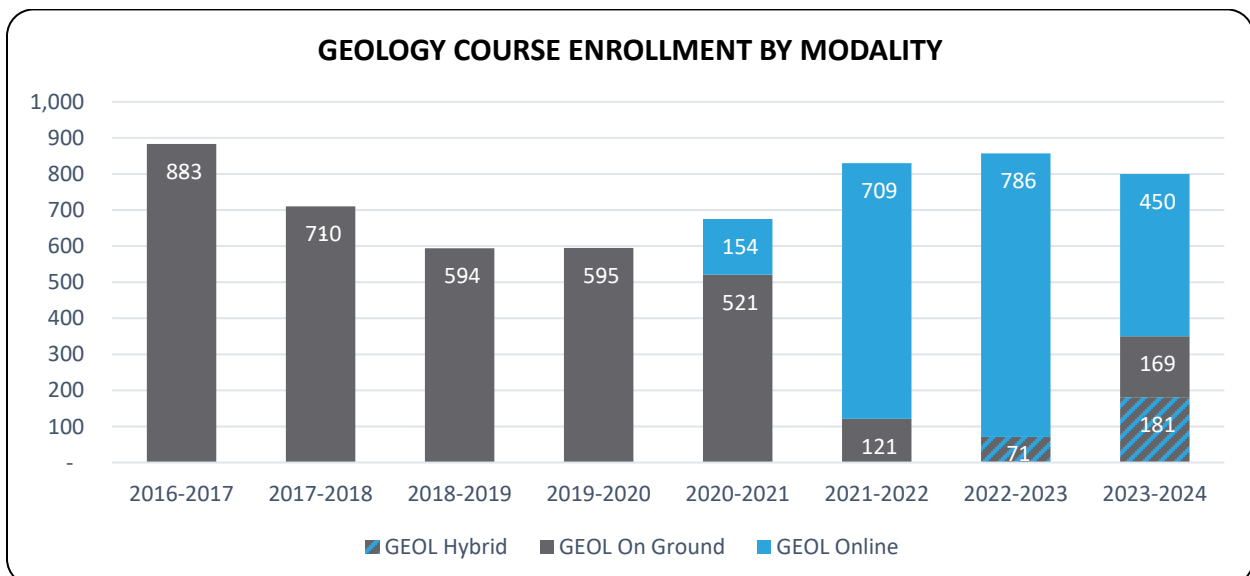


Figure GEOL 2. Geology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Geology courses have increased from 76% in Fall 2017 to 84% in Fall 2023, remaining well above the college average for those years of 70%. Black students experienced the largest equity gaps in course success, with fluctuating rates ranging from -25 to +18 and no clear longitudinal trend. College average over the same time period was -21. For Latine/x students, the gaps vary from -19 to 0 and fluctuate, again with no clear longitudinal trend. Average for the college over the same time period was -15. Small numbers of students in these populations make it difficult to interpret these data.

Degree and Certificate Awards

No degrees or certificates are currently offered in Geology.

Discipline Profile: Geospatial Technology

Trends in Enrollment, Modality, and Efficiency

The Geospatial Technology program is small, but grew dramatically from 2016 to 2020. After a pandemic decline, enrollment has partially rebounded. Modality has remains primarily on ground, except for pandemic years. Class fill rates vary as expected for a small program, averaging 79% over the past seven fall semesters (college average 85%).

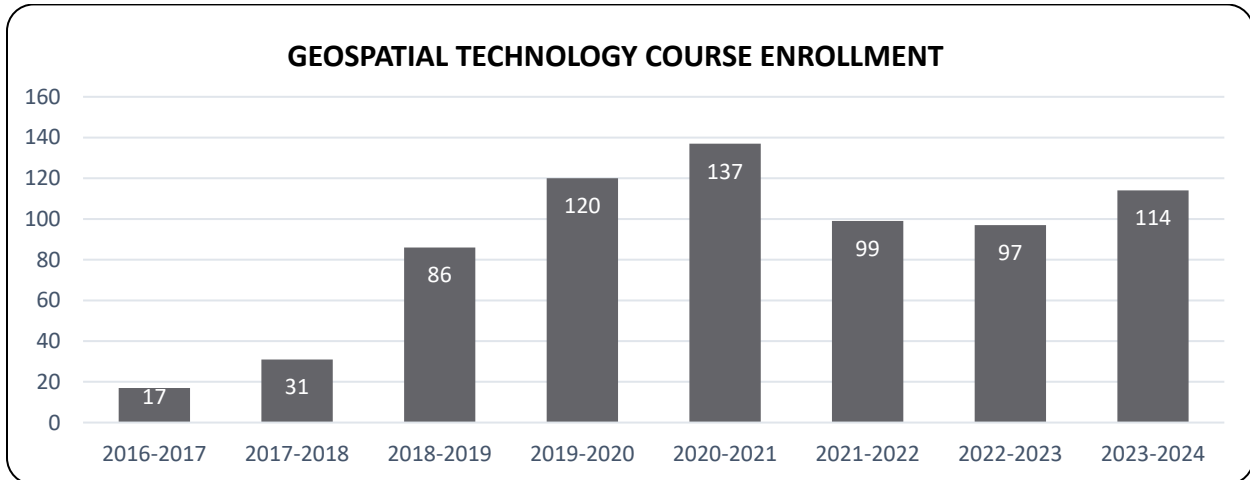


Figure GIS 1. Student Enrollment Geospatial Technology Courses by Academic Year

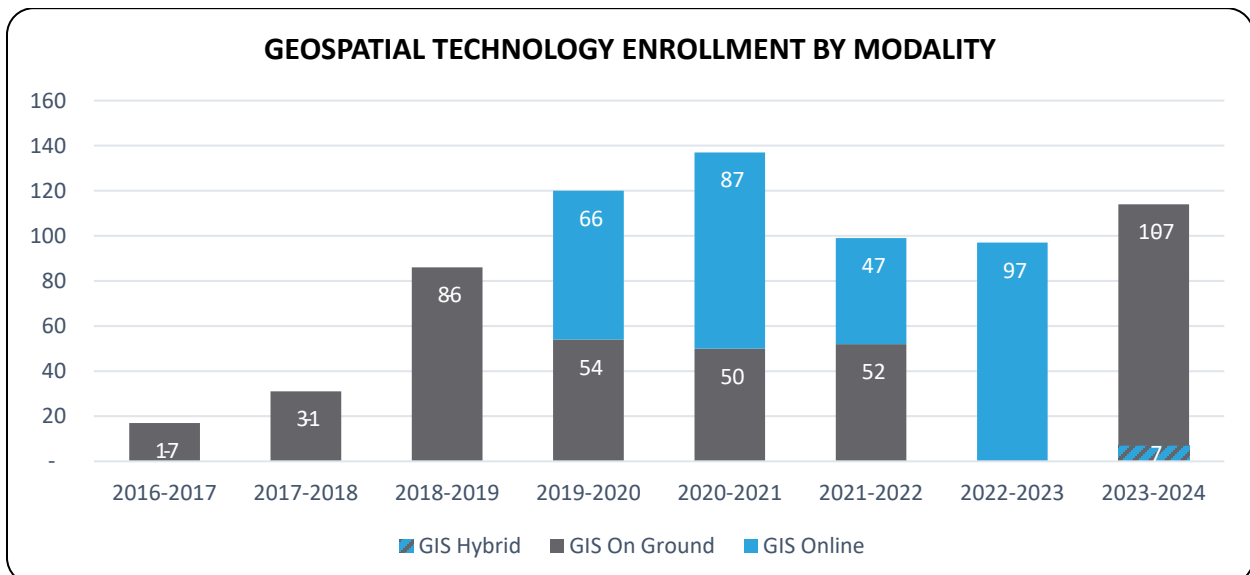


Figure GIS 2. Geospatial Technology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Geospatial Technology courses vary significantly as expected for a small program, ranging from a low of 41% to a high of 71% while college average for the same time period is 71%. Populations of Black and Latine/x students enrolling in Geospatial Technology courses are too small to yield meaningful data on equity gaps in course success rates for these populations.

Degree and Certificate Awards

CERTIFICATES AWARDED – GEOSPATIAL TECHNOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	Geospatial Technology	0	0	0	0	0	1	3

Table GIS 1. Degrees Awarded in Geospatial Technology, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – GEOSPATIAL TECHNOLOGY				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Surveying and Mapping Technicians	674	725	51	8%

Source: Center of Excellence for Labor Market Research

Table GIS 2. Labor Market Information for Jobs in Geospatial Technology for Los Angeles County

LABOR SUPPLY GAPS – GEOSPATIAL TECHNOLOGY				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Geographic Information Systems - 220610	1	38	92	54

Source: Center of Excellence for Labor Market Research

Table GIS 3. Local Labor Supply Gaps in Geospatial Technology

Discipline Profile: Recycling and Resource Management

Trends in Enrollment, Modality, and Efficiency

Enrollment in Recycling and Resource Management courses declined during and after the pandemic, in keeping with overall enrollment trends at the college. The 2023-2024 academic year shows a partial recovery. Modalities have moved from entirely on ground to entirely online in this discipline. Class fill rates have dropped significantly, from 74% in Fall 2017 (college average 88%) to 38% in Fall 2023 (college average 85%).

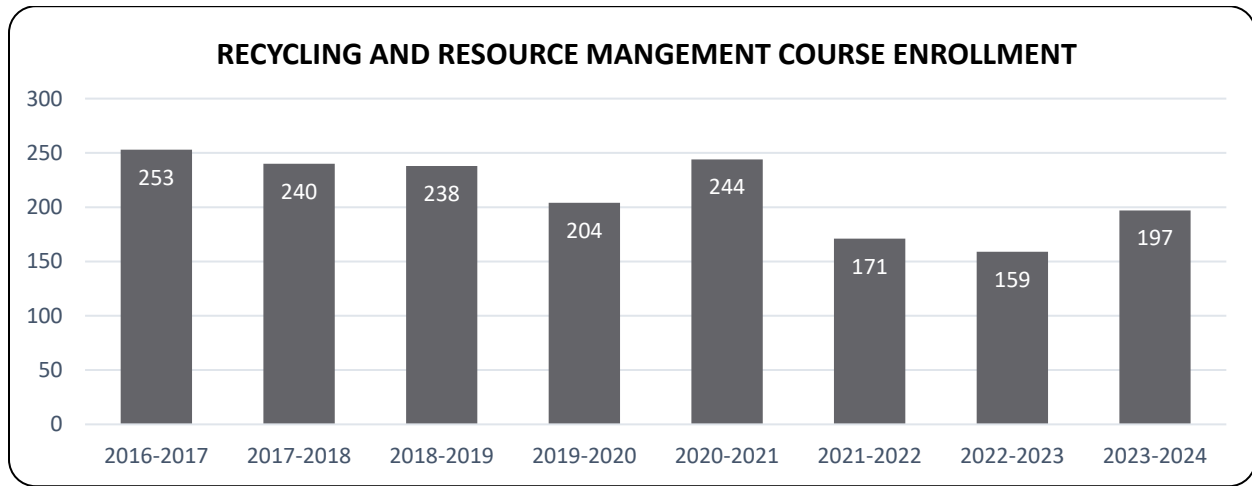


Figure RRM 1. Student Enrollment in Recycling and Resource Management Courses by Academic Year

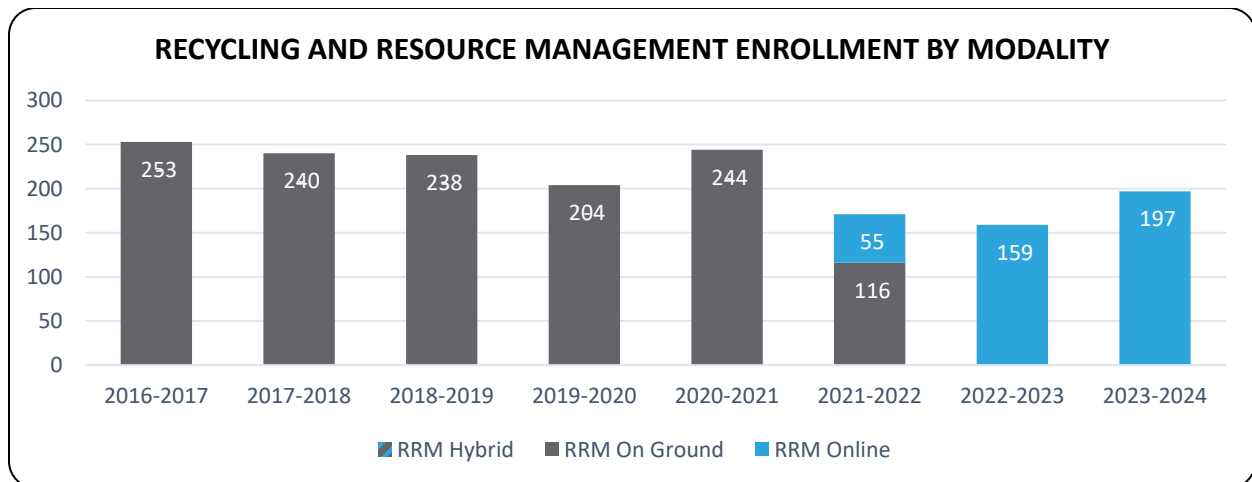


Figure RRM 2. Recycling and Resource Management Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Recycling and Resource Management vary widely from semester to semester, averaging 62% for the last seven fall semesters (college average 71%). Black and Latine/x student populations enrolling in this discipline are too small to draw meaningful information regarding course success equity gaps.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – RECYCLING AND RESOURCE MANAGEMENT								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Recycling and Resource Management	3	9	7	4	11	5	3
Certificate 16 to 29 Units	Recycling and Resource Management	0	3	3	2	9	3	4
Certificate 18 to 29 Units	Recycling and Resource Management	4	0	0	0	0	0	0
Certificate 30+ Units	Recycling and Resource Management	0	0	0	0	0	0	0
Dept. Certificate	Recycling and Zero Waste	0	14	0	0	0	0	0

Table RRM 1. Degrees Awarded in Recycling and Resource Management, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – RECYCLING AND RESOURCE MANAGEMENT				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Environmental Engineering Technologists and Technicians	326	334	8	2%

Source: Center of Excellence for Labor Market Research

Table RRM 2. Labor Market Information for Jobs in Environmental Technology for Los Angeles County

LABOR SUPPLY GAP – RECYCLING AND RESOURCE MANAGEMENT				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Environmental Technology - 030300	30	41	31	(10)

Source: Center of Excellence for Labor Market Research

Table RRM 3. Local Labor Supply Gaps in Environmental Technology

Discipline Profile: Sustainable Systems and Technology

Trends in Enrollment, Modality, and Efficiency

Student enrollment in Sustainable Systems and Technology courses spiked in 2020-2021, but has remained steady thereafter at about 350 students per year. Modalities have converted from entirely on ground to nearly entirely online.

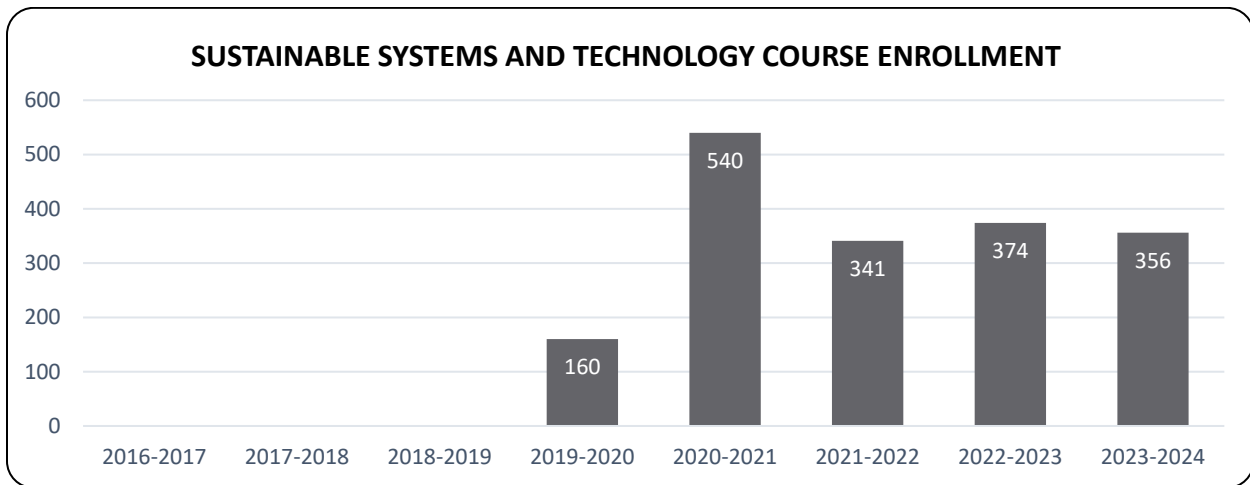


Figure SST 1. Student Enrollment in Sustainable Systems and Technology Courses by Academic Year

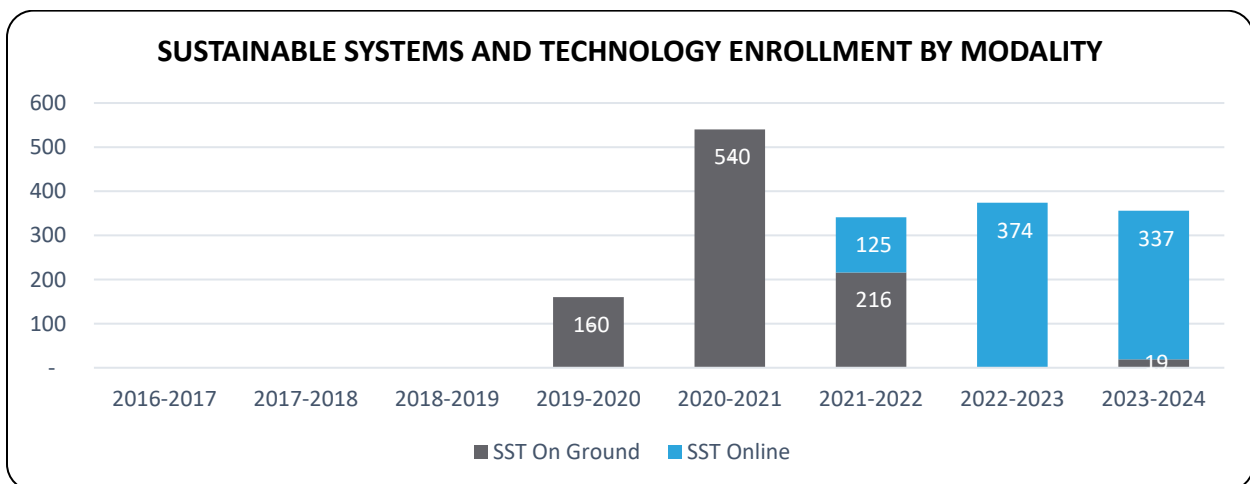


Figure SST 2. Sustainable Systems and Technology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Degree and Certificate Awards

CERTIFICATES AWARDED – SUSTAINABLE SYSTEMS AND TECHNOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Noncredit Certificate	Sustainability Assistant	0	0	0	23	17	4	7
Noncredit Certificate	Sustainability Services Technician	0	0	6	27	5	2	6
Noncredit Certificate	Sustainability in Organics Aide	0	0	21	18	15	16	22

Table SST 1. Certificates Awarded in Sustainable Systems and Technology, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – SUSTAINABLE SYSTEMS AND TECHNOLOGY				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Environmental Engineering Technologists and Technicians	326	334	8	2%

Source: Center of Excellence for Labor Market Research

Table SST 2. Labor Market Information for Jobs in Environmental Technology for Los Angeles County

LABOR SUPPLY GAP – SUSTAINABLE SYSTEMS AND TECHNOLOGY				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Environmental Technology - 030300	30	41	31	(10)

Source: Center of Excellence for Labor Market Research

Table SST 3. Local Labor Supply Gaps in Environmental Technology

Discipline Profile: Urban Studies

See Geography. Only one course is currently offered in Urban Studies, and it is the same as Geography 8.

Future Directions for the Earth Sciences Department

Curriculum and Programming:

Student enrollment in all the Earth Sciences Department disciplines, save Astronomy and GIS, has declined in the years indicated in this data set (2016-2024). Anthropology and Geology have recovered enrollment from the pre-COVID academic year of 2018-2019, while Geography and Recycling and Resource Management (RRM) — renamed in 2025 to Sustainable Materials Management (SMM) — have not. The department expects to see increasing enrollment in the SMM Program, a CE Program within the Earth Sciences Department as SMC increases its investment in sustainability and climate change focus and awareness. Also, the SMM created noncredit sustainability certificates that are beginning to act as a feeder program for the credit SMM certificates.

There are two CE Certificate Programs within the Earth Sciences Department — GIS and SMM — that provide students with the education and skills to obtain entry-level employment after completing certificate requirements in 1-2 semesters. The department expects to see GIS and sustainability education, along with the hands-on technical skills acquired from these programs, increase in currency in California and the US.

The addition of a new Observatory and new Planetarium will hopefully impact positively enrollment in the Astronomy Program. As stated above, Astronomy has increased enrollment to pre-COVID levels, and these two new facilities are expected to lead to increased enrollment.

Improving Student Success Outcomes:

Earth Sciences faculty continue to complete workshop trainings hosted by SMC's Institutional Research. These include topical areas such as inclusive and equity minded pedagogy, health and wellness, institutional effectiveness, curriculum, AI, sustainability, campus safety, OER, data coaching and implementation, etc. Department faculty also attend disciplinary-focused local, regional, and national conferences yearly. As a science department, SMC faculty is trained in applying empirical research and data to verify ideas with measurable evidence.

The department also seeks collaboration with and guidance from various programs on campus, including Adelante, Black Collegians, Veterans Success Center, Center for Students with Disabilities, Academic Senate, Career Services Center, DE, Learning Garden, the Sustainability Center, and the SMC Library. Associated Student Clubs that Earth Sciences faculty mentor include the Anthropology Club, Geography Club, Geology Club, and AGS, offering opportunities to positively impact student success.

Technology and Facilities:

The Earth Sciences Department moved into the newly built Math and Science Building (MSB) in 2025 and is still in the process of acquiring new equipment for classes — particularly lab equipment. The department offers lab classes in Astronomy, Anthropology, Geography and GIS, and Geology. The department also administers SMC's newly built Observatory and Planetarium. Both facilities will be used in science lab courses, and also for presenting programming to the general public.

In addition to equipment upgrades, the Earth Sciences Department will need software upgrades as they become available. AI is expected to increasingly play a larger role in the technology needs within the department, but how exactly AI will impact programs and disciplines is not yet known.

Meeting the Needs of Industry Employers and Institutional Partners

The Industry Advisory Boards for Santa Monica College's GIS and SMM Programs are a key method of engagement with regional and local employers, industry, and government bodies. Faculty in the GIS and SMM Programs host IAB meetings every fall semester (and sometimes during spring semesters, as well). The SMM IAB played an important role in shaping the revisions to the RRM Program, which became the SMM Program in 2025. Some of these board members have also employed SMC certificate graduates.

Earth Science professors in Anthropology, Geology, and SMM — in close conjunction with SMC's Sustainability Center — are currently working on developing a CE Certificate in Climate Change and Urban Agroecology. The department has secured LMI data from the regional consortium in spring 2025, and plans to present a CE Certificate to Curriculum in spring 2026. The department seeks to create an interdisciplinary certificate that partners with the City of Santa Monica and other programs and institutions in the greater LA area that are invested in Urban Agroecology. Faculty also envision this new certificate program collaborating with the Blue Economy and SMC's Aquaculture Program.

EDUCATION AND EARLY CHILDHOOD

Credit Disciplines Offered:

Early Childhood Education (ECE), Education (ED)

Noncredit Disciplines Offered:

Early Childhood Education (ECE),

Department Overview

The Education/Early Childhood (EDU-ECE) Program aims to equip students with the skills and knowledge necessary for careers in early care and education, including transferring to four-year institutions. This mission is accomplished through coursework, mentoring, and field experiences designed to foster students' capacity in integrating interdisciplinary knowledge, critical thinking, inquiry-driven practices, and advocacy for children, families, and the early care community.

Program content emphasizes the importance of diversity, equity, and inclusion, acknowledging the diverse backgrounds, lived experiences, identities, and aspirations of our students and the children and families in our communities.

While preparing students for teaching and non-teaching careers with children and families, the department's 14 pathway options center on much of the following:

- **Developmentally appropriate practices** for teaching young children, including curriculum development, assessment, and teaching strategies.
- **Cultural diversity and inclusion**, emphasizing the importance of anti-bias approaches in early childhood education.
- **Family and community engagement**, stressing the importance of partnerships and relationship-building in the early childhood context.
- **Special education and early intervention** to prepare students to work with children with diverse learning needs and abilities.
- **Nature-based pedagogy and sustainability**, incorporating nature, environmental education, and stewardship into the curriculum, highlighting the benefits of outdoor learning environments.
- **Hands-on learning experiences** through fieldwork and practicum courses at the Early Childhood Lab School (ECLS), allowing students to connect and apply theoretical knowledge in real-world settings, and develop essential skills for working with children and families.

Discipline Profile: Early Childhood Education**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Early Childhood Education courses was on a slow, but steady incline until pandemic years, and has been declining moderately since. The program has always had significant online enrollment, but that has grown since pandemic years from about 50% in 2016-2017 to 73% in 2023-2024. Class fill rates have declined somewhat, from 83% in Fall 2017 (college average 88%) to 74% in Fall 2023 (college average 85%).

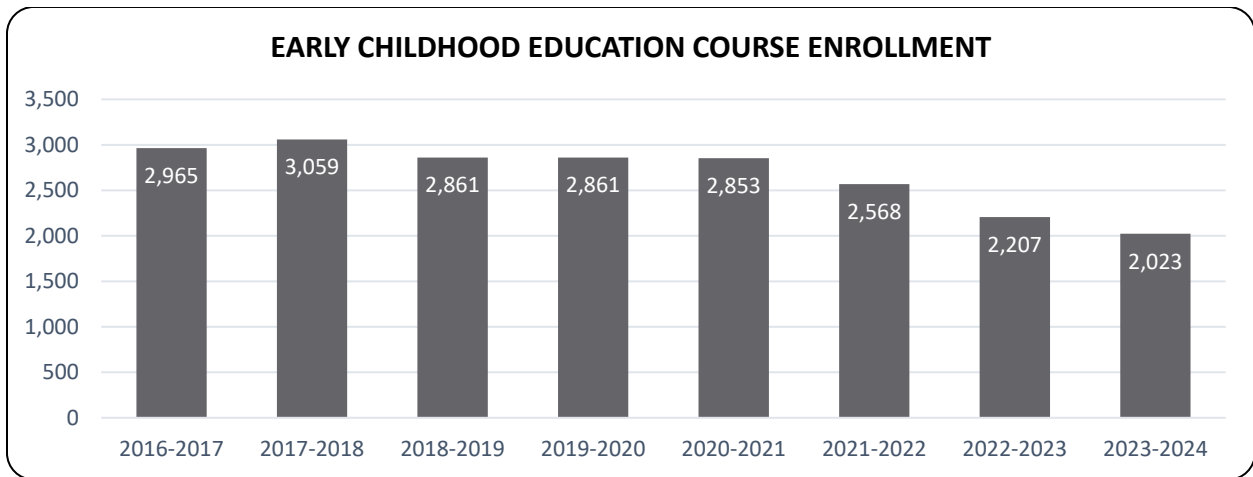


Figure ECE 1. Student Enrollment in Early Childhood Education Courses by Academic Year

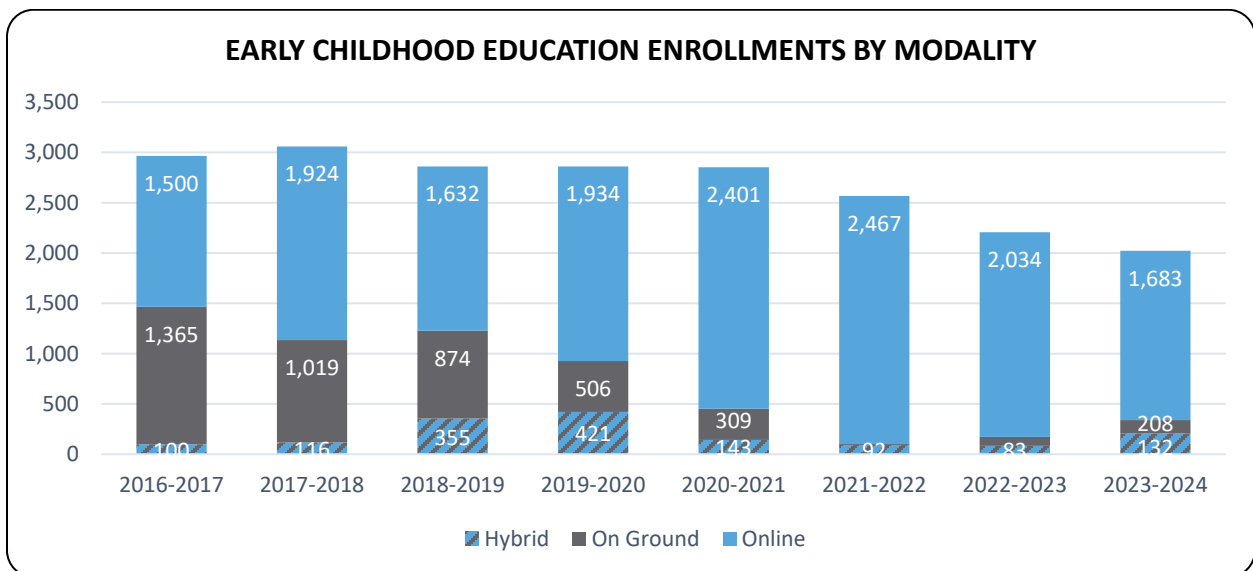


Figure ECE 2. Early Childhood Education Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Early Childhood Education courses declined from 83% in Fall 2017 to 72% in Fall 2023, but remains above the college average for those years of 70%. Black students experienced the largest equity gaps in course success rates, with significant fluctuation and no overall trend, ranging from -28 to -12 over the past seven fall semesters (college average -21). For Latine/x students, the gaps are smaller, but still significant and again show no clear trends. They range from -17 to -8 over this time period (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – EARLY CHILDHOOD EDUCATION								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Child and Adolescent Development	0	0	4	24	29	25	16
A.A.-T	Elementary Teacher Education (new degree offered in 2024-2025)	0	0	0	0	0	0	0
A.S.	Early Childhood Intervention Teacher	1	0	0	0	0	0	0
A.S.	Early Childhood Studies	39	33	39	35	35	31	29
A.S.	Early Intervention Assistant	1	5	4	6	3	8	6
A.S.	Infant/Toddler Teacher	2	3	5	9	5	14	12
A.S.-T	Early Childhood Education	31	41	44	40	26	32	21
Certificate 16 to 29 Units	Early Childhood Associate Teacher	0	46	382	235	278	109	169
Certificate 16 to 29 Units	Elementary Teacher Education	0	0	0	0	0	2	0
Certificate 16 to 29 Units	Nature-based Pedagogy	0	0	0	0	11	4	5
Certificate 16 to 29 Units	Transitional Kindergarten	0	2	5	5	7	2	5
Certificate 30+ Units	Elementary Teacher Education (new certificate offered in 2024-2025)	0	0	0	0	0	0	0
Certificate 30+ Units	Early Childhood Education Master Teacher	0	0	0	0	0	0	0
Certificate 30+ Units	Early Childhood Intervention Teacher	2	0	0	0	0	0	0
Certificate 30+ Units	Early Childhood Studies	32	27	54	53	39	28	35
Certificate 30+ Units	Early Intervention Assistant	3	6	4	9	5	5	7
Certificate 30+ Units	Infant/Toddler Teacher	1	1	8	14	10	14	12
Dept. Certificate	Early Childhood Education Core	74	0	0	0	0	0	0
Noncredit Certificate	Introduction to Early Care and Education	0	21	17	34	15	12	17

Table ECE 1. Degrees and Certificates Awarded in Early Childhood Education, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – EARLY CHILDHOOD EDUCATION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Childcare Workers	53,485	50,473	(3,012)	(6%)
Preschool Teachers, Except Special Education	16,480	17,371	891	5%
Special Education Teachers, Preschool	355	399	44	12%

Source: Center of Excellence for Labor Market Research

Table ECE 2. Labor Market Information for Jobs in Early Childhood Education

LABOR SUPPLY GAPS – EARLY CHILDHOOD EDUCATION				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Child Development/Early Care and Education - 130500	246	3,011	11,140	8,129
Children with Special Needs - 130520	13	158	34	(124)

Source: Center of Excellence for Labor Market Research

Table ECE 3. Local Labor Supply Gaps in Early Childhood Education

Discipline Profile: Education**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Education courses has varied significantly in the past eight years. As a small program comprised of only two courses, variation is expected. These courses primarily serve current educators, and pandemic impacts on enrollment were significant, likely reflecting the challenges facing educators at that time. The program used a blend of online and on-ground modalities pre-pandemic, but has converted to nearly all online since. Class fill rates are very low, averaging in the 50% range (college average 85%).

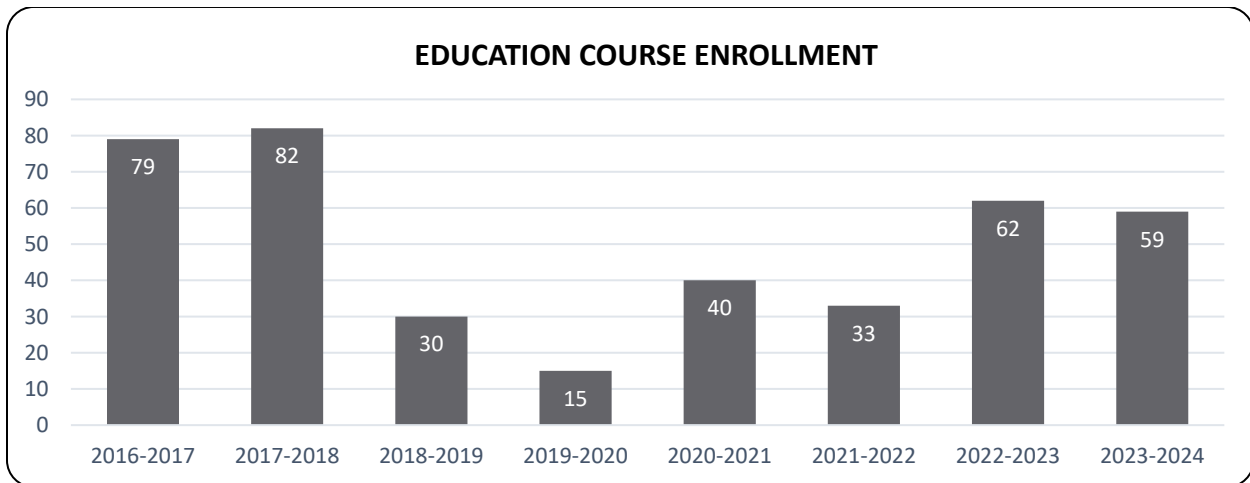


Figure EDUC 1. Student Enrollment in Education Courses by Academic Year

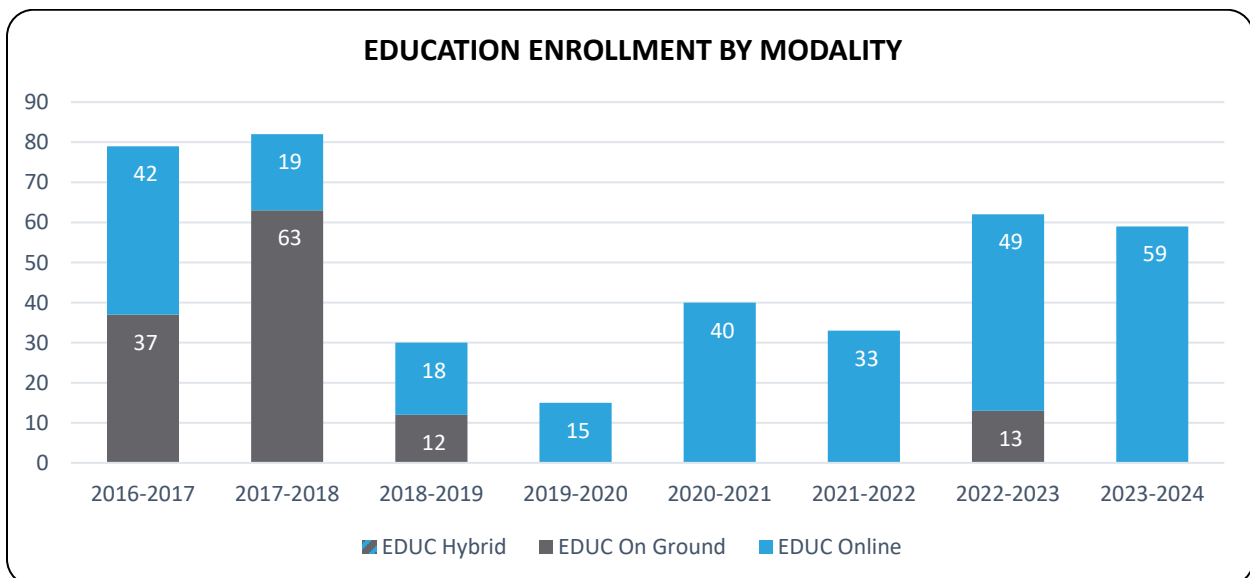


Figure EDUC 2. Education Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Education courses vary, but are generally below college averages. In Fall 2017, the success rate was 63% and in Fall 2023 it was 69%. College averages over this time period are about 70%. Black and Latine/x student populations enrolling in this discipline are too small to draw meaningful information regarding course success equity gaps.

Degree and Certificate Awards

No degrees or certificates are currently offered in the Education discipline.

Future Directions for the Education and Early Childhood Department

Based on enrollment patterns and ongoing analysis of workforce and demographic trends, SMC's Education/ECE Department anticipates modest, but meaningful updates to its curriculum over the next five to ten years. As the landscape of early childhood education evolves, particularly with California's expansion of transitional kindergarten (TK) and the need for a better-prepared workforce, faculty will continue aligning courses and pathways with Commission on Teacher Credentialing (CTC) teacher preparation requirements (TPEs) and California Department of Education (CDE) competencies and standards. The department also plans to increase integration of topics such as trauma-informed practice, Universal Design for Learning (UDL), dual language learning, arts education for the TK-12 workforce, and the role of emerging technologies in teaching and learning. These updates will ensure the curriculum remains responsive to shifts in both policy and student needs while maintaining strong articulation with four-year institutions.

Faculty in the department are deeply committed to equitable student outcomes, and have taken concrete steps to reduce equity gaps, particularly for Latine/x and Black students. The steps include revising course materials to be more culturally responsive, embedding student support tools in Canvas shells, expanding use of low-cost and no-cost textbooks, and working closely with the department's dedicated ECE counselors. To further address gaps, the department would benefit from expanded access to disaggregated course and student data, as well as stable funding for embedded tutoring and dedicated Education/ECE counseling (currently sustained using grants funds). There is also promise in exploring cohort models and peer mentoring to foster deeper student connection and persistence.

In preparing students for careers in a variety of educational settings, the department urgently needs updated technology and facilities that reflect real-world environments. The updates include flexible classroom spaces that support collaborative learning for students (in-person and remote, like Hy-Flex), as well as a modernized audio-video capabilities for the Early Childhood Lab School's observation lab to enhance instruction, observation, and reflective practice skills throughout the curriculum. Access to tablets, updated software, and demonstration materials aligned with current curriculum models would also enhance instruction. In addition, as faculty increasingly rely on technology to support online teaching and course design, professional development and shorter technology refresh cycles are essential.

Department faculty remain strongly connected to the local Education/ECE community through advisory board participation, practicum site partnerships, and ongoing collaboration with the California Mentor Teacher Program. Partnerships and MOUs with public school districts will become increasingly important for the department as the landscape of ECE shifts toward TK-12 education. These relationships ensure the curriculum reflects current industry needs and supports students' transition into the workforce. The department needs institutional support to actively explore additional dual enrollment opportunities with local high schools and adult schools (particularly around Elementary Teaching), as well as expanded pathways in TK credentialing in partnership with four-year institutions and the roll-out of Credit for Prior Learning options. There is also growing interest in contract education and continuing education options to support the upskilling of the current Education/ECE workforce, particularly in areas such as trauma-informed care, infant/toddler development, arts education, and inclusive education.

ENGLISH

Credit Disciplines Offered:

English (ENGL), Humanities (HUM), Religious Studies (REL ST)

Noncredit Disciplines Offered:

N/A

Department Overview

Reading, writing, and critical thinking skills are essential to the college's core mission, as they contribute to transfer, workforce development, global citizenship, and lifelong learning. The English department offers course sequences in composition, critical thinking, creative writing, and literature. Composition and critical thinking classes comprise the majority of the course section offerings. English C1000 (formerly English 1) and English C1000 with 28 (formerly English 1 with English 28) are consistently among the highest-demand classes on campus, with English C1001 (formerly English 2) close behind. In the new Cal-GETC pattern, English C1000 is required, and English C1001 is offered as a popular critical thinking option. For the local GE pattern, English C1000 remains a flagship course, with English C1001 now also serving as an option for both 1b and 3b. English C1000, required for the local degree, is also an advisory for courses across disciplines, including Early Childhood Education, Economics, History, Philosophy, Psychology, and Political Science. Successfully completing English C1000, particularly in the first year of college, is one key indicator of students' likelihood of achieving their education goals (see Vision 2030).

Furthermore, the English Department plays a critical role in supporting institutional learning outcomes (ILOs). The first two ILOs are fundamental to all courses taught, and most of the English courses support all of them. The literature, reading, and writing curricula are core to a strong humanities program, and are essential for cultivating ethical, thoughtful, and engaged citizens who understand the impact their actions may have on their communities and environment.

The department demonstrates an "innovative and responsive academic environment" through the continual improvement of student success reflecting AB705 and AB1705 legislation. SMC'S English classrooms are intended to be places where students develop the patience to listen and engage responsively and empathetically, where they further their ability to question conscientiously, and where they deepen attitudes of inclusivity, respect, and service to the community. To do so, the department faculty scaffold assignments through the course sequence to develop effective communication, critical thinking, and problem-solving skills. As members of the department continue professional development and curriculum redesign, they are committed to reflection and actions that close minoritized equity gaps.

Discipline Profile: English**Trends in Enrollment, Modality, and Efficiency**

English, one of the two highest enrolled disciplines at the college, has experienced a gradual enrollment decline for most of the past eight years. The change from 22,829 in 2016-2017 to 18,905 in 2023-2024 represents a 17% decrease in enrollment. Enrollment in online modalities in English has also shifted from 9.5% in 2016-2017 to 55% in 2023-2024. Class fill rates are high, but have also decreased somewhat, from 97% in Fall 2017 (college average 88%) to 93% in Fall 2023 (college average 85%).

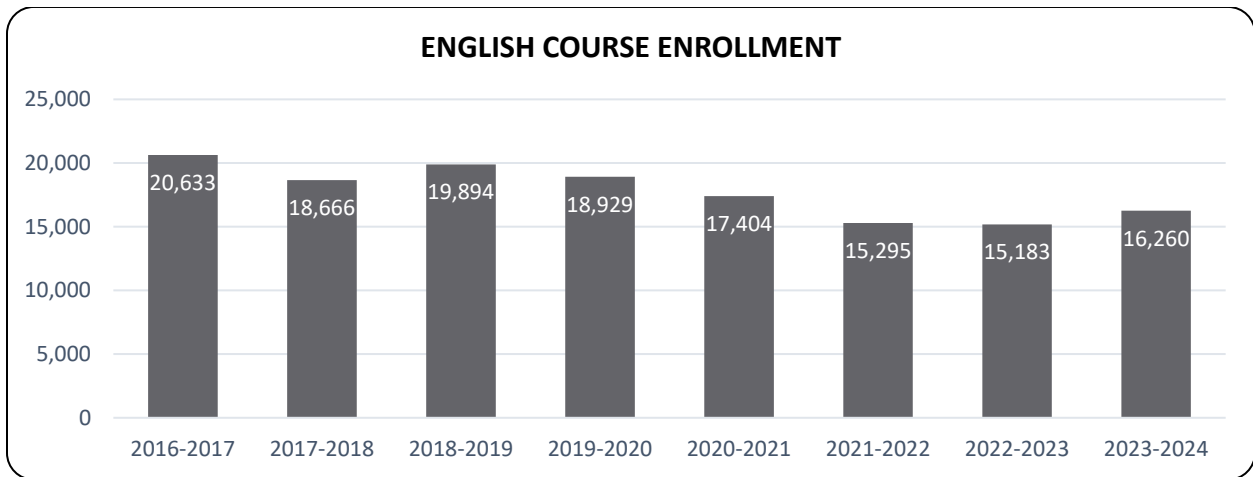


Figure ENGL 1. Student Enrollment in English Courses by Academic Year

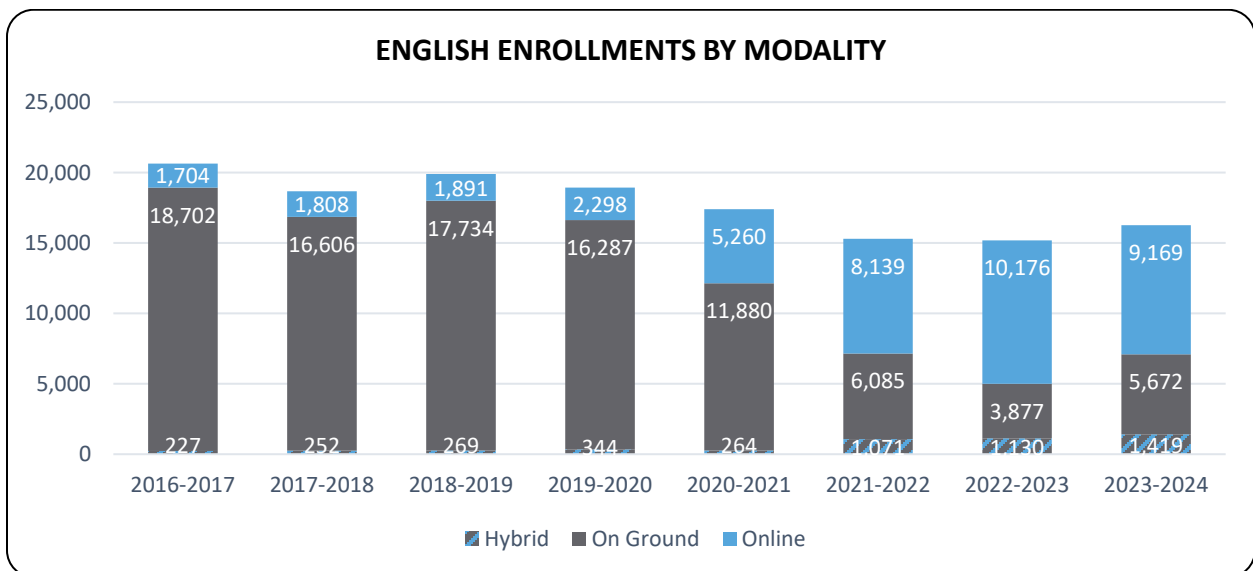


Figure ENGL 2. English Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in English courses have averaged about 65%, with wider variation during pandemic years, for the past seven fall semesters. College averages for the same time period are about 70%. Black students experienced the largest equity gaps in course success rates, with the rates averaging -26 (college average -21). For Latine/x students, course success gaps average -22 (college average -15).

Degree and Certificate Awards

No English degrees or certificate are currently offered.

Discipline Profile: Humanities

Courses in the Humanities Discipline are currently offered only by the English Department.

Trends in Enrollment, Modality, and Efficiency

Enrollment in Humanities courses is small, but has grown substantially in recent years. The course is only offered online currently. Class fill rates vary widely due to the small numbers, ranging from 71% to 86% in recent years (college average 85%).

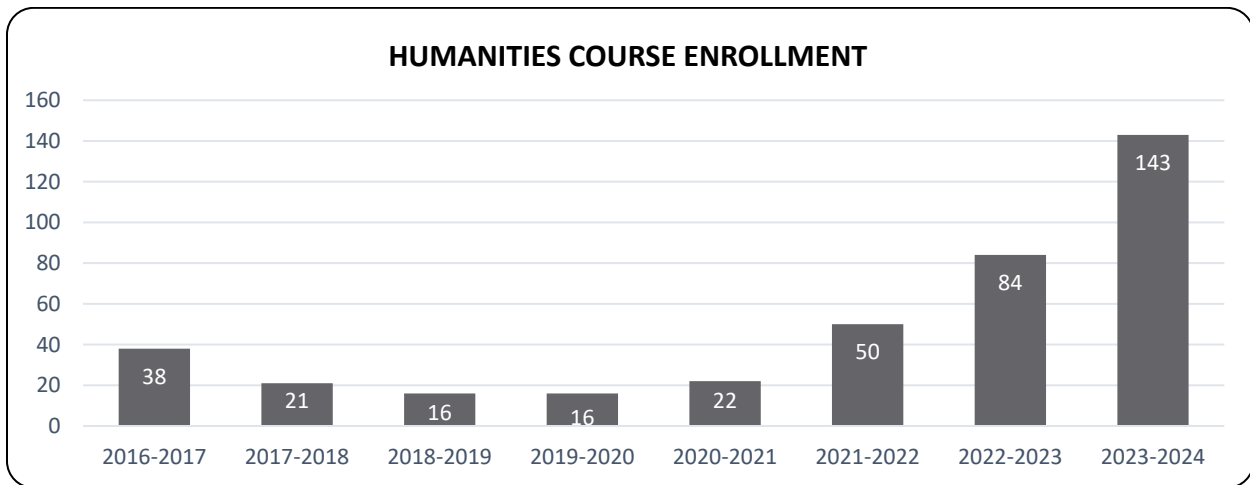


Figure HUM 1. Student Enrollment in Humanities Courses by Academic Year

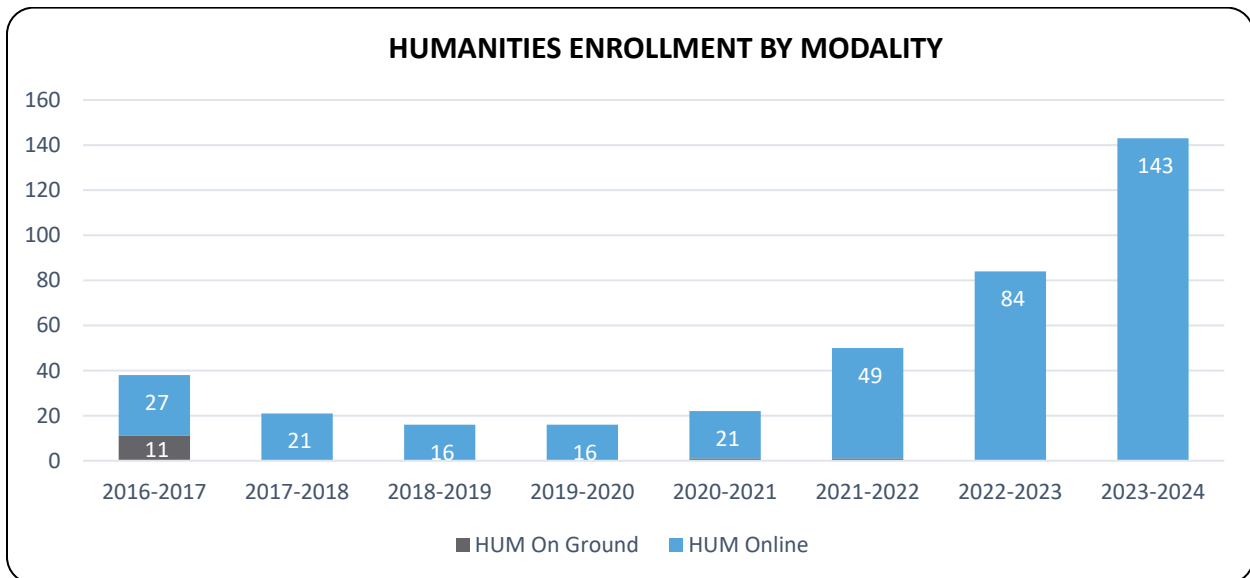


Figure HUM 2. Humanities Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Course success rates for Humanities courses were well below college averages in the fall semesters of 2017-2019 at about 50%. However, starting with Fall 2020, they have held constant at about 80% (college average 70%). Racial equity gaps in course success rates vary widely, as enrollment of Black and Latine/x students is very low in this small program.

Degree and Certificate Awards

No degrees or certificates are offered in Humanities currently.

Discipline Profile: Religious Studies

Trends in Enrollment, Modality, and Efficiency

Two courses in Religious Studies are offered at SMC, REL ST 51 - Literature of the Bible: Old Testament and 52 - Literature of the Bible: New Testament. These are cross-listed courses with ENGLISH 51 and 52, and these courses are typically among one of the first literature courses to fill when enrollment opens.

These courses primarily serve English majors who are interested in the Bible as a foundational literary text, and students who are transferring to institutions that require religious studies units as part of their Bachelor's degree requirements. However, many students take the course for elective credit. Since the pandemic, enrollment is primarily in flexible online sections, although future offerings will more likely be hybrid. Class fill rates are lower than for the overall English discipline, averaging 84% over the past seven fall semesters.

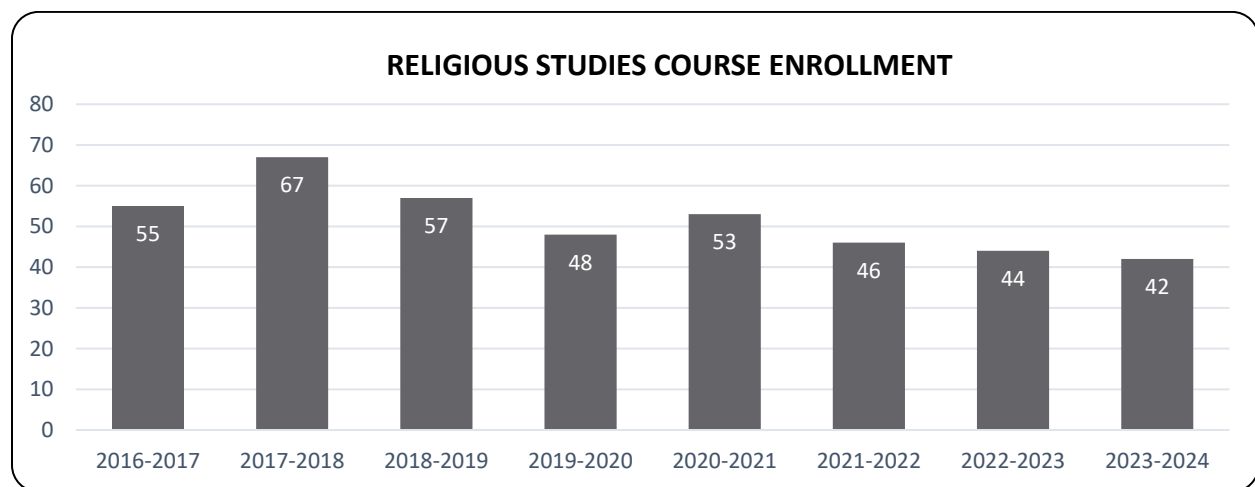


Figure REL ST 1. Student Enrollment in Religious Studies Courses by Academic Year

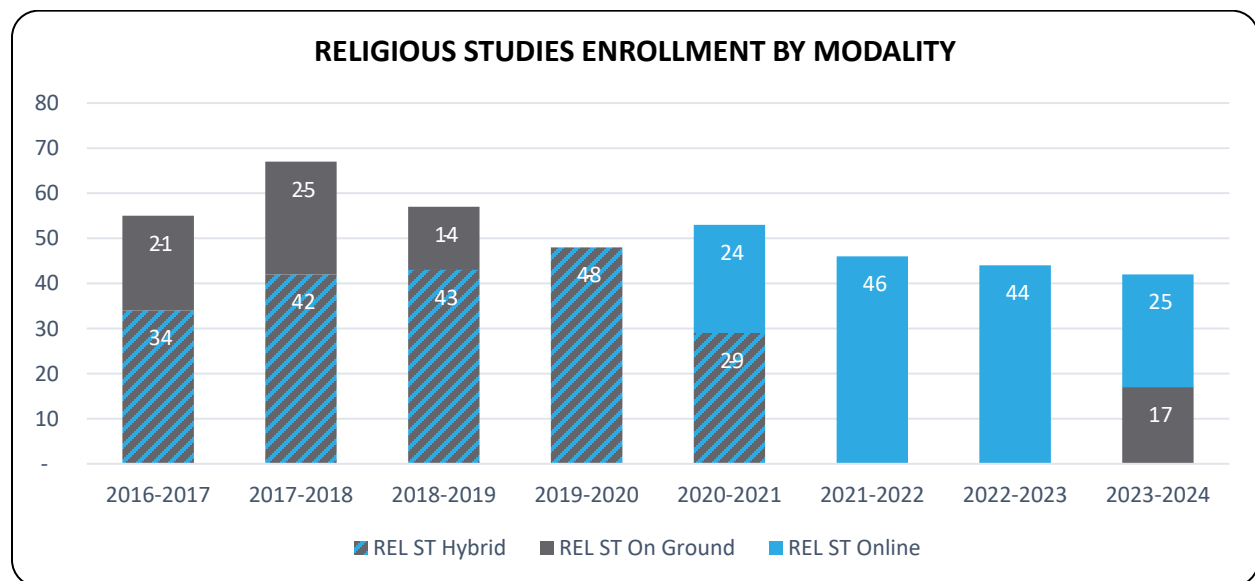


Figure REL ST 2. Religious Studies Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Religious Studies vary, as expected for a program of its small size. Over the past seven fall semesters, they ranged from 95% to 63%, while the college average for those years was 70%. Student populations enrolling in this discipline are too small to draw meaningful information regarding course success equity gaps.

Degree and Certificate Awards

No Religious Studies degrees or certificate are currently offered.

Future Directions for the English Department

Curriculum and Programming

Among the curricular changes that have come down from the state — including AB 705, 1705, and Common Course Numbering — the department continues to use these mandates as opportunities for innovation in its curriculum and student support. Beginning in Fall 2025, students who enroll in both English C1000 and English C1001 will encounter a more cohesive learning experience between the two courses. The revision of English C1000 also creates the opportunity to reimagine the English 28 support course, including the embedded support and wraparound services provided to these students. AB705/1705 students are often from disproportionately impacted groups. For this reason, the department will continue to focus on supporting their success, using the inquiry process to look at and adjust data, while also applying proven best practices from these courses to courses in other disciplines.

In addition to changes in these core courses, the department pursued an A.A.-T that decentered the traditional approach to literary studies by focusing on minoritized literature/genres as the foundational course for Introduction to Literature. These courses are alternatives to ENGL C1002 - Introduction to Literature. The department will continue to revise courses and expand offerings that serve SMC's diverse population, including exploring noncredit, the department's role in career education, and collaboration with other Humanities disciplines. The new Certificate of Achievement in Creative Writing increases student opportunity as far as genre and practice. The goal is for creative writing offerings to ultimately include launching a student-created publication and engaging the broader community with workshops and events. In a world that increasingly needs the uplifting of diverse voices, empathy, and sharper critical thinking, literature and storytelling will continue to be at the heart of these tenets.

Improving student success outcomes

For at least a decade, the department has been looking at equity data and using professional development and student support to improve student success, especially for minoritized groups. Department members use disaggregated data coupled with attending department-specific and campuswide professional development to improve their pedagogy, engagement with students, and support for the external factors that are often the source for students' lack of completion. SMC will need to expand its support for department-specific professional development, increase its funding for embedded support, and provide time and space for innovation and collaboration with Counseling and other instructional disciplines, so the college community can collectively work to close equity gaps.

Technology and Facilities

For one of the two largest departments on campus, the classroom spaces should be designed to facilitate community building and best pedagogical practices. SMC's standard classrooms do not enable English instructors to adjust to a particular educational moment, with a need to offering spaces that move more easily between individual work, group activities, and whole class discussions. There is also a need for access to classroom devices — a way for all students to connect — or a locker where instructors could check out needed devices for students who do not have access. Similarly, a larger workspace should be available, so the department can hold a meeting in person where its members can collaborate and accommodate hyflex participation. Educational technology innovation is also critical so that English faculty and students have access to tools for exploring digital innovations in literary and composition studies, pedagogical growth, and more streamlined workplace/learning environments.

Religious Studies

Historically, both Religious Studies courses were offered during the fall and spring semesters. However, there was a pre-pandemic decline in enrollment, specifically for the Old Testament course, which was often held at night. The increase in online/hybrid offerings has made the courses more accessible, and the plan is to build back those offerings for these foundational courses, as well as consider additional courses to possibly create an interdisciplinary certificate.

ENGLISH AS A SECOND LANGUAGE (ESL)**Credit Disciplines Offered:**

English as a Second Language (ESL)

Noncredit Disciplines Offered:

English as a Second Language (ESL)

Department Overview

The ESL department offers both credit and noncredit ESL courses designed to prepare students whose first language is not English for the reading, writing, listening, speaking, and study skills required for college success and career enhancement. In accordance with the mission of the college, through the content of its courses, the ESL Department strives to create “a learning environment that both challenges students and supports them in achieving their educational goals.” The credit ESL department currently includes 4 full-time faculty (down from 12 in Fall 2025), approximately 10 part-time faculty, a half-time administrative assistant (shared with the Dance department), and 2 instructional tutors.

The credit ESL program offers low-intermediate-to-advanced level multi-skills courses and specialized support courses in English grammar, pronunciation, reading, speaking, vocabulary, and U.S. culture, and helps prepare students for success in ENGL C1000 and courses in other disciplines.

The ESL department offers free ESL tutoring services and workshops to students enrolled in both credit and noncredit ESL courses. English language learners enrolled in English Department courses, such as ENGL C1000, are also eligible to participate. The credit ESL department also offers grammar, vocabulary, and writing workshops to all students enrolled in ESL courses, as well as in English courses (e.g., ENGL C1000).

The noncredit ESL program at Santa Monica College advances the institution’s mission by offering free instruction to a diverse community of adult learners age 18 and older from around the world. The program equips students with the language skills needed to succeed in college, careers, and the community, while fostering a commitment to lifelong learning. Currently, the noncredit program has 16 part-time instructors and one full-time faculty member teaching in the program. Integrated skills courses are offered across five proficiency levels, ranging from high beginning to high advanced, along with support courses in speaking/listening, reading/writing, and vocabulary at the beginning, intermediate, and advanced levels. Additionally, the program provides specialized courses, including:

- ESL 980: Preparing for the U.S. Citizenship Test, designed for nonnative speakers preparing for the USCIS Citizenship test
- ESL 994: ESL for College and Career Pathways - Introduction and ESL 995: ESL for College and Career Pathways - Effective Communication, which support concurrent enrollment in SMC’s noncredit Career Education programs.
 - This initiative, known as the Integrated Education and Training (IET) program, fosters collaboration between Career Education (CE) and ESL faculty.
 - These ESL classes are contextualized to support Career Education Pathways.

In addition to credit and noncredit ESL courses offered each semester, the ESL department also offers students multiple opportunities to improve their listening and speaking skills. Each fall and spring semester, the ESL department facilitates weekly ESL Conversation Groups on both the SMC Main Campus and SMC Bundy campus. The ESL department also offers the Culture and Language Exchange (CLE) in partnership with the Modern Languages and Cultures department. The CLE matches SMC students enrolled in ESL classes with SMC students enrolled in foreign language courses offered by the MLC department.

The credit ESL department also hosts students enrolled in the MA TESOL program at CSUN allowing them to complete observation and practicum teaching hours as part of their graduate program. In addition, the chair of the ESL department has recently completed a similar MOU with Pepperdine University's MA TESOL program.

Discipline Profile: Credit ESL**Trends in Enrollment, Modality, and Efficiency**

Enrollment in ESL classes declined gradually prior to the pandemic, dropped significantly during the pandemic, and has increased slightly since 2021-2022.

The predominant course modality in the credit ESL program is on-ground courses. Due to the pandemic, online courses made up the bulk of course offerings during that period. However, once on-ground instruction resumed, the ESL department voted unanimously to offer all required credit ESL courses (ESL 10G, ESL 10W, ESL 11A, ESL 19A, and ESL 19B) as on-ground courses. This decision was made because most students in the ESL program are international students on an F-1 visa, and the department wants to help these students meet their F-1 visa obligations. In addition, the department believes that the best pedagogical approach for English language instruction includes offering as many on-ground courses as possible.

Class fill rates in credit ESL classes average around 86%. The 6-year average for the ESL department course retention rate is 94%. This high retention rate is a result of the higher international student enrollment in the program. International students must be enrolled in a minimum of 12 units each fall and spring semester, and they typically do not drop their courses to avoid going out-of-status on their visas.

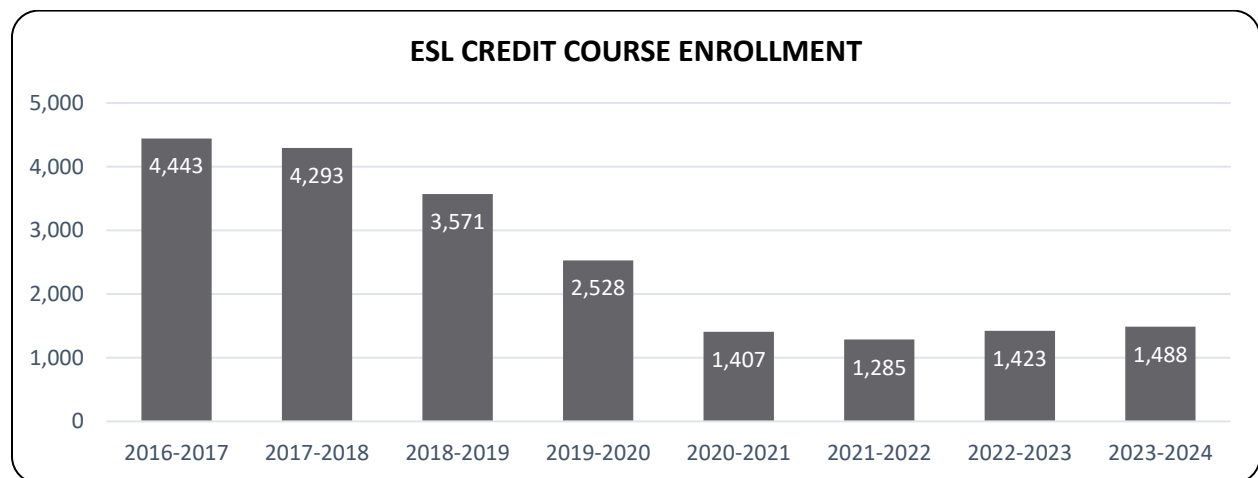


Figure ESL 1. Student Enrollment in Credit English as a Second Language Courses by Academic Year

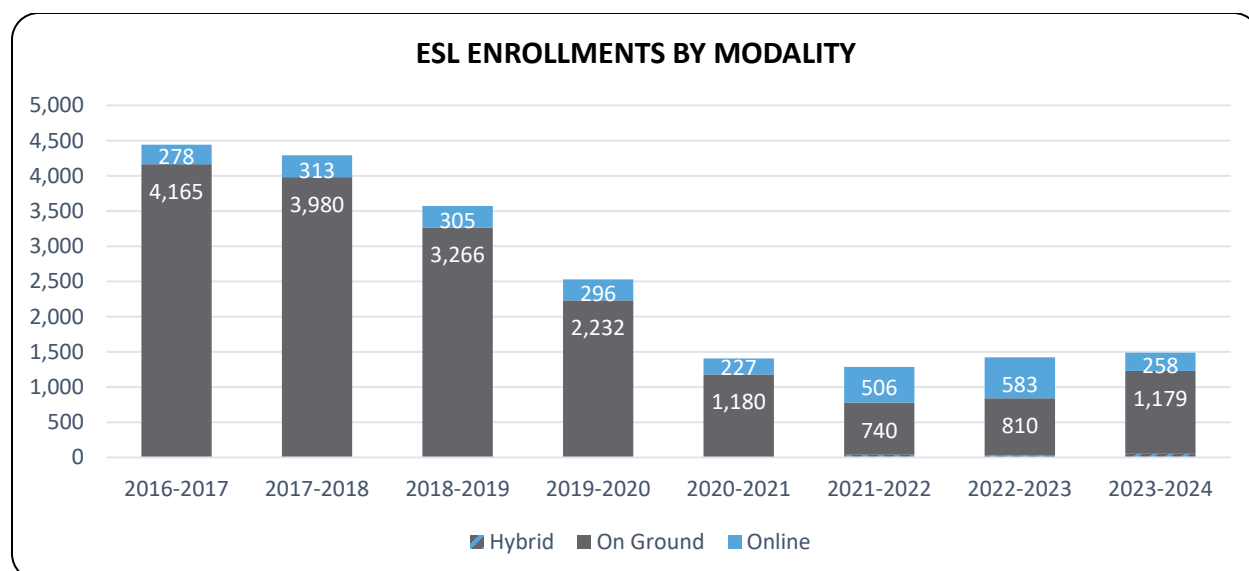


Figure ESL 2. English as a Second Language Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in ESL credit courses have increased from 73% in Fall 2017 to 80% in Fall 2023, and remain above the college average of 70% for those years. Enrollment of Black students in ESL courses is too low to obtain meaningful data on equity gaps in success rates. For Latine/x students, the gaps ranged from 0 to -24 over the past seven fall semesters, while the college average for that time period was -15.

Degree and Certificate Awards

The credit ESL program offers a department certificate for students who have completed ESL 19A and ESL 19B. No data are yet available regarding the number of awards. The department is discussing adding an additional certificate that covers the introductory level courses (ESL 10G, ESL 10W, and ESL 11A).

Discipline Profile: ESL - Noncredit**Trends in Enrollment, Modality, and Efficiency**

The ESL department began offering mirrored classes for several support courses (ESL 15, ESL 20A, and ESL 28) beginning in Fall 2023. These tuition-free courses align with credit ESL offerings, featuring the same curriculum, instructors, and learning outcomes — without impacting GPA, financial aid, or residency status for noncredit ESL students. The department offers mirrored courses to encourage students in the noncredit ESL program to enroll in credit ESL courses and begin pursuing a degree or consider transfer to a 4-year university. In addition, providing mirrored classes helps to ensure that support courses reach seat capacity, improving the overall fill rates in these courses.

The noncredit ESL program maintained steady yearly course enrollments of approximately 3,700 students from 2016 to 2019-20. However, in 2020-21, course enrollments dropped sharply to around 2,300, likely due to the impact of the COVID-19 pandemic. Since that low point, the program has experienced significant annual growth. In 2022-23, there were 4,329 course enrollments. Enrollments continued to grow in 2023-24 with 5,620 course enrollments, reflecting a 52% % increase in enrollments since 2016-17.

Prior to the pandemic, the program did not offer any online courses. By Fall 2023, the program regularly offered online sections scheduled in the afternoons and evenings, with a total online course enrollment count of 1,789 in 2023-24.

The noncredit ESL program operates on an open-enrollment model, allowing students to join or leave classes at any time. Unlike credit programs, there is a continuous flow of students entering and exiting for various reasons. One way to assess the program's efficiency is by measuring the number of students enrolled at the end of a course relative to the number of available seats. Using this method, the noncredit ESL program achieved an 80% efficiency rate in Fall 2024.

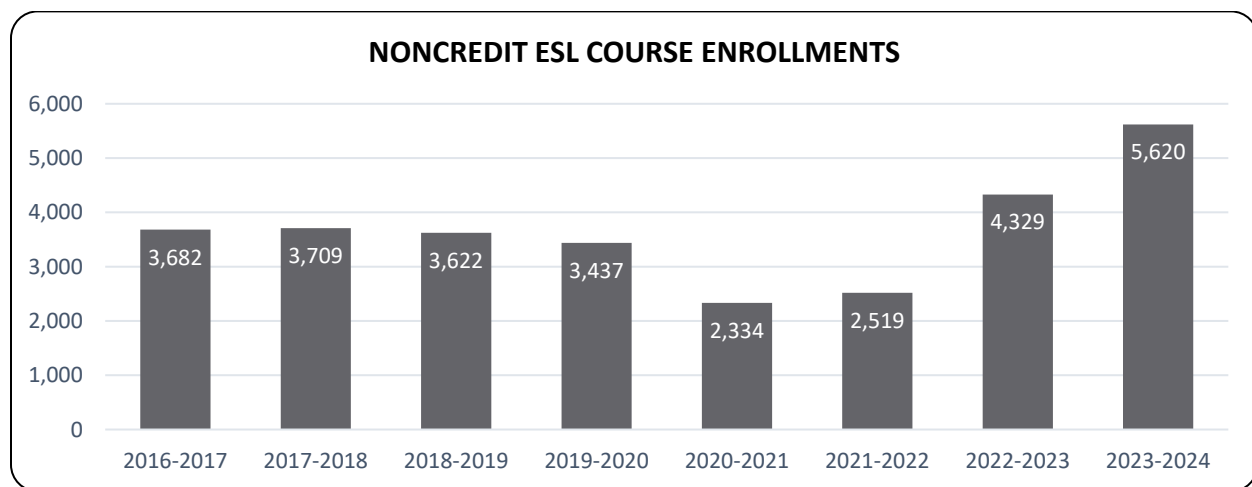


Figure ESL 3. Student Enrollment in Noncredit English as a Second Language Courses by Academic Year

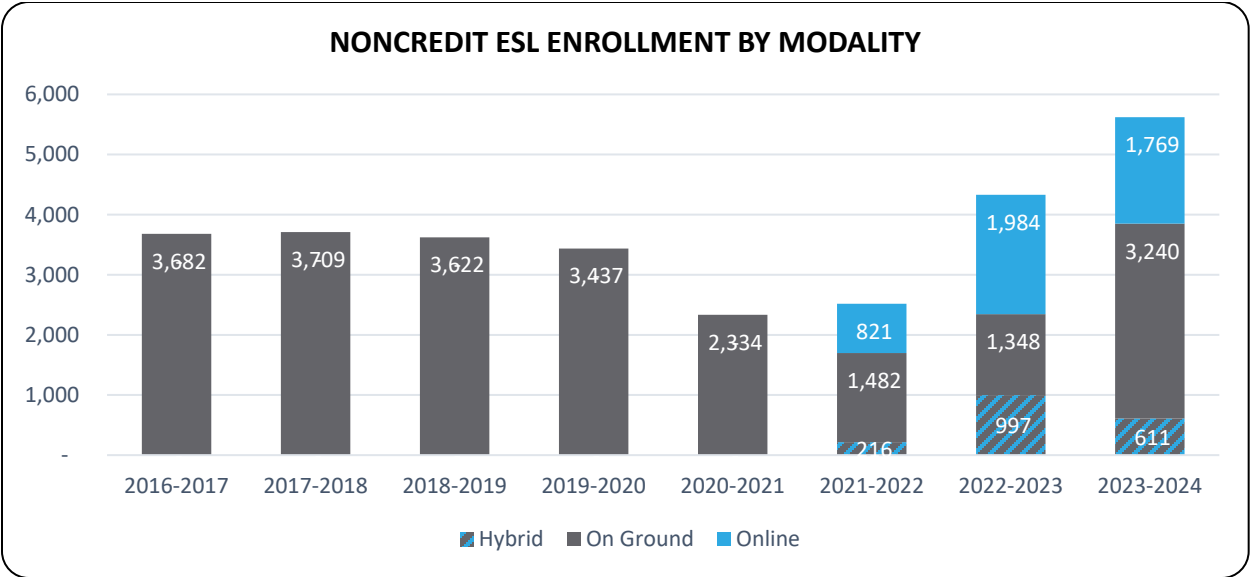


Figure ESL 4. English as a Second Language Noncredit Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

While the noncredit ESL program is dedicated to closing equity gaps and ensuring the success of all students, there is currently no usable course success or equity data for the noncredit ESL program in Precision Campus. The noncredit ESL program will collaborate with Institutional Research to develop course success and equity metrics that will be accessible in Precision Campus.

Degree and Certificate Awards

The noncredit ESL program offers six different Career Development and College Preparation (CDCP) Certificates of Competency. Since these certificates were first offered in the 2021-2022 academic year, the number of certificates awarded has increased steadily each academic year.

CERTIFICATES AWARDED – NONCREDIT ESL								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Noncredit Certificate	Advanced English as a Second Language	0	0	0	0	16	26	29
Noncredit Certificate	Beginning English as a Second Language	0	0	0	0	9	11	50
Noncredit Certificate	ESL for College and Career Pathways	0	0	0	0	2	6	22
Noncredit Certificate	Intermediate English as a Second Language	0	0	0	0	4	19	37
Noncredit Certificate	Low Advanced ESL	0	0	0	0	11	23	24
Noncredit Certificate	Low Intermediate ESL	0	0	0	0	4	15	41

Table ESL 1. Certificates Awarded in English as a Second Language, Fall 2017-Spring 2024

Future Directions for the English as a Second Language Department

Credit ESL

The ESL department remains committed to closing achievement gaps within the department, especially for Latine/x students, where gaps are largest. Many ESL faculty have participated in an Equity to Action Group cohort as part of the Equitizing Gate Courses professional development program. At the same time, faculty engage in continual discussions during department meetings about closing equity achievement gaps. The ESL department remains committed to equity and improving student outcomes, and is implementing strategies to address this, such as incorporating equity-focused language in course outlines of record. The department has established a goal to develop faculty-led equity training workshops specifically for ESL faculty and courses.

The credit ESL department recently relocated its main department office and full-time faculty offices to Drescher Hall. The ESL department main office is now located in Drescher 315, and full-time faculty offices are in the Drescher 314 suite. In addition, all credit ESL classes are offered on the SMC Main Campus (Business building, HSS, and Drescher Hall). This move has been vital in allowing students in the credit ESL program to feel more closely connected to the overall SMC campus community. Previously, most ESL classes were held in the old ESL building, which tended to isolate ESL students on the southwest corner of campus. The new location allows students to interact with all students on the main part of campus.

In addition, moving the credit ESL department office and full-time faculty offices to the third floor of Drescher Hall has allowed for more collaboration and synergy with the English department and Modern Languages and Cultures department. This move has already yielded discussion on possible collaborations among the departments, including expanding MLC's Language Learning Center to provide support and services for ESL students.

The credit ESL department believes providing additional opportunities for English language learners to develop their listening and speaking skills is an important part of our department's mission. Institutional support for the Culture and Language Exchange (CLE) program will help accomplish this goal.

The credit ESL department, in conjunction with the Modern Languages and Cultures Department would like to expand the Language Learning Center to provide more physical space for students in ESL courses and MLC courses to meet and develop their language skills. Expanded space for the Language Learning Center will help create a permanent physical home for the Culture and Language Exchange Program.

Since Fall 2020, the ESL department has started to see a rebound in international student enrollment. Budgetary concerns have led to fewer section offerings while F1 student enrollment has increased, indicating that the efficiency of credit ESL course levels has increased significantly. Additionally, there has been an increase in course fill rates. At the same time, the department maintains its low melt rate. These trends indicate the need for additional WTH allocation to provide the necessary classes for international and domestic student populations.

With the implementation of AB 705/1705, the ESL department has identified the need to offer a transfer-level English course within the ESL department (TLE-ESL). This is a current trend across California Community Colleges. The development of such a course is critical, considering the ASCCC recently included "College Composition for Multi-language Learners" as part of Phase 3 for Common Course Numbering (AB 1111) template development. The department believes offering a TLE-ESL course is also an equity issue. English language learners at SMC should have the option to enroll in a TLE-ESL course that provides Cal-GETC transfer credit for Area 1A.

Noncredit ESL

To better serve evening students, the noncredit ESL program is exploring offering the full sequence of noncredit ESL courses online in the evenings. This expansion would give online students access to the complete curriculum and the opportunity to earn Certificates of Competency at every level. Additionally, the program aims to grow its Integrated Education and Training (IET) offerings by partnering with SMC Career Education departments to provide contextualized ESL instruction. This approach will support students as they work toward Certificates of Completion in various career pathways. The Business department is the most likely partner, as a 2024 survey revealed that 70% of noncredit ESL students expressed interest in pursuing careers in business. Finally, in response to student demand, the program also plans to explore the possibility of creating ESL conversation classes at the beginning, intermediate, and advanced levels. These additions may pave the way for expanded offerings, including afternoon, evening, and Saturday classes, to accommodate a broader range of learners.

Noncredit ESL classes are held at the SMC Bundy Campus, where the noncredit Faculty Lead has an office on the first floor and faculty from all disciplines share a common workroom on the second floor. Despite being the largest program on the Bundy campus, the noncredit ESL program currently has only three dedicated classrooms.

As the program continues to grow, finding appropriately sized classrooms has become increasingly difficult. ESL classes are typically large, and suitable spaces are not always available. Another challenge is the limited faculty workroom. With more classes being offered, faculty traffic has increased — particularly during busy morning hours. However, the workroom has only four computers available for all Bundy campus faculty, often making it difficult for instructors to access a computer before or after class. In addition, because the faculty workroom is shared by all disciplines teaching on the Bundy campus, there is a need for an additional printer. Currently, there is only one printer available in this faculty workspace.

Mirrored credit/noncredit ESL courses have been a tremendous success, and the chair of the ESL department and noncredit faculty lead are now discussing the possibility of expanding the mirrored course offerings to include other credit ESL support courses, such as ESL 14B and ESL 16A, 16B, and 16C.

HEALTH SCIENCES

Credit Disciplines Offered:

Nursing (NURSNG), Occupational Therapy (OT), Respiratory Care (RC); Health Science (HEALTH)

Noncredit Disciplines Offered:

Noncredit Health Professions (HEALTH)

Department Overview

Nursing

The overall goal of the Santa Monica College Nursing program is to prepare Associate degree nurses to function as caring, competent, and compassionate practitioners at an entry level of professional nursing and across a variety of care settings. At the completion of the Nursing program, the graduate is prepared to take the NCLEX, the national licensing exam for nurses to be granted a Registered Nurse license.

The SMC Associate degree nursing program meets standards and criteria of the California Board of Registered Nursing (BRN) for ongoing program approval and the Accreditation Commission for Education in Nursing (ACEN) for national program accreditation. The next ACEN accreditation self-study report (done every 8 years) and visit will occur in Fall 2030. The next BRN self-study report (every 8 years) and visit will also occur in Fall 2030. Each self-study report will require completion at least 2 months prior to the evaluators site visit.

Respiratory Therapy

Santa Monica College's Respiratory Care Program is a two-year Associate of Science Degree program accredited by the Commission on Accreditation for Respiratory Care (CoARC). Through a transforming competency-based medical education curriculum, the program prepares the respiratory care practitioner of the future to possess great medical knowledge, apply it, and be clinically competent to provide high-quality care in challenging settings likely to be encountered upon entry into practice.

The SMC Respiratory Care Associate degree program incorporates the latest respiratory equipment, high-fidelity simulators, skills laboratory, and clinical experience at top-rated clinical sites in the Greater Los Angeles area. The program prepares students for National Board for Respiratory Care (NBRC) board exams and earn the Registered Respiratory Therapist (RRT) credential, required for licensure in California.

To earn the RRT credential, graduates must pass the Therapist Multiple Choice Exam (TMC) at the high threshold and the Clinical Simulation Exam (CSE).

Noncredit Health Professions

The Health Sciences Department at SMC offers programs designed to prepare individuals with careers in Nursing and Allied Health Professions. These career building courses are available free to the community.

The following noncredit certificates are offered:

- Certified Nurse Assistant
- Acute Care Nurse Assistant
- Rehabilitation Therapy Aide
- Introduction to Working with Older Adults

The Certified Nursing Assistant program remains the most popular noncredit health certificates offered by Santa Monica College, likely due to the high demand for these professionals in the workplace. This program prepares individuals to seek employment in Long Term Care environments.

Most recently, the first cohort of Acute Care Nurse Assistant students was admitted this Fall 2025, with a cohort of six students. This program prepares individuals to seek employment in Acute Care (hospital) environments.

Health Science

The Health Science Department currently offers three courses that are relevant and important to students in all the other programs offered by the department. These courses are offered under the discipline of Health Science (HEALTH) and include:

- Medical Terminology
- Integrative Health Care
- Multicultural Health and Healing Practices.

Discipline Profile: Nursing

Trends in Enrollment, Modality, and Efficiency

Overall, student enrollment in Nursing has shown steady growth for the past eight years, increasing by 22% in that time. The program is primarily an on-ground program. Class fill rates average about 79%, but these data are difficult to interpret as class sections for practicum courses are necessarily kept very small. Enrollment in Nursing courses is limited to admitted program participants.

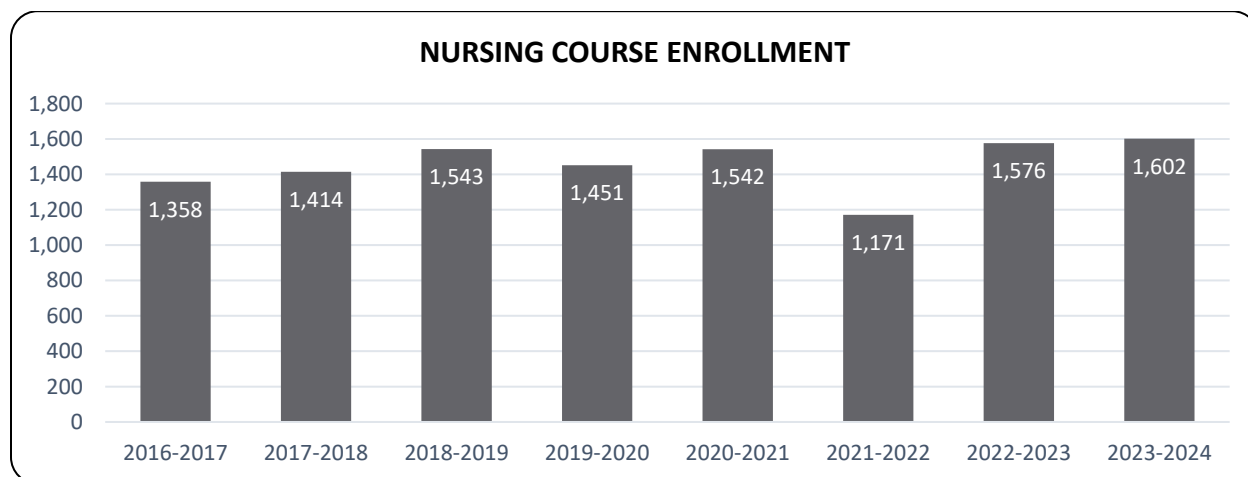


Figure NURSNG 1. Student Enrollment in Nursing Courses by Academic Year

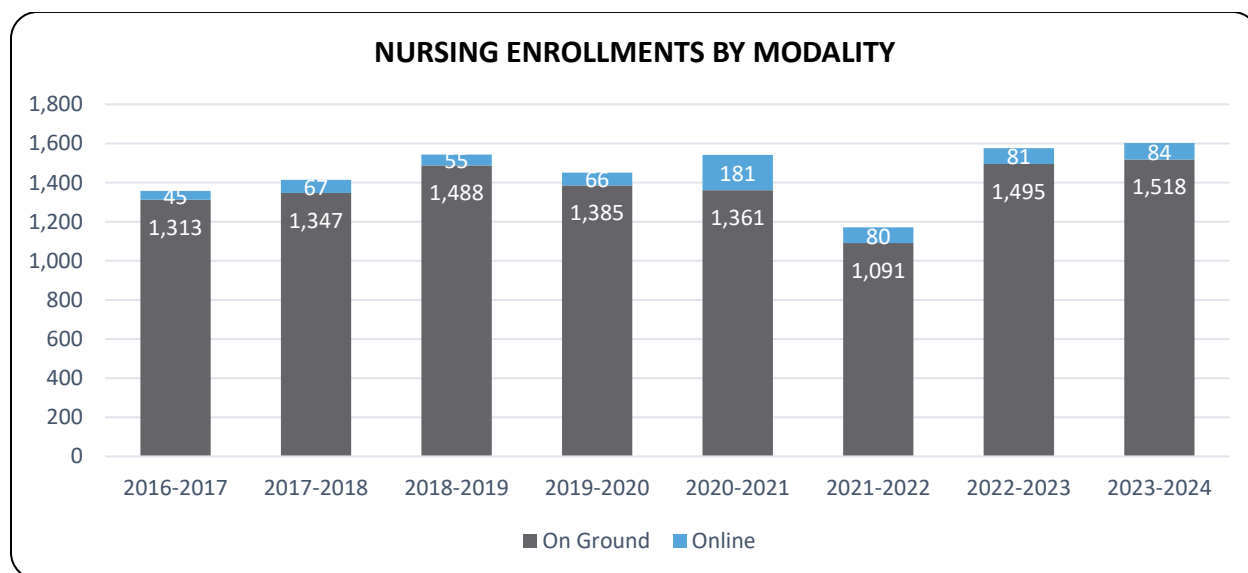


Figure NURSNG 2. Nursing Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Nursing courses are very high, consistently over 90% (college average 70%), and sometimes as high as 95%. Black students experienced widely fluctuating equity gaps in course success rates, ranging from -24 to +2 over the past seven fall semesters (college average -21). For Latine/x students, similar variation is observed with gaps ranging from -8 to 0 (college average -15).

Degree and Certificate Awards

DEGREES AWARDED – NURSING								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Registered Nursing	46	55	28	106	35	63	65

Table NURSNG 1. Degrees Awarded in Nursing, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – NURSING				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Registered Nurses	89,734	96,130	6,396	7%

Source: Center of Excellence for Labor Market Research

Table NURSNG 2. Labor Market Information for Jobs in Nursing for Los Angeles County

LABOR SUPPLY GAP – NURSING				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Registered Nursing - 123010	63	959	6,247	5,288

Source: Center of Excellence for Labor Market Research

Table NURSNG 3. Local Labor Supply Gaps in Nursing

Discipline Profile: Respiratory Care

Trends in Enrollment, Modality, and Efficiency

SMC's Respiratory Care program became independent from its previous partnership with East Los Angeles College in 2021-2022. Data presented here for years prior to then are incomplete. While the pandemic forced some enrollment to online and hybrid modalities, the program has since returned to its majority on-ground modality. Class fill data are difficult to interpret as class sections for practicum courses are necessarily kept very small. Enrollment in Respiratory Care courses is limited to admitted program participants.

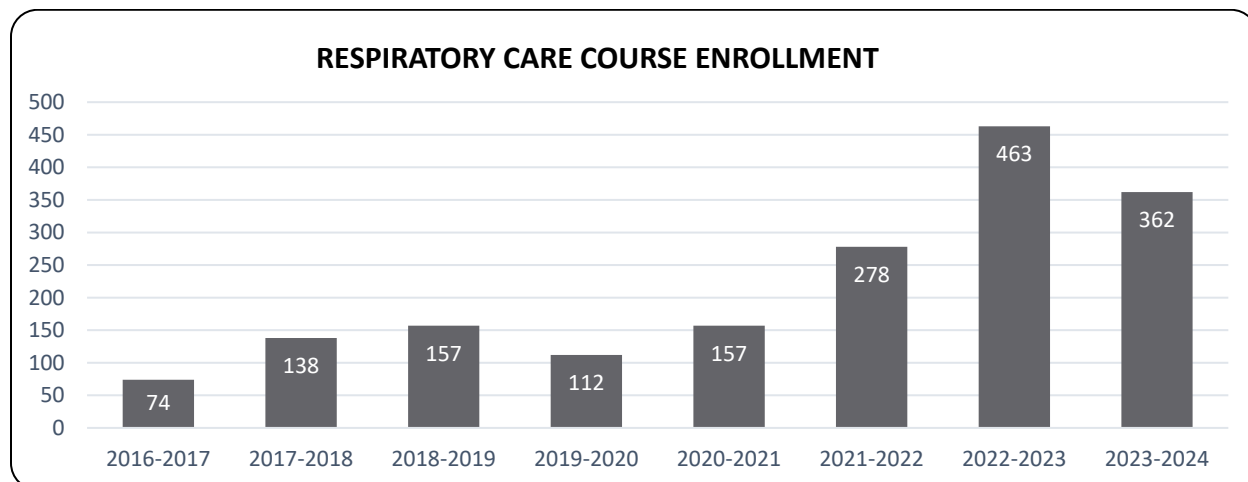


Figure RC 1. Student Enrollment in Respiratory Care Courses by Academic Year

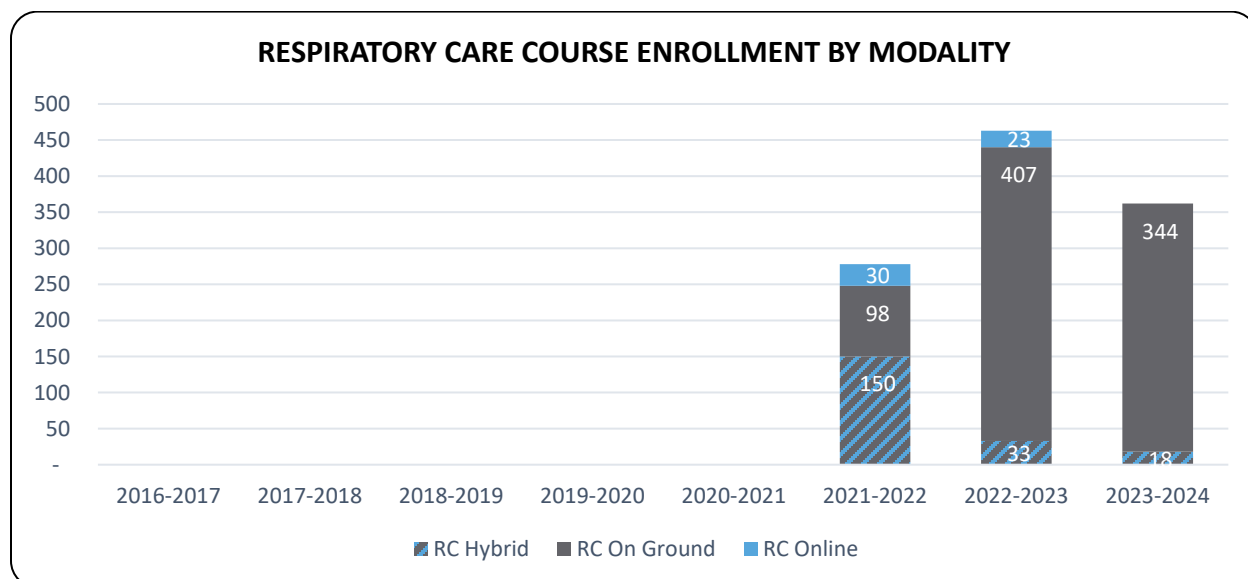


Figure RC 2. Respiratory Care Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Respiratory Care courses are very high, but variable due to the small program size. Success rates since program independence were 97%, 88%, and 90% for the fall semesters of 2021, 2022, and 2023, respectively, and consistently above the college average of 70%. Racial equity gaps are not observed for this small program.

Degree and Certificate Awards

DEGREES AWARDED – RESPIRATORY CARE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Respiratory Therapy	3	15	14	12	12	15	11

Table RC 1. Degrees Awarded in Respiratory Care, Fall 2017-Spring 2024 Labor Market Data and Projections

Labor Market Data and Projections

JOB OPENINGS – RESPIRATORY CARE				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Respiratory Therapists	4,120	4,564	444	11%

Source: Center of Excellence for Labor Market Research

Table RC 2. Labor Market Information for Jobs in Respiratory Care for Los Angeles County

LABOR SUPPLY GAP – RESPIRATORY CARE				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Respiratory Care/Therapy - 121000	15	152	300	148

Source: Center of Excellence for Labor Market Research

Table RC 3. Local Labor Supply Gaps in Respiratory Care

Discipline Profile: Noncredit Health Professions

Trends in Enrollment, Modality, and Efficiency

The four programs that make up the Noncredit Health Professions offering were initiated in 2018-2019. These new programs were growing steadily until the pandemic caused a sharp decrease. However, enrollment in these programs rebounded when pandemic conditions eased. For the 2023-2024 academic year, 461 students enrolled in these programs.

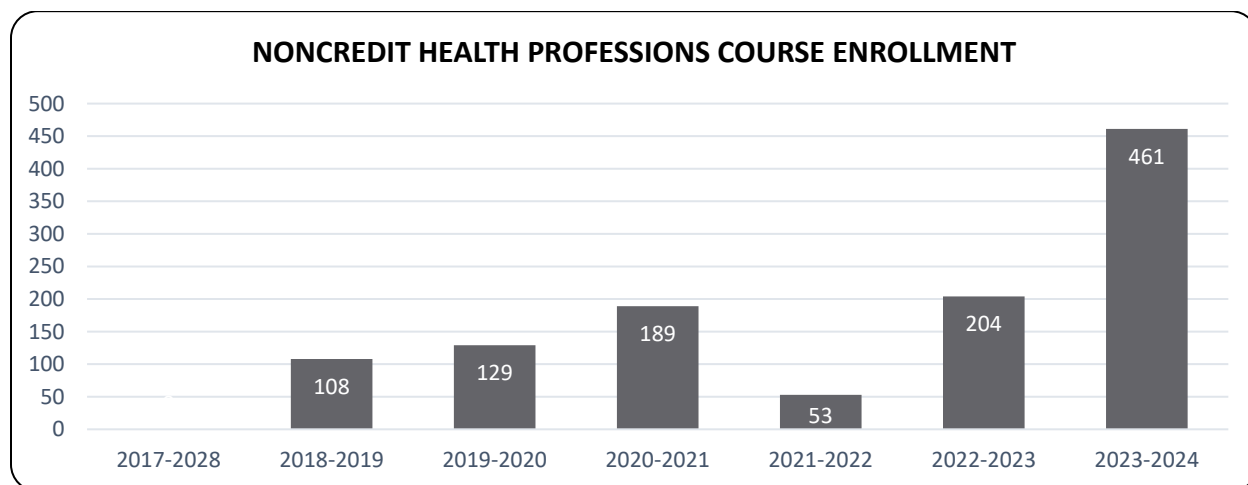


Figure NCH 1. Student Enrollment in Noncredit Health Professions Courses by Academic Year

Course Success and Equity

Course success rates and corresponding equity gaps are not currently available for noncredit programs.

Degree and Certificate Awards

CERTIFICATES AWARDED – NONCREDIT HEALTH PROFESSIONS								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Noncredit Certificate	Home Health Aide Pre-Certification Program	0	0	0	0	0	8	24
Noncredit Certificate	Introduction to Working with Older Adults	0	0	6	5	3	7	4
Noncredit Certificate	Nurse Assistant Pre-Certification Training Program	0	0	0	0	0	14	51
Noncredit Certificate	Rehabilitation Therapy Aide	0	11	13	14	14	2	15

Table NCH 1. Certificates Awarded in Noncredit Health Professions, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – NONCREDIT HEALTH PROFESSIONS				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Home Health and Personal Care Aides	308,360	369,954	61,594	20%
Nursing Assistants	33,781	38,203	4,422	13%

Source: Center of Excellence for Labor Market Research

Table NCH 2. Labor Market Information for Jobs Noncredit Health Professions for Los Angeles County

LABOR SUPPLY GAPS – NONCREDIT HEALTH PROFESSIONS				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Health Occupations, General - 120100	22	376	67,178	66,802
Home Health Aide - 123080	7	132	61,203	61,071
Occupational Therapy Technology - 121800	2	2	245	243

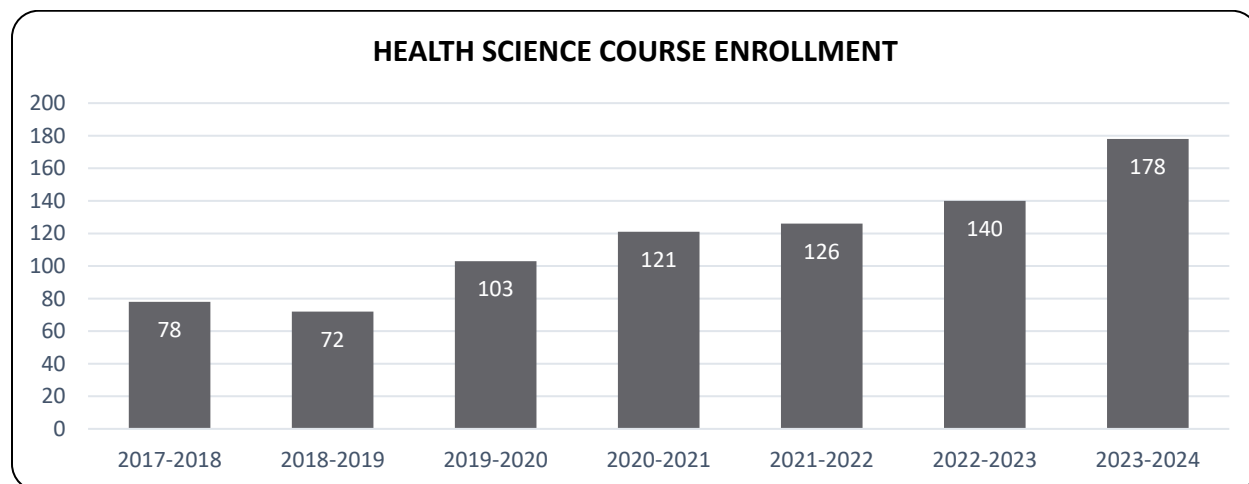
Source: Center of Excellence for Labor Market Research

Table NCH 3. Local Labor Supply Gaps in Noncredit Health Professions

Discipline Profile: Health Science

Trends in Enrollment, Modality, and Efficiency

Enrollments have grown steadily in these courses over the past seven years.



Future Directions for the Health Sciences Department

NURSING

Curriculum and Programming:

The demand for Registered Nurses in California continues to grow, particularly in underserved communities. In response to this critical need, the Nursing program is expanding its weekend and evening offerings through a recently awarded \$1,150,000 grant. This expansion will support increased enrollment and enhance access for nontraditional students, helping to diversify and strengthen the nursing workforce.

Over the next five to ten years, it is anticipated that the program will evolve to include expanded simulation-based learning and deeper partnerships with local healthcare facilities, ensuring students graduate with practice-ready, equitable, and accessible training. As healthcare continues to advance, it is critical to incorporate instruction on telemedicine and digital health tools, preparing students to thrive in technology-driven care environments.

To meet the needs of an increasingly diverse patient population, culturally competent care content is being integrated throughout the nursing curriculum. Additionally, the nursing faculty are committed to addressing critical and timely issues within the profession, including racism and sexism in nursing and nursing education. This includes strategies to support the retention and success of male nurses and other underrepresented groups.

Recognizing the intense physical and emotional demands of the profession, the program is also developing a more robust self-care curriculum aimed at promoting mental health, preventing burnout, and supporting long-term nurse retention — especially among new graduates. The goal is to create a learning environment that not only prepares students clinically, but also supports their wellbeing and long-term success in the field.

Improving Student Success Outcomes

SMC's Nursing program is committed to fostering student retention, success, and equity through a combination of targeted academic support, data-informed interventions, and culturally responsive strategies. Faculty have implemented structured supports such as supervised tutoring (Nursing 900) across all medical-surgical courses, and continue to expand the use of early alert systems like GPS to identify students at risk, and connect them to resources before challenges escalate. Health Sciences counselors are also available onsite at the Bundy Campus, offering timely, personalized guidance to nursing students.

Faculty are actively analyzing student data to identify and address equity gaps, particularly among underrepresented Black, Latine/x, and first-generation students. Maintaining a strong focus on equity requires ongoing faculty development and support. Two nursing faculty members have attended the National Conference on Race and Ethnicity in Higher Education (NCORE), and two others have participated in the National League for Nursing training called "Good Teaching Just Doesn't Just Happen" to further enhance inclusive, student-centered teaching practices.

To support academic success, the program provides peer tutoring and workshops focused on study strategies, and is committed to maintaining the Health Sciences Learning Center (HSLC) Coordinator position and upgrading the HSLC space with modern equipment to better serve students. Nursing faculty also recognize the critical role that a diverse faculty and counseling team plays in student engagement and success. One student, for example, expressed greater comfort in meeting with a Hispanic counselor

who shares her cultural background and understands her unique experiences — highlighting the importance of representation in support roles.

Student nurses of color are encouraged to actively participate in affinity-based student associations and culturally inclusive graduation celebrations — not just as students, but as future leaders in nursing. Finally, the faculty are exploring expanded basic needs and transportation support, including initiatives like iPad loan programs, Bodega Bites, Pop-Up Bodega, and potentially Uber vouchers to assist students with early morning clinicals, especially those relying on public transportation. These wraparound supports help reduce barriers and allow students to focus on learning, growing, and ultimately thriving in their nursing careers.

Technology and Facilities

To meet the evolving needs of the growing and increasingly diverse student population in nursing, the department is seeking critical upgrades to its nursing skills lab and simulation center. These enhancements are essential to maintaining high-quality, practice-ready training that reflects the realities of today's healthcare environment. While the program recently acquired Chromebooks to support computerized testing — which is especially helpful given the limited availability of the single computer lab at the Bundy Campus — there remains a significant need for expanded computer access. The additional Chromebooks have facilitated simultaneous testing across nursing courses, but a more comprehensive upgrade is necessary.

As technology continues to transform healthcare delivery, it is vital for students to gain hands-on experience with Electronic Health Record (EHR) systems, telemedicine platforms, and other digital health tools. Expanding computer labs and ensuring access to up-to-date software will help students become proficient in the tools they will use in clinical settings, supporting a smoother transition into the workforce.

The Nursing program faces space limitations that challenge its ability to grow and innovate. To accommodate expanding programs — including the CNA (Registered and Acute Care) tracks and the new evening/weekend RN program supported by grant funding — the program urgently needs more physical space. Simple but impactful improvements, such as adding color printers, would also enhance learning outcomes. Many nursing students are visual learners, and color printing is particularly useful for materials like EKG quizzes and anatomical diagrams, where clarity and detail are essential.

By investing in modern infrastructure, digital tools, and expanded facilities, SMC's Nursing program can better serve its diverse student body and ensure they are equipped for success in today's dynamic healthcare landscape.

Meeting the Needs of Industry Employers & Institutional Partners

The SMC Nursing Program maintains strong clinical partnerships with major healthcare institutions throughout the Los Angeles area, including UCLA Health, the VA, Kaiser Permanente, and others. These partnerships are vital to the program's success, allowing it to stay aligned with workforce needs through regular collaboration and curriculum review. The upcoming evening/weekend RN track will further strengthen these partnerships by offering flexible pathways for students who require nontraditional schedules, ultimately expanding the pipeline of practice-ready graduates.

The SMC Nursing program is also exploring new opportunities to expand access to nursing education, including programs that serve incarcerated individuals and those in underserved communities. Providing educational pathways within these populations not only meets a critical societal need, but also supports workforce diversity and addresses healthcare access gaps.

Efforts to connect students with employment opportunities begin well before graduation. In Nursing 9 (N9), host healthcare employers introduce themselves and recruit graduating SMC students. Students are also regularly invited to job fairs, nurse recruitment events, and hospital-sponsored celebrations such as Nurses Week in May.

Despite the program's strength and its high level of graduate success, the department operates with minimal administrative support, a skeletal full-time faculty, and limited space for both skills labs and classrooms. To grow and sustain the program — while maintaining the high standards and outcomes it has consistently achieved — the Nursing program needs increased investment in staffing, facilities, and resources. With these enhancements, the SMC Nursing Program can continue to meet the region's workforce demands and support the diverse student populations it proudly serves.

RESPIRATORY CARE

Curriculum and Programming

The field of respiratory care is expected to continue growing over the next five years, with strong employment prospects. According to the U.S. Bureau of Labor Statistics, employment for licensed Respiratory Care professionals is projected to grow 13% from 2023 to 2033, significantly faster than the average for other occupations. The minimum educational requirement for entry into the profession is anticipated to become a Bachelor's degree in Respiratory Care.

Since its inception in the 1960s, the profession has evolved significantly alongside the increasing complexity of healthcare and rapid advancements in technology. Managing patients with cardiopulmonary conditions now requires a high level of expertise due to the intricacy of these disease processes. Future healthcare professionals must be not only well-versed in cardiopulmonary physiology, pathology, and medical technologies, but also capable of functioning as integral members of interdisciplinary healthcare teams.

Respiratory care practitioners must be prepared to work in complex clinical environments, demonstrate critical thinking, perform thorough assessments, manage cardiopulmonary diseases, and be experts in mechanical ventilation, a complex subject on its own. Furthermore, graduates are also expected to demonstrate competence in more than 67 competencies to be ready to enter practice, a significant challenge for Associate degree programs due to the time constraints.

Professional organizations such as the American Association for Respiratory Care (AARC) and the California Society for Respiratory Care (CSRC) are advocating for legislation that would make the baccalaureate degree the minimum requirement to enter practice by 2030. Additionally, the profession is moving toward developing an Advanced Practice Respiratory Therapist (APRT) Master's degree, akin to the Nurse Practitioner one, but with a focus on respiratory care conditions.

Raising the minimum education requirement to a baccalaureate degree will align respiratory care with other critical care professions — including nursing, pharmacy, physical therapy, and occupational therapy — where a baccalaureate degree is the standard. This move responds directly to hospital demands for higher-qualified practitioners to improve patient outcomes.

Santa Monica College should strongly consider offering a Bachelor of Science in Respiratory Care (B.S.R.C.) within the next five years to meet workforce demands, provide students with a pathway to a high-demand career, and remain competitive with other programs in the region.

To increase outreach and awareness, the program plans to implement dual enrollment courses in local high schools, and engage with industry employers to provide informational sessions to students on career

pathways, job opportunities, and salaries. Recruitment efforts will include participation in hospital job fairs, university visits, and workshops highlighting the vital role of respiratory care practitioners. Additionally, the program aims to enhance its digital presence through website updates, social media engagement, and student testimonials.

Improving Student Success and Outcomes

The SMC Respiratory Care Program boasts outstanding performance outcomes, with a 100% first-time pass rate on the TMC exam, 91% first-time pass rate on the CSE exam, 100% job placement, and 100% satisfaction from both students and employers in 2024, the highest in California. However, despite these achievements, the program experiences a 30-40% attrition rate.

A significant portion of the attrition affects single-parent students, particularly single mothers, who face challenges related to work, childcare, and family responsibilities. When forced to choose between education and personal obligations, school often takes a back seat. To address this, SMC and the Respiratory Care program should explore additional support options, including flexible open lab hours, evening and weekend classes, hybrid and online course options, childcare financial assistance, and expanded access to academic and personal support services.

While the program already offers remediation for students struggling with coursework or clinical competencies, students would benefit from broader use of campus resources such as math tutoring and counseling courses that teach study strategies and time management.

Technology and Facilities

The program urgently needs a dedicated skills lab for conducting respiratory care procedures and evaluating student competencies. Additionally, a separate simulation lab is required to house, ICU beds, high-fidelity mannequins, advanced airway equipment, and a piped gas source to run modern mechanical ventilators. These upgrades will significantly enhance the student learning experience and ensure the program remains in compliance with accreditation standards (Standard 2.01).

Meeting the Needs of Industry Employers and Institutional Partners

The program maintains strong connections with local hospitals through participation in job fairs and hosting respiratory care symposiums for continuing education. The program holds an annual Advisory Board meeting to learn about the needs of the community of interest, and keep up to date with industry trends. These connections and partnerships help the program stay aligned with industry expectations. Employers consistently emphasize the need for graduates who can think critically and apply evidence-based medicine in clinical practice. A recurring theme in these discussions is the urgent call for SMC to establish a BSRC program.

NONCREDIT HEALTH PROFESSIONS

Curriculum and Programming

Noncredit programs help students develop skills for work and prepare for Associate degrees in health-related fields such as nursing and respiratory therapy. Each noncredit course can be achieved in one semester or less, and connects job seekers to a living wage or better job placement.

Improving Student Success Outcomes

The SMC Health Sciences noncredit programs aim to improve the labor market with individuals who gained new skills to stay competitive in their selected noncredit field. Students are able enroll in Career

Technical Programs leading to an Associate degree. Many SMC students are offered employment upon completing their noncredit programs, especially those enrolled in the Certified Nurse's Assistant or Acute Care Nurse Assistant programs.

Technology and Facilities

Noncredit programs utilize a variety of technology within the program. Many textbooks are electronic with study resources. Students are taught to document the electronic health care records. In preparation for the certification exams in some noncredit programs, students complete course exams using Chromebooks.

Meeting the Needs of Industry Employers and Institutional Partners.

After completing the noncredit programs with industry-specific job skills, students meet job market demands and address shortages in skills gaps for clinical partners. Many clinical partners currently employ SMC students. For example, a clinical partner recently employed eight SMC students who completed the Certified Nurse's Assistant program.

HISTORY

Credit Disciplines Offered:

Ethnic Studies (ETHN), History (HIST)

Noncredit Disciplines Offered:

N/A

Department Overview

The History Department encompasses the disciplines of History and Ethnic Studies. Both History and Ethnic Studies programs are part of the Culture, History, and Languages Area of Interest.

The History program offers both an Associate Degree for Transfer (AD-T) and an Associate of Arts (A.A.) degree. The program largely serves students who need to fulfill both local general education (GE) requirements and transfer requirements. The department offers anywhere from 22 to 26 unique courses each semester. Students primarily fulfill local and transfer requirements through the gateway survey courses (HIST 1, 2, 10, 11, 12, 33, and 34).

Somewhat uniquely, the program also offers numerous specialized courses on world regions (Africa, Asia, Latin America, and the Middle East) and specialized topics on religion, science, environment, and social groups. Some notable changes in the last five years include revising course offerings to meet student demand, shifting to offering more gateway survey courses, and introducing Hist 51: LGBTQ U.S. History to reflect the importance of LGBTQ+ experiences in the field. This course aims to explore the history, struggles, and contributions of LGBTQ+ individuals and communities in the United States. The introduction of this course was prompted by both student interest and the increasing recognition of LGBTQ+ history as an integral part of American history.

Ethnic Studies is the fastest growing program at SMC. Based on current data, unmet demand is expected to be somewhere between 2,000 and 3,000 over the next two years. Like History, students are enrolling in Ethnic Studies 1 to fulfill requirements, both local and for transfer. Much of the student demand is driven by Ethnic Studies 1, which is the most impacted course on campus because it fulfills both the local and Cal-GETC (Area 6) Ethnic Studies requirements. To meet demand, two new full-time Ethnic Studies faculty were hired last academic year, bringing the total to four, but considering the demand, more are needed.

The Ethnic Studies A.A. is also one of the newest degree programs at SMC. A significant review of the Ethnic Studies program resulted in a substantial revision of the A.A. degree pathway and the development of gateway courses that are transferable to CSU and UC Ethnic Studies programs.

These changes were prompted by the growing demand for Ethnic Studies courses, as well as the need to align with transfer requirements for CSU and UC systems, ensuring SMC students have clear pathways to continue their education. The development of these courses reflects a deeper commitment to providing a comprehensive and accessible Ethnic Studies curriculum that addresses the diverse histories and experiences of marginalized communities.

Discipline Profile: Ethnic Studies

Ethnic Studies courses are housed in the History Department. The degree and certificate also include selected courses in Anthropology, Art History, Communication Studies, English, Film, History, Media Studies, and Sociology. Ethnic Studies courses offered currently include:

- Eth St 1 – Introduction to Ethnic Studies
- Eth St 6 – Introduction to Chicana/o/x and Latina/o/x Studies
- Eth St 7 – Introduction to African American and Black Studies
- Eth St 8 – Introduction to Asian American Studies
- Eth St 9 – Introduction to Native American Studies.

Trends in Enrollment, Modality, and Efficiency

Established in 2022, the Ethnic Studies program at SMC has experienced exponential growth in student interest and enrollment. Between Fall 2022 and Fall 2023, enrollment increased by an astounding 517%, rising from 78 to 481 students. This upward trend has continued into Fall 2024, with 928 students enrolled. Ethnic Studies courses are about 40% on ground and 60% online, reflecting student demand. A key driver of this surge is the Ethnic Studies requirement implemented at both the local and CSU/UC levels. Both Ethnic Studies 1 and Ethnic Studies 7 currently fulfill this requirement across both systems, resulting in overwhelming demand that far exceeds current capacity. Fill rates in Ethnic Studies are high and expected to remain so as long as local and Cal-GETC requirements stay in place.

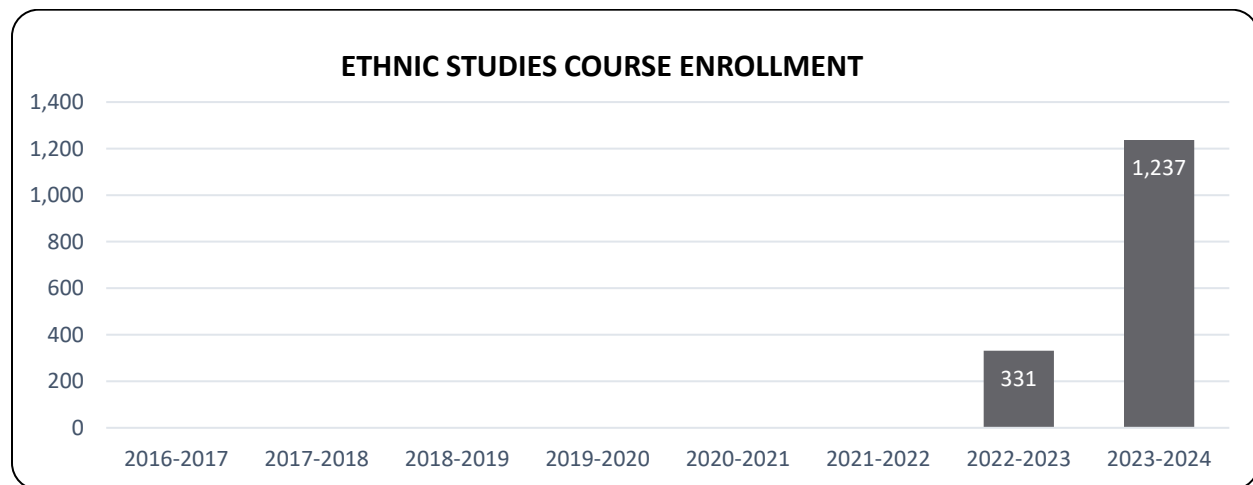


Figure ETH ST 1. Student Enrollment in Ethnic Studies Courses by Academic Year

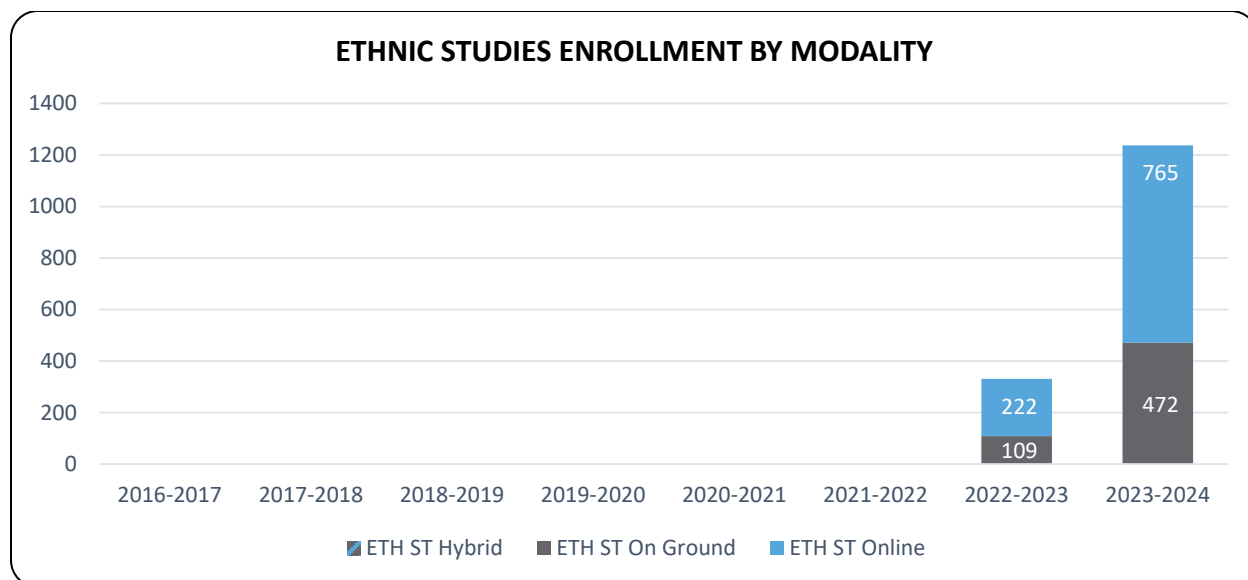


Figure ETH ST 2. Ethnic Studies Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates for the first two fall semesters in which Ethnic Studies was offered are 58% and 85% respectively. Student enrollment in Fall 2022 was too low to determine meaningful equity gaps. In Fall 2023, Black students experienced a gap in success rates of -8%, and Latine/x and Asian students did not experience any gap in success rates. In Fall 2024, equity gaps decreased to -5% for Black students, but increased to -6% for Asian students and -7% for Latine/x students, -27% for Pacific Islander students, and -11 for mixed race/heritage students.

Degree and Certificate Awards

The Ethnic Studies A.A. degree is a newly established program, so very few degrees have been awarded to date. There are no trends to report for the current review period. The department will begin working toward establishing an A.A.-T (Associate in Arts for Transfer) in the next several years, which will provide a clearer framework for setting future targets. However, the relatively low number of A.A. degrees may be because many students enroll in Ethnic Studies largely to meet both local and transfer requirements, with 90%-94% of students enrolled between Fall 2022 and Fall 2024 reporting transfer as their education goal.

DEGREES AND CERTIFICATES AWARDED – ETHNIC STUDIES								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Ethnic Studies	0	3	0	0	5	2	0

Table ETH ST 1. Degrees Awarded in Ethnic Studies, Fall 2017-Spring 2024

Discipline Profile: History**Trends in Enrollment, Modality, and Efficiency**

Student enrollment in History courses has experienced a slow, but steady decline over the past eight years, decreasing by 19%, but increasing by 1.2% over the past two years. Enrollment in online modalities for History has increased over that same time period from 17% to 74%. Class fill rates average 89%, fluctuating during pandemic years, but otherwise remaining constant. College average fill rates for the same period are 85%.

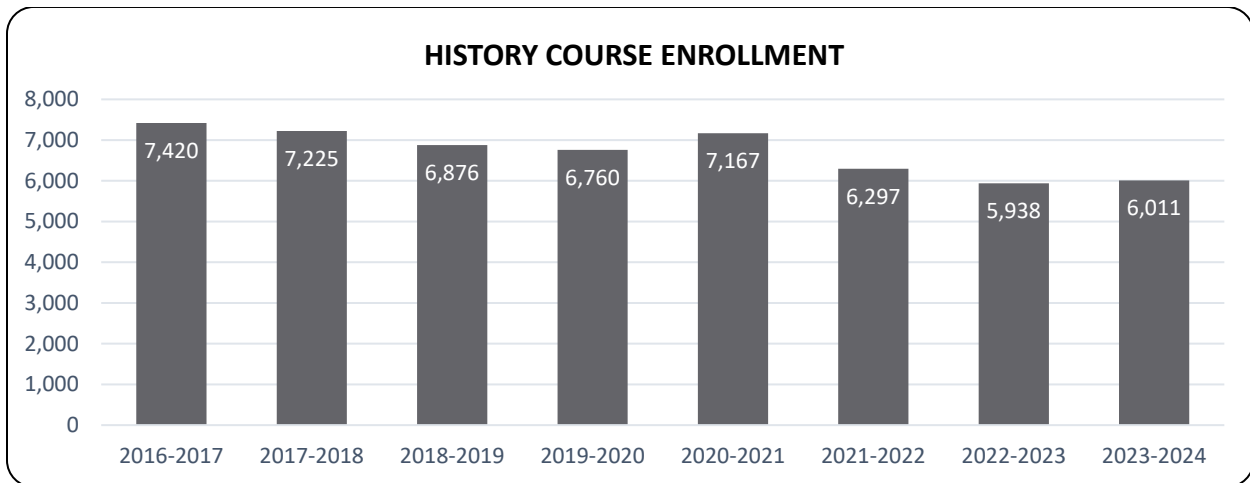


Figure HIST 1. Student Enrollment in History Courses by Academic Year

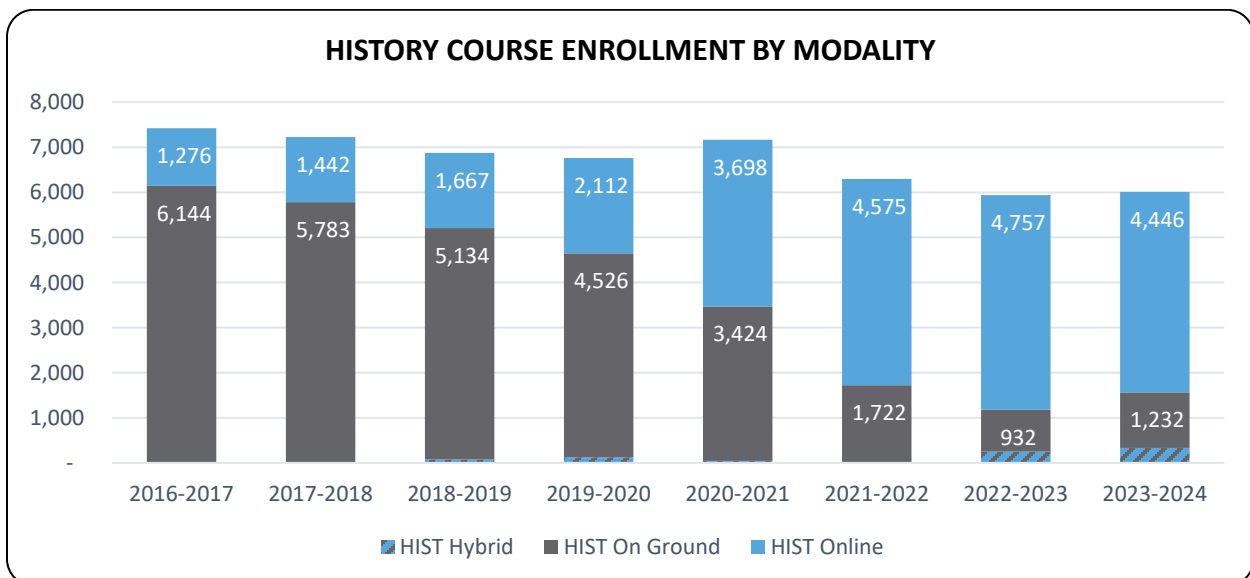


Figure HIST 2. History Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in History have increased in the past three years, from a steady average of 67% in earlier semesters to over 70% in the fall semesters of 2021, 2022, and 2023 and moving from just below to approximately equal to college averages. Between 2017 and 2024, Black students saw equity gaps drop from -34% to -18% (college average -21), Latine/x students gaps decreased from -23% to -15% for the same semesters (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – HISTORY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	History	38	49	42	42	32	42	59

Table HIST 3. Degrees Awarded in History, Fall 2017-Spring 2024

Future Directions for the History Department

ETHNIC STUDIES PROGRAM

Curriculum and Programming

One of the major successes was the revision and successful establishment of the Ethnic Studies program. This represents a strong commitment to diversifying the curriculum, meeting state and CCC requirements, and ensuring that students are provided with a broad, inclusive perspective on history and culture, which is critical to fostering a more equitable learning environment. As the program moves toward becoming an independent department over the next 4-6 years, challenges include securing faculty lines, classroom and office space, and an administrative assistant, all of which require funding and administrative approval.

AI in Writing: The department is establishing an AI committee that can create clear guidelines and best practices in regard to AI use by students. Key concerns include academic integrity, equitable access, and ensuring AI does not replace critical thinking and original work. This is of utmost importance because History and Ethnic Studies are fields that are writing fields. **Professional development support** is needed for faculty access to workshops and training for online teaching and AI in writing. Resources should include stipends, structured training programs, and time allocation for faculty to engage in professional development.

Online Course Development: Online courses are an essential and enduring component of the college's instructional landscape. As such, the development of baseline standards for online courses remains a high priority. The department has created online Canvas templates to ensure quality and consistency across sections. While departmental and college-wide workshops are ongoing, challenges persist in faculty adoption and instructional effectiveness. Key concerns include ensuring adequate training and support, maintaining accessibility and student engagement in virtual environments, and overcoming faculty resistance or technological limitations. Addressing these challenges will require continued investment in professional development, streamlined resources for online pedagogy, and ongoing dialogue to support faculty in delivering high-quality online education.

Study Abroad/Inboard: Efforts to expand these opportunities must consider financial barriers, program partnerships, and student interest. Addressing equity in access to these programs is a key concern.

Improving Student Success Outcomes

Reducing Equity Gaps: Substantial progress has been made in narrowing equity gaps in student success, particularly in History courses. The targeted efforts to provide training on equitable classroom and online course design have yielded positive outcomes. The increase in overall student success rates across all groups is encouraging, with significant improvements for Black, Latine/x, and Asian American students. Specifically:

- Black student success increased by 14%, from 48% to 62%.
- Latine/x students saw a rise of 11%, from 58% to 69%.
- Asian American students' success rate grew by 11%, from 74% to 85%.
- Comparatively, White student success rose by 8%, from 79% to 87%.

This represents a tangible reduction in equity gaps, with Black students showing a 6% decrease in the gap, and Latine/x and Asian American students seeing a 3% decrease each. These figures suggest that the interventions put in place are making a noticeable difference. Efforts to reduce equity gaps should be

maintained, with an emphasis on continuing to support historically marginalized groups to ensure that the positive trends in student success are sustained and further improved.

Department Community Building: Sustaining and expanding internships, externships, and social events requires logistical coordination and funding. Engagement strategies should promote diverse student participation, with a particular focus on increasing the visibility and impact of Ethnic Studies events. This includes programming for Black History Month, Latine/x History Month, Asian Pacific Islander Heritage Month, LGBTQ+ History Month, National Native American Heritage Month, and other cultural celebrations. Successful implementation of internships, externships, social events, workshops, and graduation ceremonies requires dedicated personnel and budgetary support for event planning, outreach, and operational costs.

Institutional Support for Program Partnerships: Financial aid and grants for study abroad/inboard programs are needed to ensure equitable access, and additional funding is needed to offset financial barriers. This could include scholarships, partnerships with institutions to lower costs, and internal grants for students with financial need. Strengthening study abroad/inboard and internship opportunities will require administrative support to develop partnerships with other institutions, secure agreements, and streamline processes for students and faculty.

Technology and Facilities

Future-proof Classroom Upgrades: To meet the evolving needs of instruction, campus classrooms must be upgraded with future-proof media and technology equipment. This includes the installation of (at minimum) 4K projectors, high-quality HDMI-connected audio systems, interactive whiteboards, and smart tables. These enhancements will support more dynamic, engaging, and accessible in-person learning experiences.

Standardization and Support for Online Instruction: For online courses, it is essential to standardize the Canvas learning environment at a foundational level. While Canvas offers extensive customization, much of its functionality — especially for visual design and user experience (UX) — requires HTML coding knowledge. A dedicated instructional design team should be established to create standardized shell templates and provide ongoing support to faculty developing and teaching online courses.

Expanded Access to Multimedia Resources: Faculty need access to a diverse range of multimedia databases to enhance their teaching — both in physical classrooms and online environments. Expanding subscriptions to educational media platforms will ensure instructors have the tools necessary to deliver rich, engaging content that supports varied learning modalities and disciplines.

INTERDISCIPLINARY COURSES AND PROGRAMS

Several disciplines for which two or more different academic departments have developed curriculum have emerged organically at SMC. These interdisciplinary programs are not “housed” in any one department but rather represent a collaborative effort across the departments’ faculty. In addition, several of the most popular degrees and certificates offered by SMC are too broad in scope to be tied to any one department or discipline. Both types of interdisciplinary offerings are discussed below.

Discipline Profile: Environmental Science

The A.S. degree in Environmental Science is housed in the Life Sciences Department and includes major requirements from Biology, Chemistry, Economics, Physics, and Mathematics.

Trends in Enrollment, Modality, and Efficiency AND Course Success and Equity

No individual courses are offered under the Environmental Science discipline. For course enrollment, modality, success and equity information, please see individual disciplines included in the Environmental Science degree.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – ENVIRONMENTAL SCIENCE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Environmental Science	1	0	2	0	1	0	2

Table ENVRN 1. Degrees and Certificates Awarded in Environmental Science, Fall 2017-Spring 2024

Future Directions for Environmental Science

Given low student interest in the degree as it currently stands, the college should consider offering the A.S.-T in Environmental Science in addition to, or instead of, the current A.A. Please see also Future Trends for the Life Sciences Department, where several environmentally focused programs are under development.

Discipline Profile: Environmental Studies

The Environmental Studies program includes courses offered via the departments of Earth Sciences, History, Philosophy and Social Sciences, and Psychology. Courses currently offered in these fields are all cross-listed with courses in their home disciplines and include:

- ENVRN 4, Environmental Economics (same as ECON 4)
- ENVRN 7, Introduction to Environmental Studies (same as GEOG 7)
- ENVRN 14, U.S. Environmental History (same as HIST 14)
- ENVRN 20, Environmental Ethics (same as PHILOS 20) – not currently offered
- ENVRN 22, Environmental Politics and Policies (same as POL SC 22) – not currently offered
- ENVRN 32, Global Environmental History (same as HIST 32)
- ENVRN 40, Environmental Psychology (same as PSYCH 40)

Trends in Enrollment, Modality, and Efficiency

Enrollment in Environmental Studies Courses was growing steadily pre-pandemic and experienced a mild decline during the pandemic years. Post-pandemic enrollment is now close to its pre-pandemic high. As with many SMC disciplines, modalities have shifted heavily online, with 100% of the program offered on ground in 2016-2017, and only 10.5% of the offering occurring fully on ground as of 2023-2024. Fill rates for these classes are consistently above 90% over the past eight years (college average 85% for the same time period).

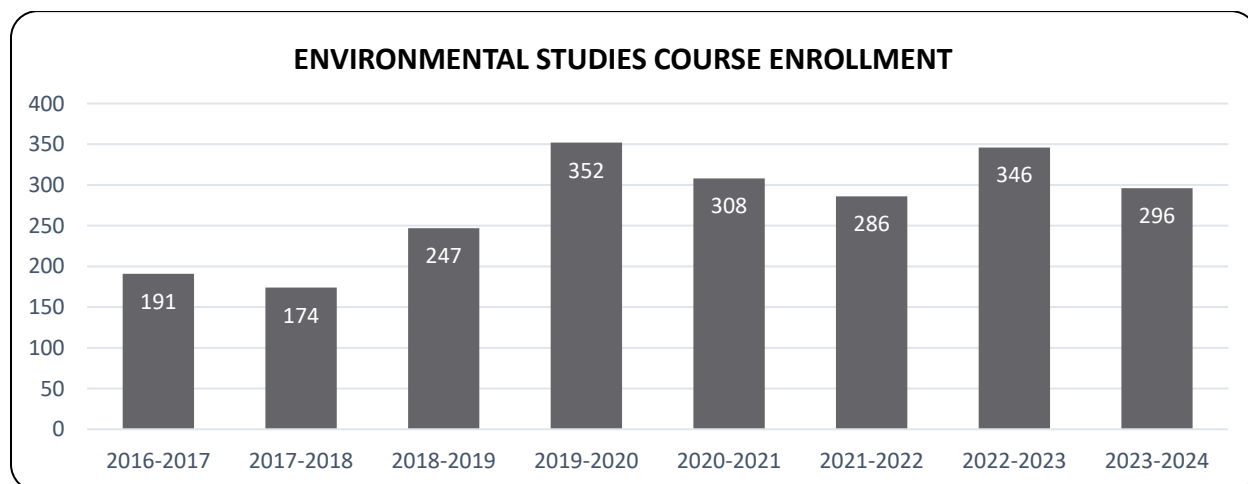


Figure ENVRN 1. Student Enrollment in Environmental Studies Courses by Academic Year

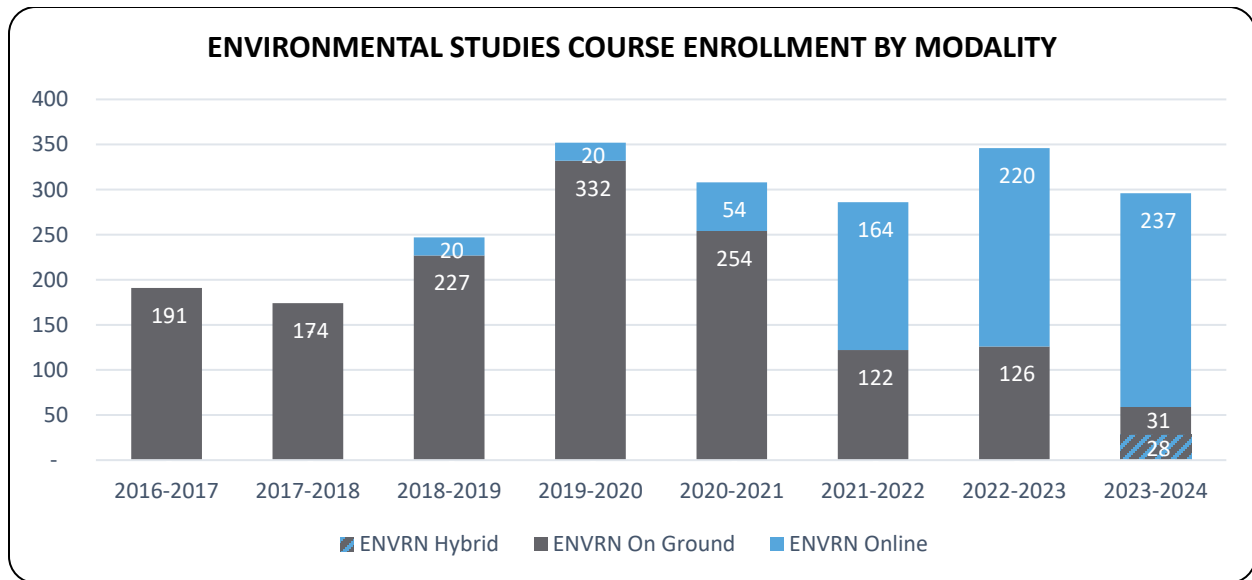


Figure ENVRN 2. Environmental Studies Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Please see cross-listed discipline data for information on success rates and equity.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – ENVIRONMENTAL STUDIES								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Environmental Studies	9	10	7	9	9	4	9
Certificate 16 to 29 Units	Environmental Studies	0	0	4	8	6	4	7
Certificate 18 to 29 Units	Environmental Studies	2	0	0	0	0	0	0
Certificate 30+ Units	Environmental Science	0	1	0	0	2	0	1
Certificate 30+ Units	Environmental Studies	0	0	0	0	0	0	0

Table ENVRN 1. Degrees and Certificates Awarded in Environmental Studies and Environmental Science, Fall 2017-Spring 2024

Future Directions for Environmental Studies

The Environmental Studies degree primarily serves students preparing for transfer to a baccalaureate program in Environmental Studies. As such, its future should be guided by the lower-division requirements of the institutions to which most students are transferring. Additionally, a specific department and/or cross-discipline team of faculty should be identified to maintain this program.

Discipline Profile: Global Studies

Courses in Global Studies are offered by the departments of Communication & Media Studies, Earth Sciences, and Philosophy & Social Science. Global Studies courses offered currently include:

- GLOBAL 3, Global Media (same as MEDIA 3)
- GLOBAL 5, International Political Economy: Introduction to Global Studies (same as ECON 5 and POL SC 5)
- GLOBAL 10, Global Issues
- GLOBAL 11, World Geography: Introduction to Global Studies (same as GEOG 11)
- GLOBAL 35, Global Citizenship Field Study

Trends in Enrollment, Modality, and Efficiency

Enrollment in Global Studies courses has risen slowly, but steadily over the past eight years, experiencing only a minor dip in the first year of the pandemic. Modalities have moved from 100% on ground in 2016-2017, to only 19% on ground in 2023-2024. Class fill rates in Global Studies vary semester to semester, but average 86%, just above the college average of 85%.

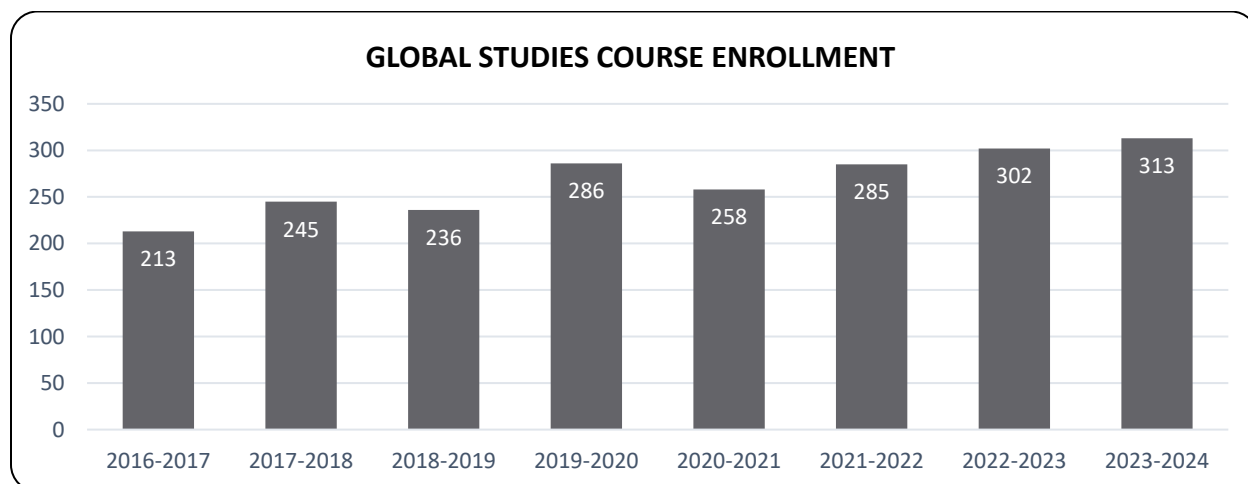


Figure GLOBAL 1. Student Enrollment in Global Studies Courses by Academic Year

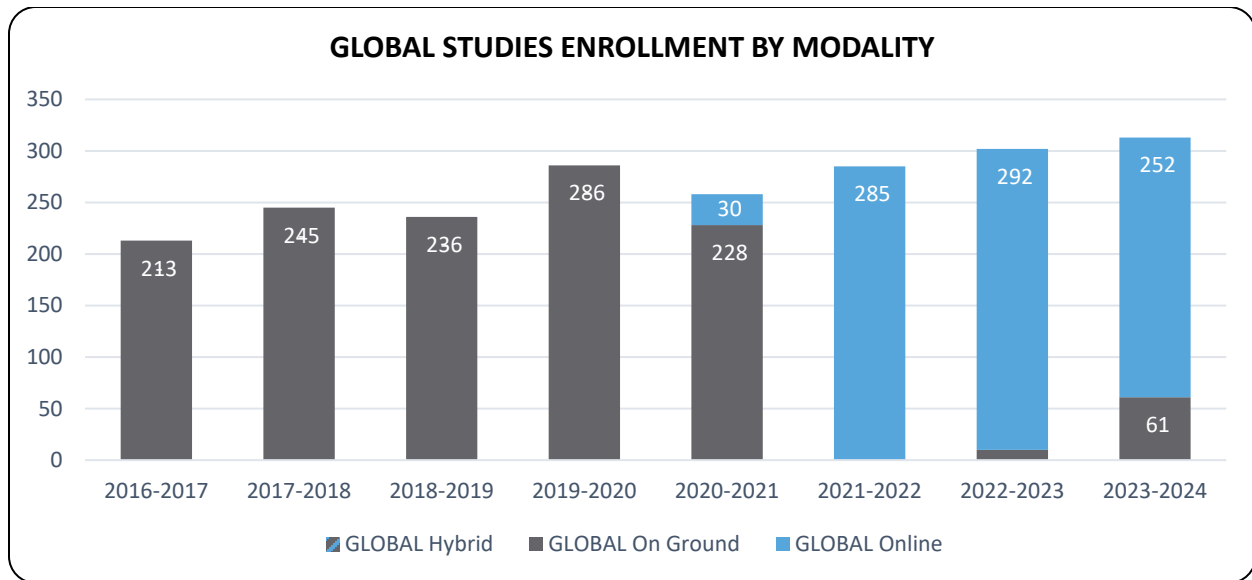


Figure GLOBAL 2. Global Studies Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Please see cross-listed discipline data for information on success rates and equity.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – GLOBAL STUDIES								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Global Studies	5	5	3	6	5	3	7
Certificate 16 to 29 Units	Global Studies	0	2	6	5	6	2	2
Certificate 18 to 29 Units	Global Studies	2	0	0	0	0	0	0
Certificate 30+ Units	Global Studies	0	0	0	0	0	0	0

Table GLOBAL 1. Degrees and Certificates Awarded in Global Studies, Fall 2017-Spring 2024

Future Directions for Global Studies

The Global Studies degree primarily serves students preparing for transfer to a baccalaureate program in Global Studies and related fields. As such, its future should be guided by the lower-division requirements of the institutions to which most students are transferring. For this reason, SMC should consider the development of A.A.-T in Global Studies. Additionally, given the increasing interdependent world and increasingly important interdisciplinary understanding of the world, the program also serves students seeking general knowledge of global concerns. Finally, a specific department and/or cross-discipline team of faculty should be identified to maintain this program.

Discipline Profile: Science

Only one interdisciplinary Science course is offered at SMC, SCI 10: Principles and Practice of Scientific Research. The course supports participants in SMC's STEM program and prepares them for participation in undergraduate research programs at partner institutions, including UCLA. For enrollment and success data on specific disciplines in the Sciences, see the individual discipline entries.

Trends in Enrollment, Modality, and Efficiency

Science 10 is offered only when a cohort of students is preparing for undergraduate research experiences at partner institutions, specifically UCLA, and therefore varies by cohort size. The course was offered entirely on ground until the pandemic initiated a move to online and hybrid modalities, which now comprise the bulk of enrollments in this course.

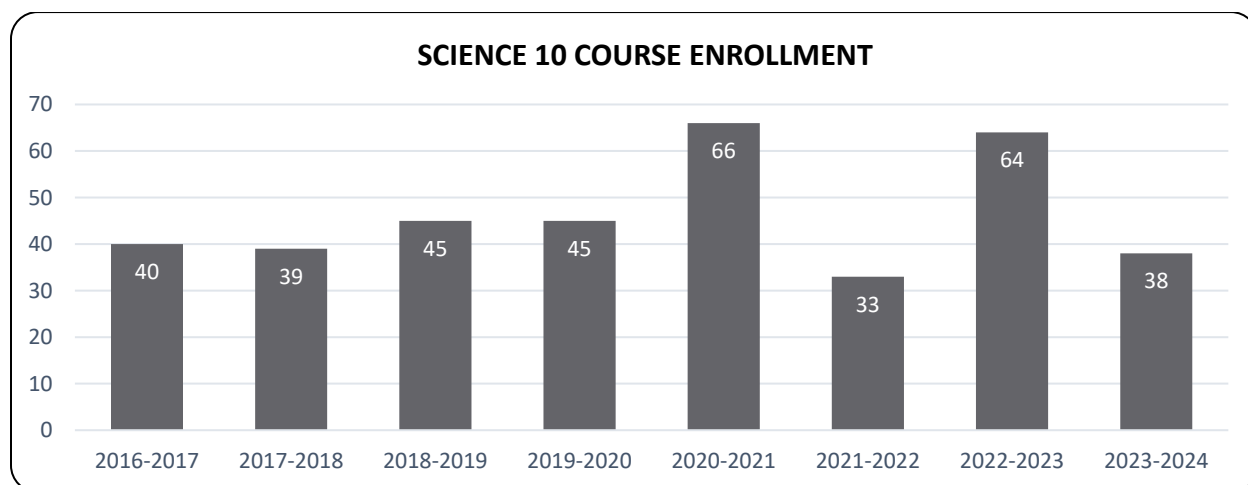


Figure SCI 1. Student Enrollment in Science Courses by Academic Year

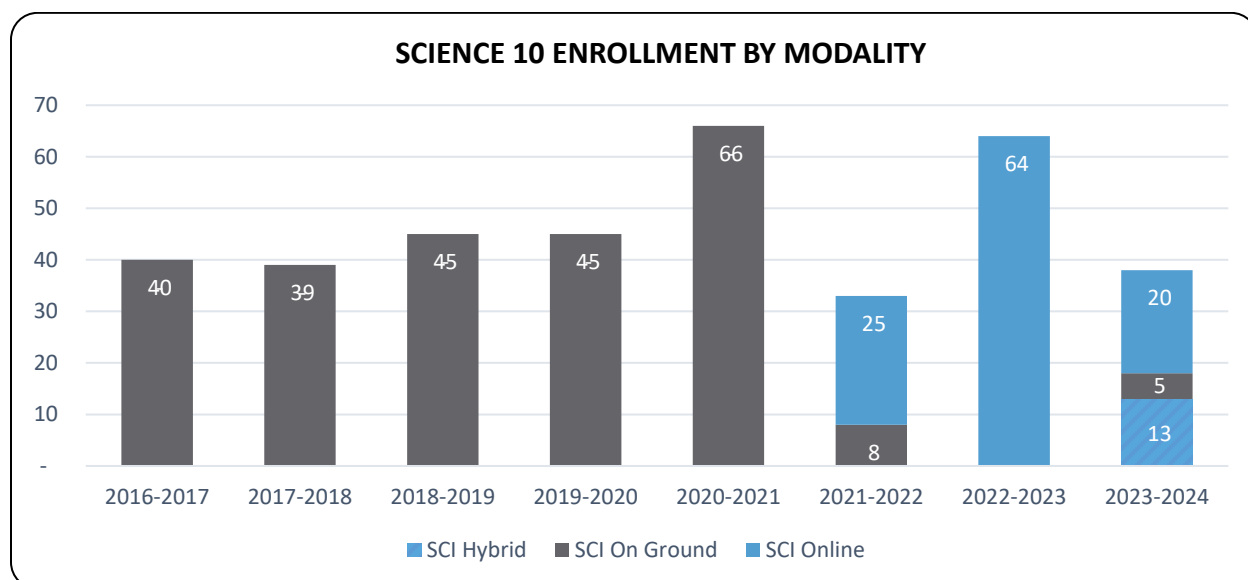


Figure SCI 2. Science 10 Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Science 10 is offered in SMC's Winter session only. Currently, data on course success and equity are produced only for Fall and Spring semester courses.

Future Directions for Science 10

To date, funding for the Science 10 course has been provided by the NSF STEM grants. The future of the course is likely tied to the ability to secure future funding.

Profile: Interdisciplinary Degrees

The most frequently awarded degrees and certificates at SMC are quite broad in scope, so they do not fall under any one department or discipline. These include four Associate degrees and two certificates, each of 30 or more units. These awards reflect a common student interest in transfer without necessarily specifying a single intended transfer institution and/or major.

These programs provide flexibility for students to apply for transfer into multiple majors and multiple institutions. Some students pursue these awards as an end goal in themselves. Note that the A.A. in Liberal Arts: General Education is no longer offered.

DEGREES AND CERTIFICATES AWARDED – INTERDISCIPLINARY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	General Science	375	404	407	407	382	383	374
A.A.	Liberal Arts: General Education	2	3	2	0	0	0	0
A.A.	Liberal Arts: Arts & Humanities	720	552	549	515	506	1354	2535
A.A.	Liberal Arts: Social & Behavioral Sciences	1386	1023	933	980	930	1606	2506
Certificate 30+ Units	CSU General Education	288	2329	1235	1544	1062	640	2417
Certificate 30+ Units	IGETC General Education	1619	2688	2525	1963	2145	2051	2211

KINESIOLOGY AND PHYSICAL EDUCATION

Credit Disciplines Offered:

Kinesiology and Physical Education (KIN PE); Professional Courses in Kinesiology and Physical Education (PRO CR), Health Education (HEALTH)

Noncredit Disciplines Offered:

N/A

Department Overview

The Santa Monica College Kinesiology & Athletics Department teaches students about human movement, health, sports, and exercise. The department seeks to motivate students to be active and live healthy, dynamic lives. Kin PE instructors hope to improve the quality of life for their students, and teach them the value of lifelong wellness.

The Kinesiology/PE program has three main objectives:

- Meet the needs of students in the major and certificate program.
- Offer classes that enable students to be active and learn about living healthy and dynamic lives.
- Support SMC's intercollegiate athletics program.

A wide variety of courses is offered each semester, enrolling approximately 3,300 students. Student retention and success rates are higher than the college average. Students learn about sports, training, and fitness, which positively impacts their health. Many lose weight, change their body composition, and get into better physical shape because of completing our courses.

Discipline Profile: Kinesiology and Physical Education**Trends in Enrollment, Modality, and Efficiency**

Enrollments in Kinesiology and Physical Education were strong, though declining slightly, prior to the pandemic which cause a precipitous drop in enrollments. Since the end of the pandemic era, enrollments are increasing steadily and, as of 2023-2024, are about 37% below pre-pandemic levels. Previously a fully on ground program, enrollments now include almost 20% online modalities. Class fill rates have also declined from pre-pandemic levels of about 91% to about 83% as of Fall 2023.

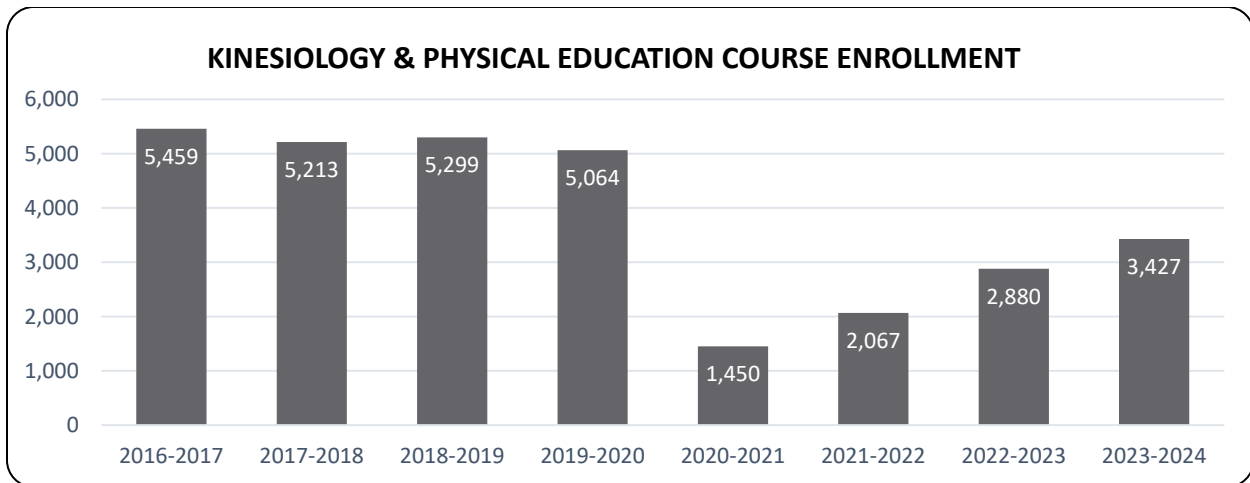


Figure KIN PE 1. Student Enrollment in Kinesiology and Physical Education Courses by Academic Year

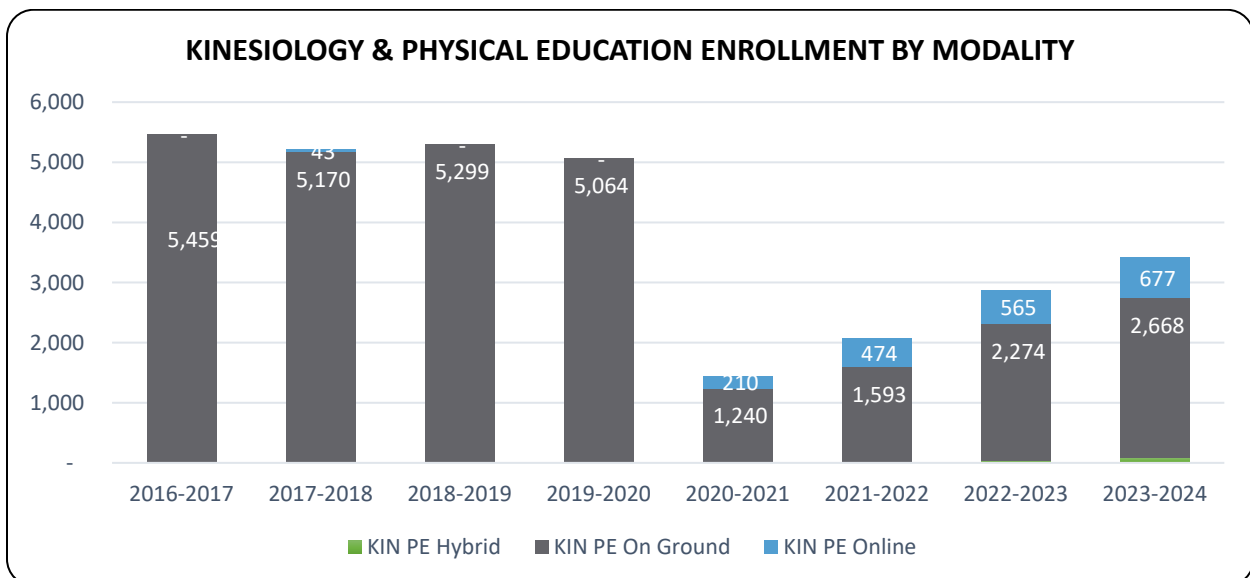


Figure KIN PE 2. Kinesiology and Physical Education Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Kinesiology and Physical Education courses fluctuated during pandemic years, but otherwise hover around 80%, well above the college average of 70%. Black students experienced equity gaps in course success rates ranging from 0 to -21 over the past seven fall semesters (college average -21). For Latine/x students, the gaps ranged from 0 to -11 for the same semesters (college average -15) in Fall 2023.

Degree and Certificate Awards

DEGREES AWARDED – KINESIOLOGY & PHYSICAL EDUCATION								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Kinesiology Physical Education	0	0	0	0	0	0	0
A.A.-T	Kinesiology	28	32	17	27	23	11	17

Table KIN PE 1. Degrees Awarded in Kinesiology and Physical Education, Fall 2017-Spring 2024

Discipline Profile: Professional Courses in Kinesiology and Physical Education

Trends in Enrollment, Modality, and Efficiency

Enrollment in Kinesiology and Physical Education Professional Courses has climbed steadily since the pandemic, and is now higher than it was in 2016-2017 by about 7%. Modalities have shifted from 100% on ground to a majority online. Class fill rates have declined since Fall 2017 from the mid 80th percentiles pre-pandemic to an average rate of 72% (college average 85%).

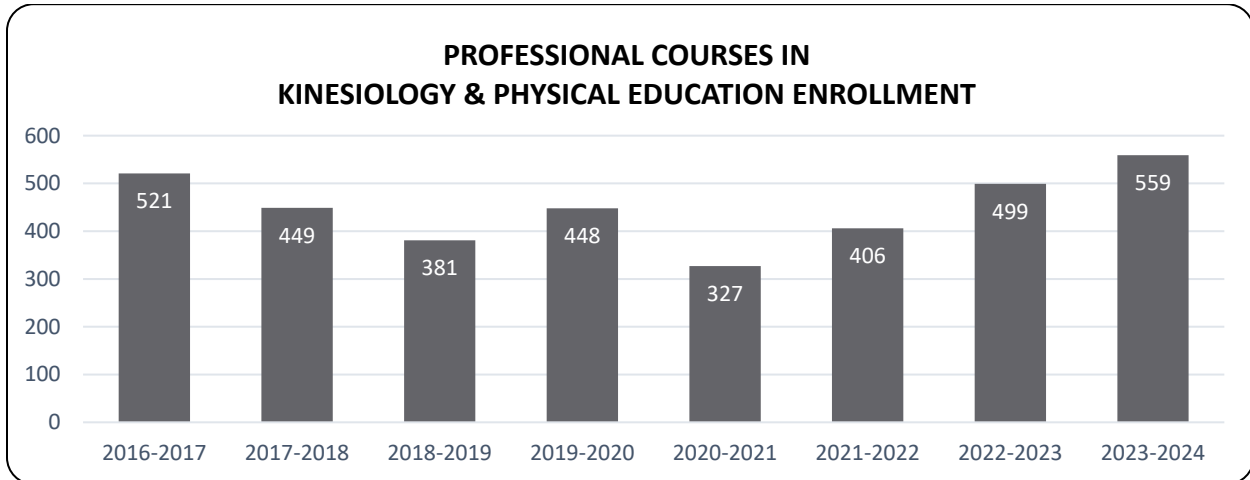


Figure PRO CR 1. Student Enrollment in Professional Courses in Kinesiology and Physical Education Courses by Academic Year

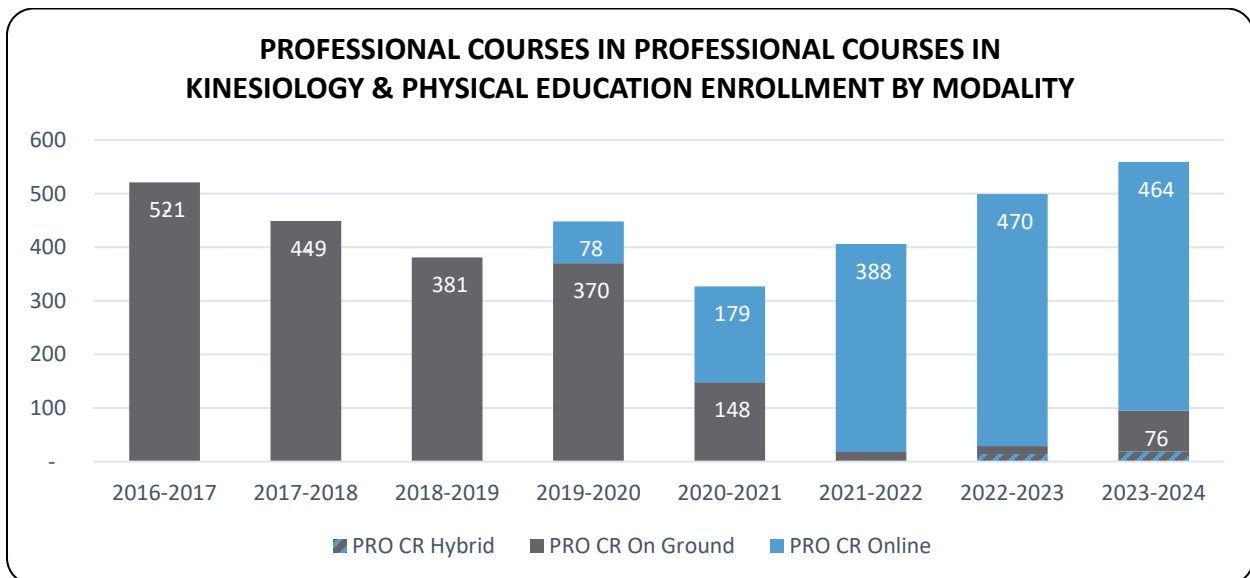


Figure PRO CR 2. Professional Courses in Kinesiology and Physical Education Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Professional Courses in Kinesiology and Physical Education fluctuate moderately, but are consistently above college averages, typically falling in the mid 70th to low 80th percentiles. College average success rates are about 70%. Black and Latine/x student populations experienced negative equity gaps in course success rate in some, but not all, semesters. No regular trend is observed.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – COACHING								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Athletic Coaching	0	5	5	7	5	6	2
Certificate 16 to 29 Units	Athletic Coaching	0	9	4	5	6	4	7
Certificate 18 to 29 Units	Athletic Coaching	7	0	0	0	0	0	0
Certificate 30+ Units	Athletic Coaching	0	0	0	0	0	0	0

Table PRO CR 1. Degrees Awarded in Professional Courses in Kinesiology and Physical Education, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – COACHING				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Coaches and Scouts	7,647	8,468	821	11%

Source: Center of Excellence for Labor Market Research

Table PRO CR 2. Labor Market Information for Jobs in Coaching for Los Angeles County

LABOR SUPPLY GAP – COACHING				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Coaching - 083560	10	19	1,190	1,171

Source: Center of Excellence for Labor Market Research

Table PRO CR 3. Local Labor Supply Gaps in Coaching

Discipline Profile: Health Education**Trends in Enrollment, Modality, and Efficiency**

The Kinesiology and Physical Education Department offers two courses in Health Education: Fundamentals of Healthy Living and First Aid & Cardio-Pulmonary Resuscitation. These two courses are of broad public interest and, while enrollment shows some annual fluctuation, student interest is consistently strong.

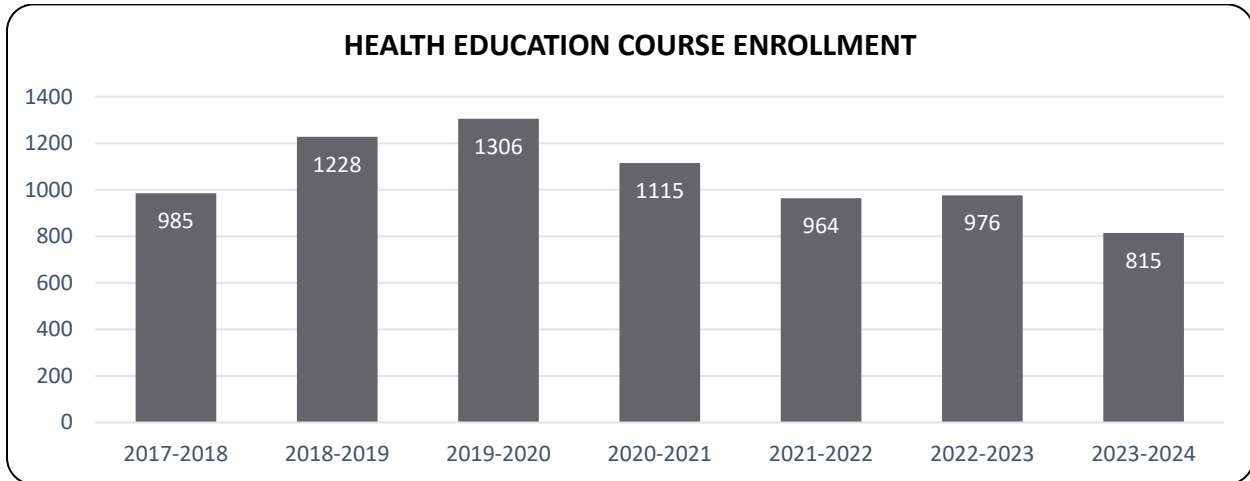


Figure HEALTH 1. Student Enrollment in Health Education Courses by Academic Year

LIBRARY

Credit Disciplines Offered:

Library (LIBR)

Noncredit Discipline Offered:

None

Department Overview

The Santa Monica College Library supports the SMC community by providing academic resources and materials, research instruction and guidance, Open Education Resources (OER) development, and diverse spaces to advance academic goals. The library enriches all SMC academic instructional and student service programs through its core library functions and resources, including reference and circulation services, the SMC Archive, research instruction and assistance, and outreach activities that include collaboration with instructors and departments across the District.

Library services have expanded greatly to include robust support for online students, including virtual events, lending technology, video and live online orientations, and embeddable instructional videos at students' point of need. The library continues to empower faculty to make use of developing technologies, including OER and artificial intelligence (AI) tools. The library is committed to continually adapting and improving our services and resources, to empower the members of the SMC community to achieve their academic and career goals.

Discipline Profile: Library**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Library courses fluctuates and does not appear to be declining or increasing significantly. Modalities have shifted from 100% on ground to 100% online over the past eight years. Class fill rates vary widely, from a high of 99% in Fall 2017 to a low of 56% in Fall 2021.

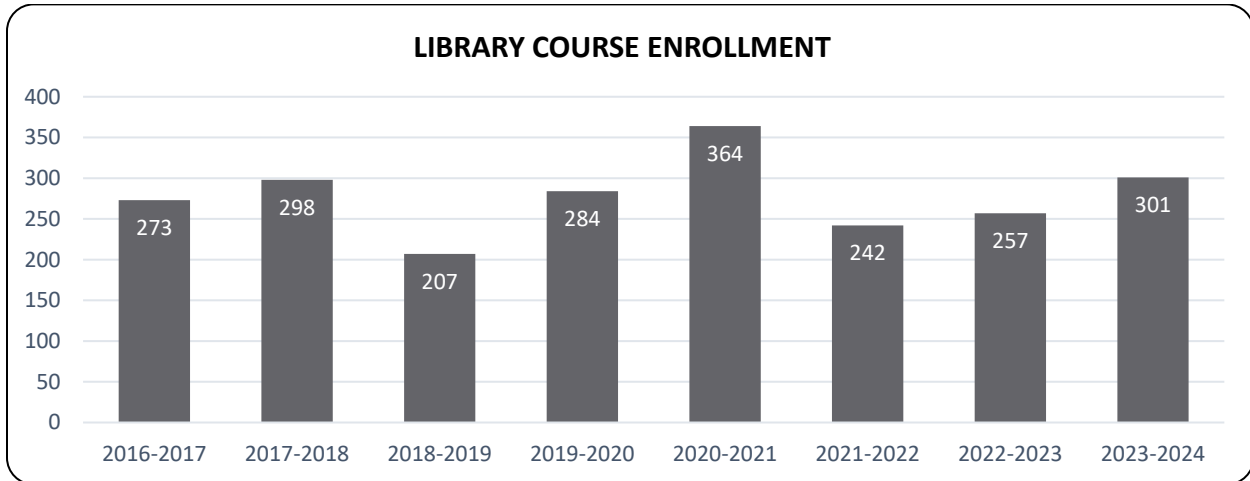


Figure LIBR 1. Student Enrollment in Library Studies Courses by Academic Year

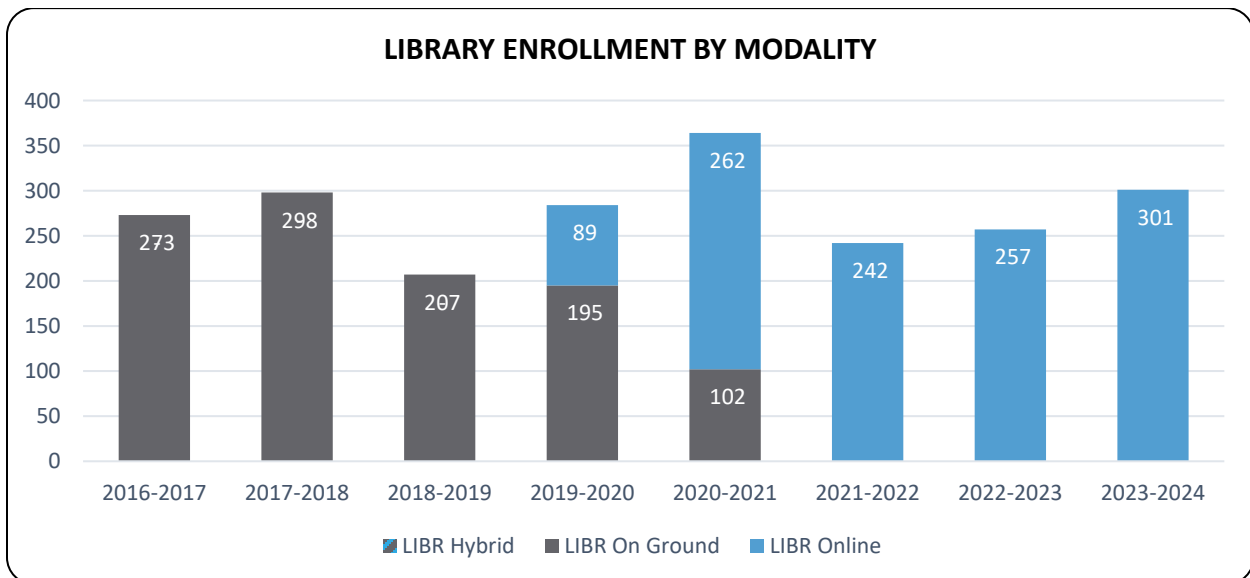


Figure LIBR 2. Library Studies Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Library courses declined from 87% in Fall 2017 to 73% in Fall 2023, but remain above the college average for those years of 70%. Black and Latine/x student populations experienced negative equity gaps in course success rates in some, but not all semesters. No regular trend is observed.

Degree and Certificate Awards

No degrees or certificates are currently offered in Library Science.

Future Directions for the Library Instructional Program

The library's curriculum is expected to change dramatically as AI (artificial intelligence) revolutionizes the information landscape. Santa Monica College students, faculty, professionals, and community members will need a curriculum that addresses information literacy in relation to AI (e.g., mis/disinformation techniques, ethical research, productivity, etc.), in their respective fields.

To address this rising need, the library will need to expand its instructional program to include noncredit, emeritus, and professional development, and it will require additional resources (e.g., software, collaborative spaces, etc.) and the latest technology to support these programs. As technology continues to evolve and affect intellectual output, the way instructional material is developed, like OER (Open Educational Resources), will inevitably evolve as well, and the library will need to be at the forefront of this movement to support campus initiatives and faculty projects. However, to reach students and faculty where they are at, the library must expand its footprint beyond the SMC Main Campus to include the satellite campuses. To do this, the library will need to recruit additional skilled librarians to sustain these new programs and services. With the information landscape constantly transforming, it is SMC's responsibility to transform alongside it.

LIFE SCIENCES

Credit Disciplines Offered:

Aquaculture (AQUA), Anatomy (ANATMY), Biology (BIOL), Botany (BOTANY), Microbiology (MCRBIO), Nutrition (NUTR), Physiology (PHYS)

Noncredit Discipline Offered:

N/A

See Also Interdisciplinary Programs:

Environmental Science, Science (SCI)

Department Overview

The Life Sciences Department at Santa Monica College offers various programs and courses to serve the needs of a diverse population of students. Course pathways and programs include:

- **Majors Biology Series** — These courses are part of the traditional academic lower-division requirements in biology. A three-semester-long program (Biology 21, 22, 23) fulfills the requirements for transfer into Biology and Environmental Sciences majors. Additionally, these classes fulfill lower-division requirements for students pursuing careers in medicine, dentistry, and pharmacy.
- **Allied Health Series** — These courses (Anatomy 1, 2, Physiology 3, and Microbiology 1) fulfill the prerequisites for various clinical areas such as nursing, respiratory therapy, physical therapy, physician assistant, and pharmacy.
- **General Education Courses** — The department offers a wide range of UC and CSU transferable classes (Biology 2, 3, 9, 10, 15, Botany 1, 3, Zoology 5) with and without lab that fulfill general education goals (Cal-GETC) Area 5B and 5C; CSU Gen Ed Area B2 and B3) and apply toward degrees and transfer to four-year institutions. Many of these courses also fulfill the SMC Global Citizenship requirements for an A.A. degree. Beyond degree requirements, these courses help students become more scientifically literate and foster greater interest in science, as this may be the only college-level Science class they will take. This includes development of critical thinking, data interpretation, and real-world application. The program allows for students to become more informed citizens.
- **Nutrition Program** — The Life Sciences Department nutrition program offers a broad range of nutrition classes (Nutrition 1, 3, 4, 7, 8) designed to address the needs of students majoring in nutrition, as well as students interested in the topic. The program offers an A.S.-T in Nutrition and Dietetics, and is now in process of exploring development of additional certificate programs in various nutrition-related career areas.
- **Biotechnology Program** — This new career education program was launched in 2024 and is part of a stackable certificate program leading to an eventual A.S. degree. The program was developed in response to a shortage of highly skilled technicians for a rapidly growing industry. The department is also using this platform to help increase diversity in the area, and the STEM fields in general.
- **Aquaculture Program** — This new career education program launched in 2024 and is part of a stackable certificate program leading to an eventual A.S. degree. As part of a future Blue Economy, this program was developed in response to growing aquaculture industries at the local, state, and national level. Particular attention is being paid to the use of this platform to increase diversity in the area, and the STEM fields in general. Additionally, this program emphasizes sustainability and environmental responsibility as a cornerstone of SMC's educational approach.

- **SCUBA Program** — A SCUBA diving program has been developed to address the needs of Aquaculture Studies students. However, the department is now considering expanding this program into a career education program certificate that serves not only students involved in aquaculture and marine biology, but also those interested in industrial diving and the tourism industry.
- **Independent and Field Studies Classes/Opportunities** — Students can participate in a variety of independent study and research programs, and/or to engage in field studies.

Discipline Profile: Anatomy

Trends in Enrollment, Modality, and Efficiency

Enrollment in Anatomy courses has declined since the onset of the pandemic and has not recovered. From 2016-2017 to 2023-2024, enrollment decreased by about 32%, while collegewide enrollment decreased by about 15%. Previously a fully on-ground program, Anatomy now enrolls about 25% of its students in hybrid modalities, but no fully online courses are offered in the laboratory-based discipline. Class fill rates in Anatomy trend just above college-wide averages from 89% in Fall 2017 (college average 88%) to 86% in Fall 2023 (college average 85%).

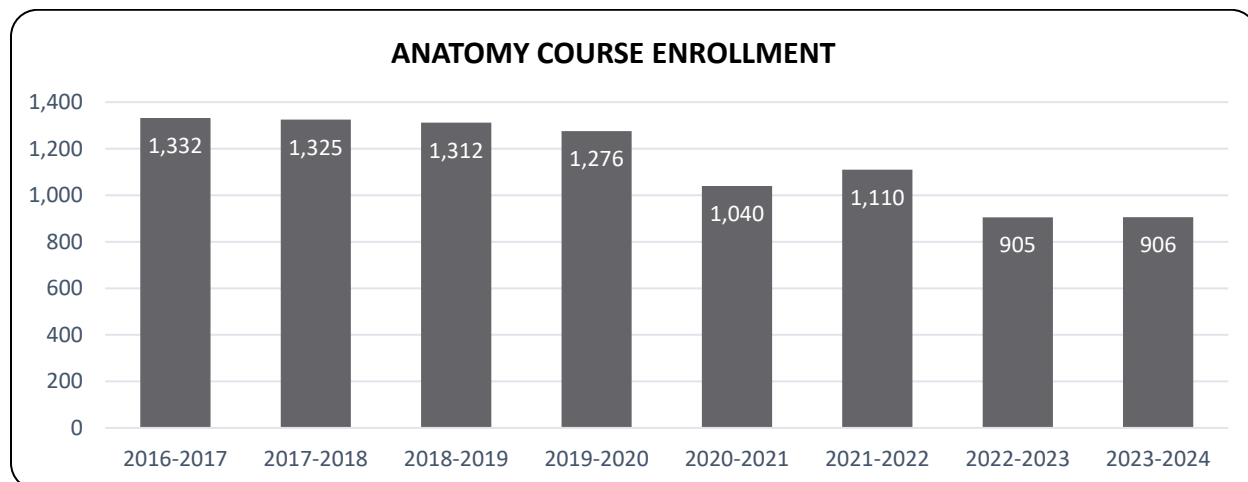


Figure ANATMY 1. Student Enrollment in Anatomy Courses by Academic Year

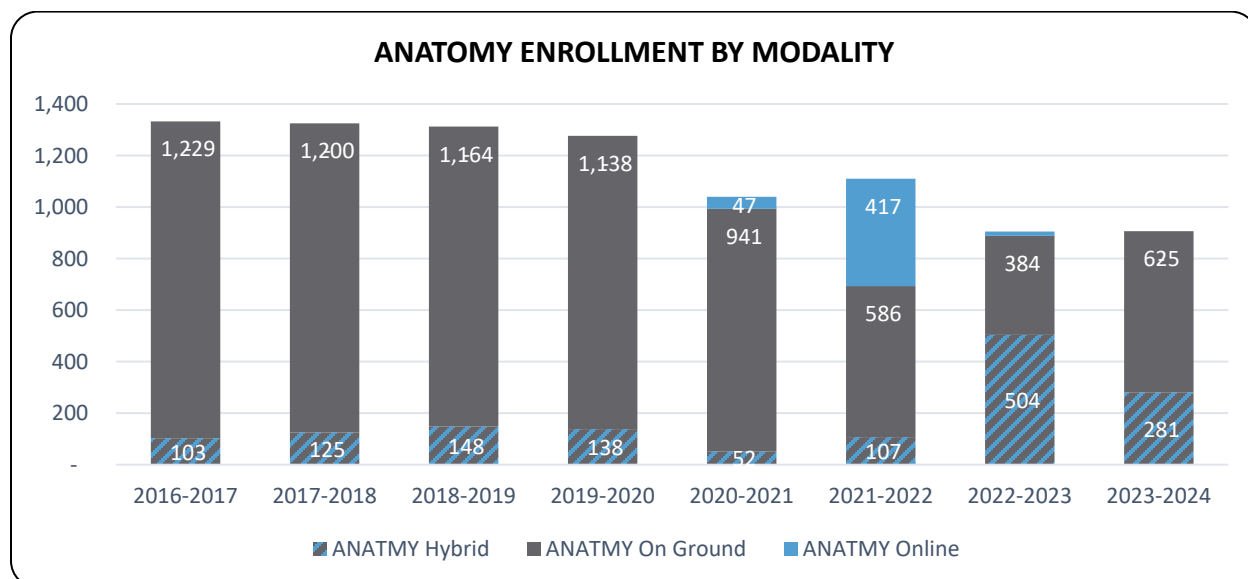


Figure ANATMY 2. Anatomy Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Anatomy courses are low, typically falling in the 40th and 50th percentiles, with a seven year low in Fall 2022 of 35% and a high in Fall 21 of 76%. College average for the same seven years is about 70%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -24 in Fall 2017 (college average -22) improving to -10 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -21 points (college average -16), which improved to 0 (college average -11) in Fall 2023, as well as in the three preceding fall semesters.

Degree and Certificate Awards

No degrees or certificates are currently offered in Anatomy.

Discipline Profile: Aquaculture

Trends in Enrollment, Modality, and Efficiency

The Aquaculture program is new as of 2023-2024, so it is too early to identify trends.

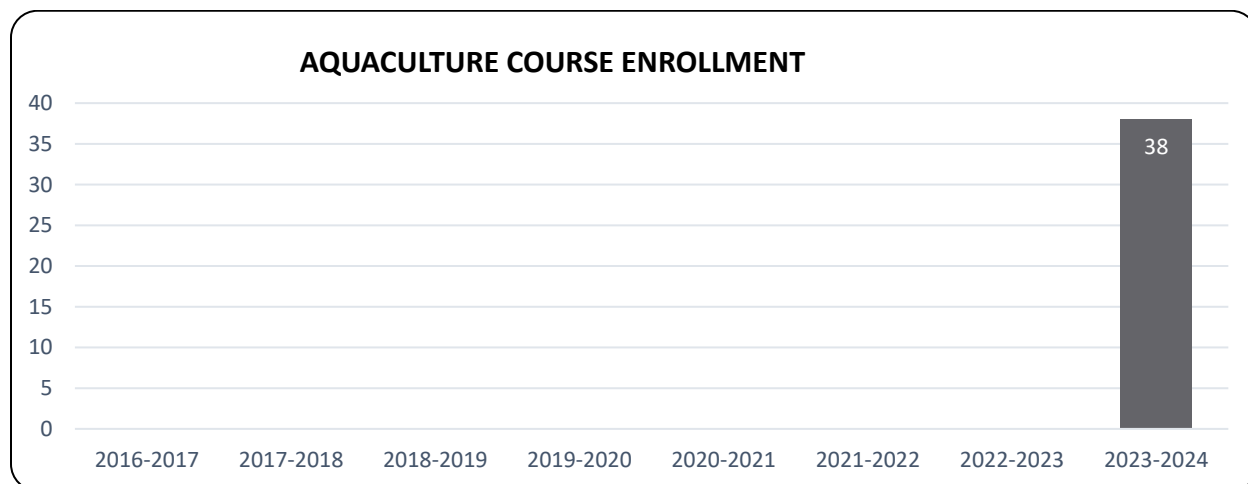


Figure AQUA 1. Student Enrollment in Aquaculture Courses by Academic Year

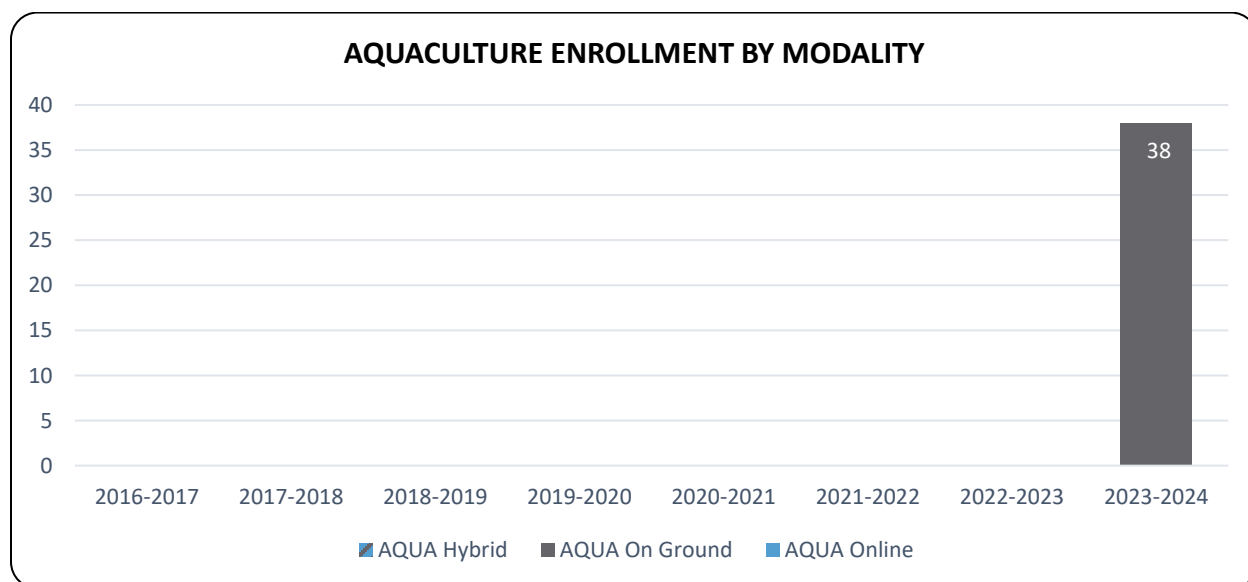


Figure AQUA 2. Aquaculture Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Data on success and equity are not yet available for this new program.

Degree and Certificate Awards

No degree or certificate is currently offered in Aquaculture.

Discipline Profile: Biology**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Biology courses has declined steadily since the onset of the pandemic and has not recovered. From 2016-2017 to 2023-2024, enrollment decreased by about 46%, while college-wide enrollment decreased by about 15%. Biology enrollments in online course modalities accounted for about 22% of the enrollment in this discipline prior to the pandemic, with online enrollments primarily in those courses that do not include a laboratory experience. Since the pandemic, online enrollments are up to about 28% and hybrid enrollments account for another 17%. Class fill rates in Biology have decreased from 91% in Fall 2017 (college average 88%) to 82% in Fall 2023 (college average 85%).

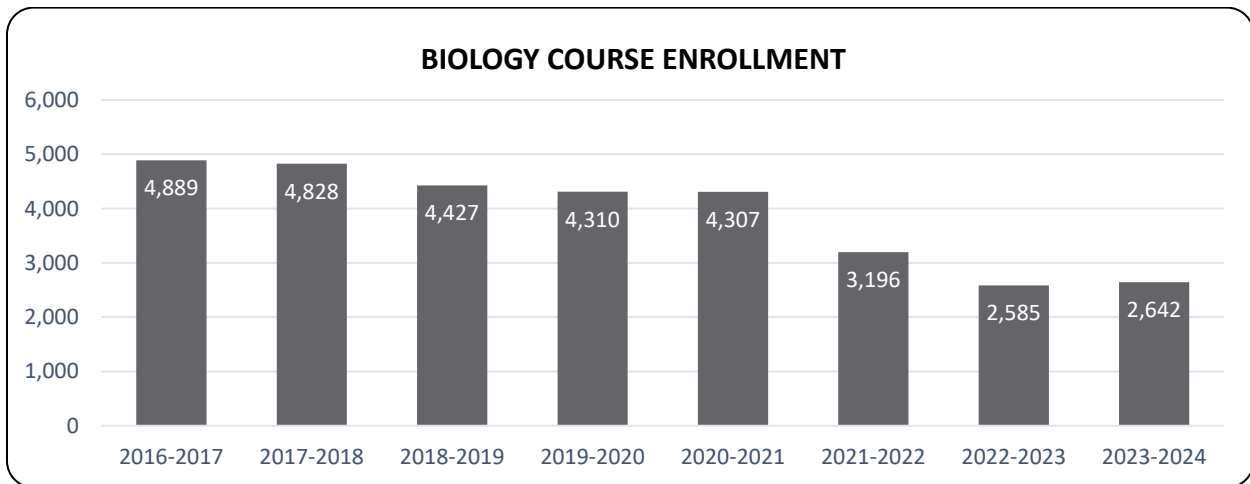


Figure BIOL 1. Student Enrollment in Biology Courses by Academic Year

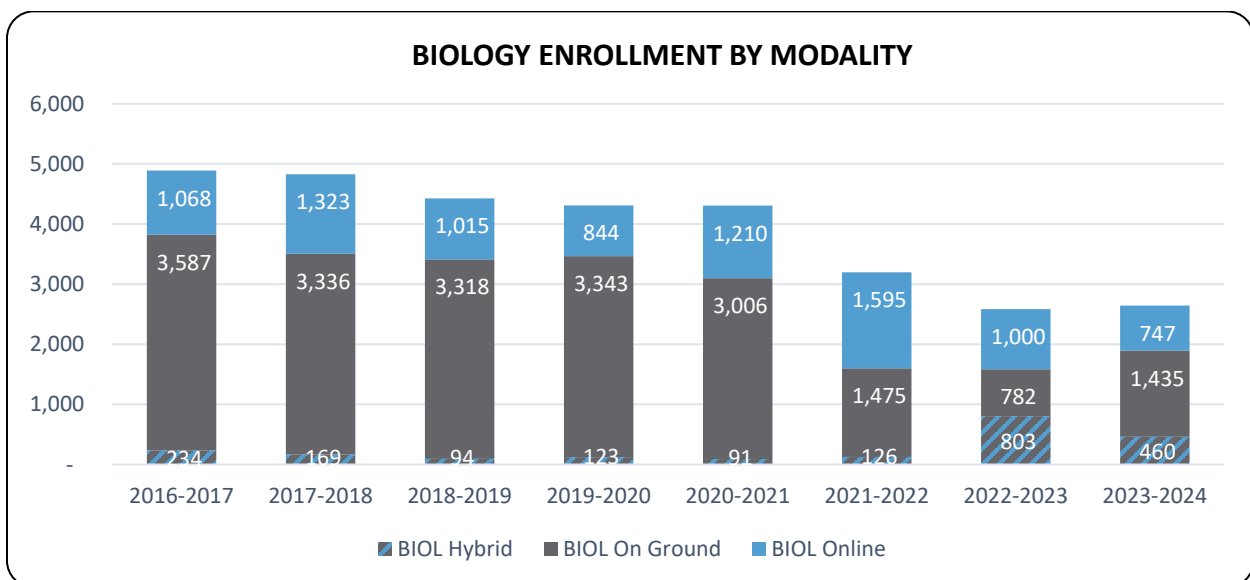


Figure BIOL 2. Biology Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Biology courses hold steady at about 65% (college average 70%), except for some fluctuations during pandemic years. Black students experienced the largest equity gaps in course success rates, with percentage point gaps over the past seven fall semesters ranging from -32 to -15, with no longitudinal trend observed. College average for the same semesters is -21. For Latine/x students the course success equity gap in Fall 2017 was -25 (college average -16) and improved to -17 (college average -11) in Fall 2023.

Degree and Certificate Awards

No degree or certificate is currently offered in Biology.

Discipline Profile: Botany**Trends in Enrollment, Modality, and Efficiency**

One of the smaller programs in the Life Sciences Department, Botany has shown fluctuating enrollments, with an overall decreasing trend. Enrollments in this discipline dropped by 62% from 2016-2017 to 2023-2024, while overall college enrollments decreased by 15%. The program remains 100% on ground. Class fill rates in Botany have increased over time from 78% in Fall 2017 (college average 88%) to 88% in Fall 2023 (college average 85%).

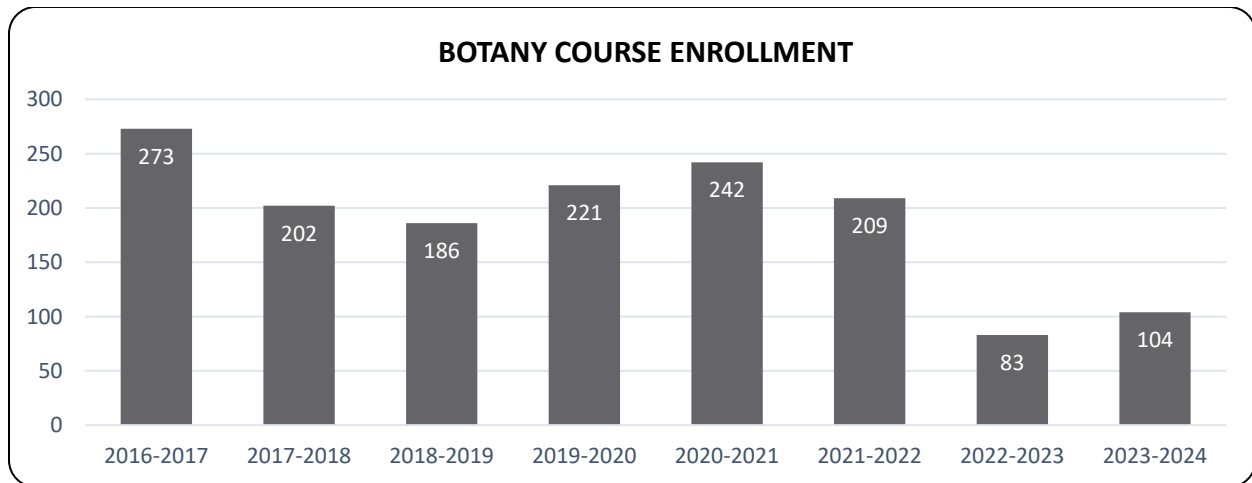


Figure BOTANY 1. Student Enrollment in Botany Courses by Academic Year

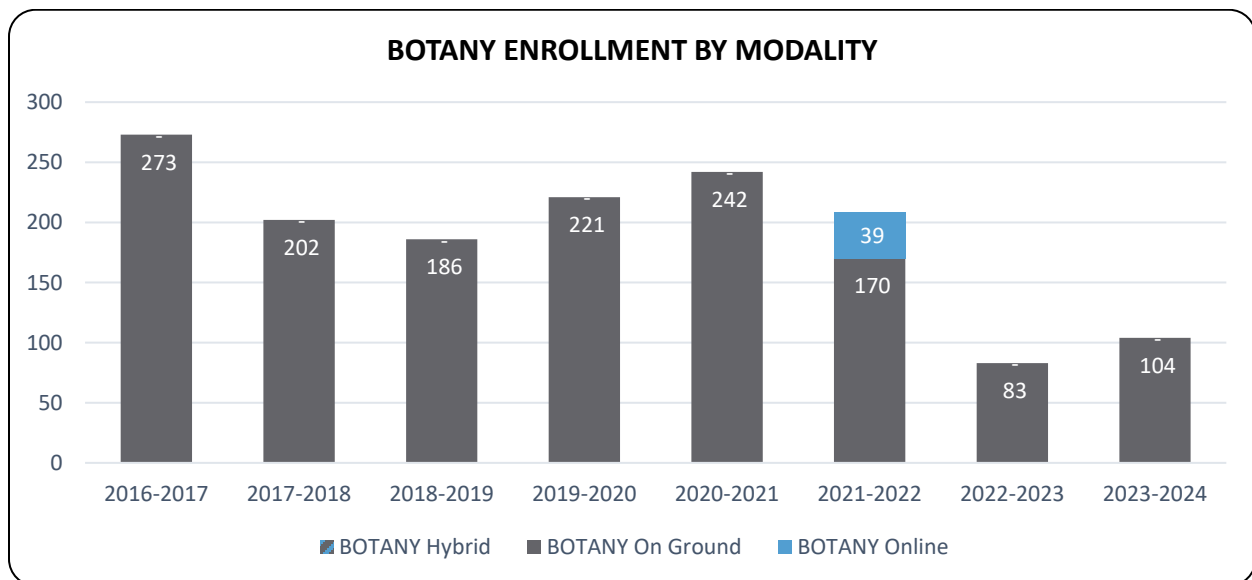


Figure BOTANY 2. Botany Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Botany courses have climbed steadily from 64% in Fall 2017 to 82% in Fall 2022, (college average for those years is 70%). Black student populations enrolling in this discipline are too small to draw meaningful information regarding course success equity gaps. For Latine/x students, racial equity gaps have not been observed in most semesters.

Degree and Certificate Awards

No degree or certificate is currently offered in Botany.

Discipline Profile: Microbiology**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Microbiology courses has declined modestly since the onset of the pandemic, roughly in keeping with college-wide enrollment decreases over the same time period. The program continues to provide nearly all instruction in on-ground modalities, with a small percentage of its enrollment occurring via hybrid modalities. Class fill rates are consistently very high in this discipline, averaging 94% over the past seven fall semesters (college average 85%).

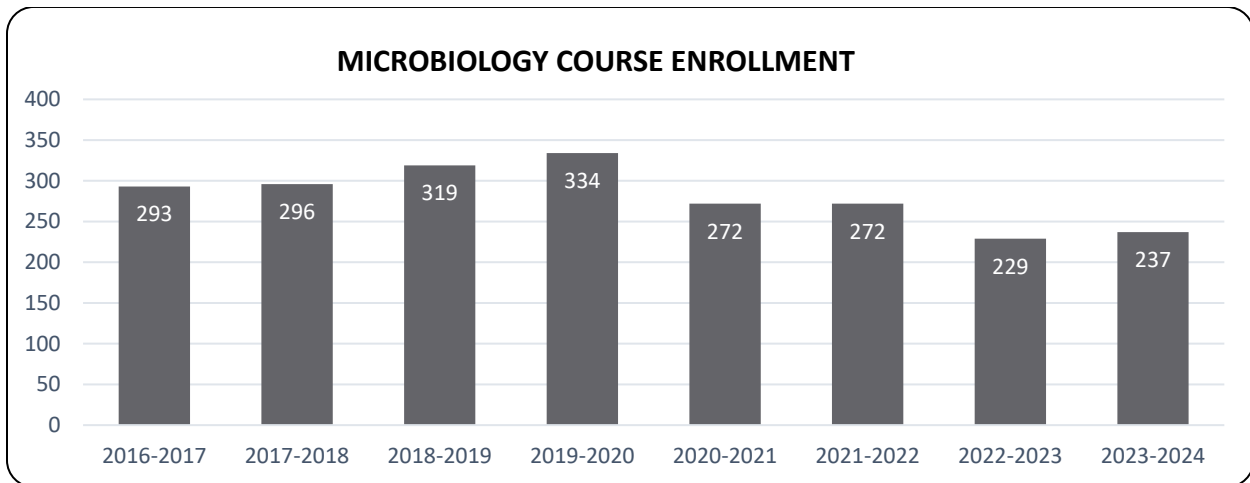


Figure MCRBIO 1. Student Enrollment in Microbiology Courses by Academic Year

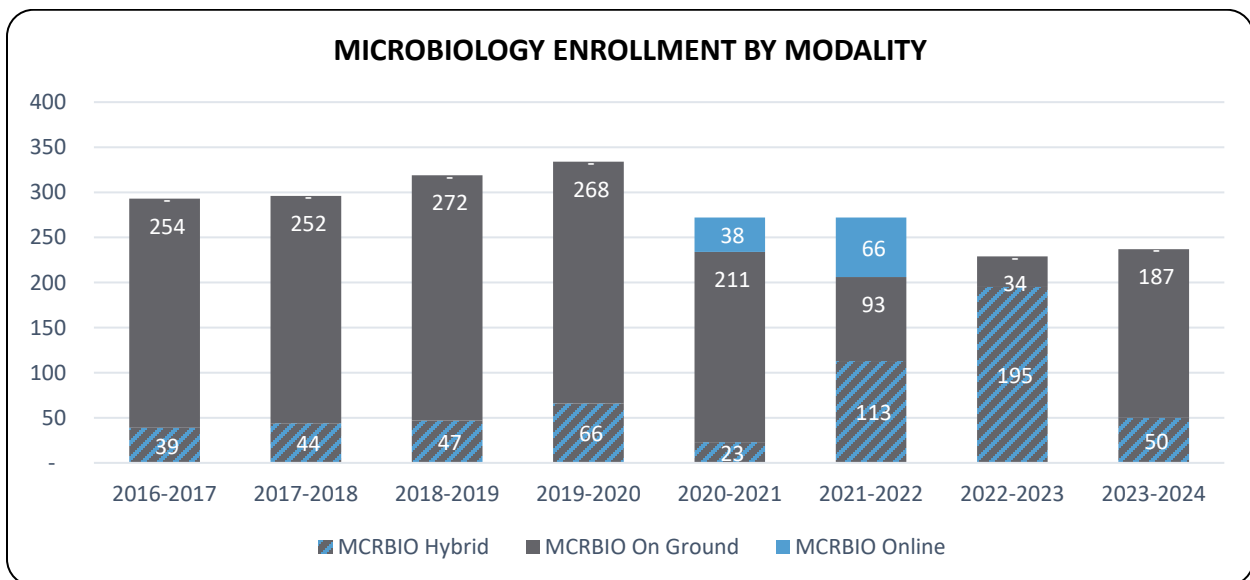


Figure MCRBIO 2. Microbiology Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Microbiology courses are very strong, typically in the low 90th percentile. Black student enrollment in this discipline is too low to obtain meaningful interpretations of data. For Latine/x students, racial equity gaps were -3 in most semesters, with some variation (college average -15).

Degree and Certificate Awards

No degree or certificate is currently offered in Microbiology.

Discipline Profile: Nutrition**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Nutrition courses has declined steadily over the past eight years. From 2016-2017 to 2023-2024, enrollment decreased by about 38%, while college-wide enrollment decreased by about 15%. The program has always included a strong enrollment in online modalities, which has only grown in recent years. In 2023-2024, 82% of the enrollments in Nutrition courses were in online modalities. Class fill rates for Nutrition courses hover right around 80% and remain fairly constant. College average is 85%.

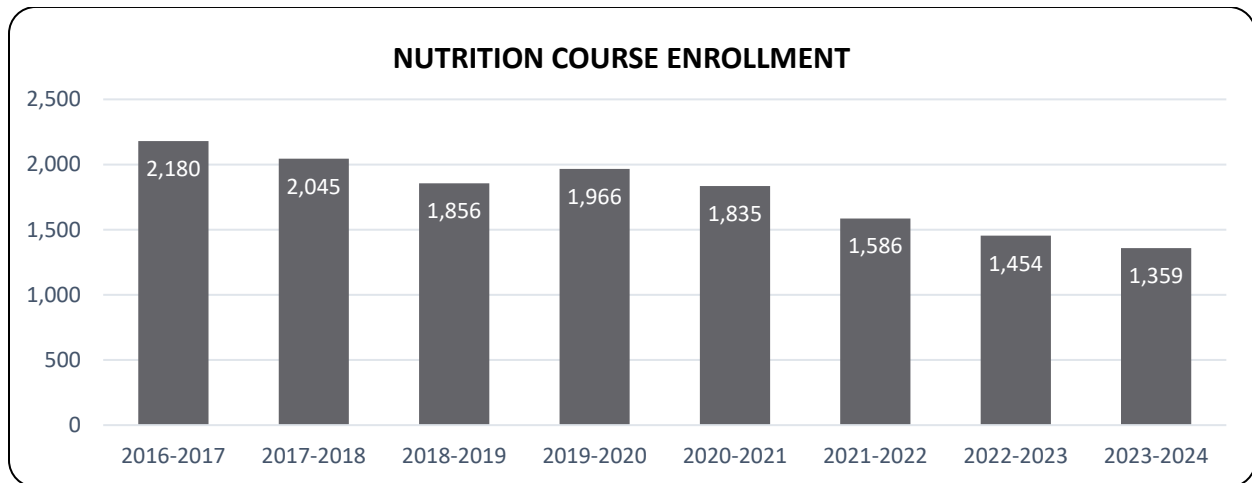


Figure NUTR 1. Student Enrollment in Nutrition Courses by Academic Year

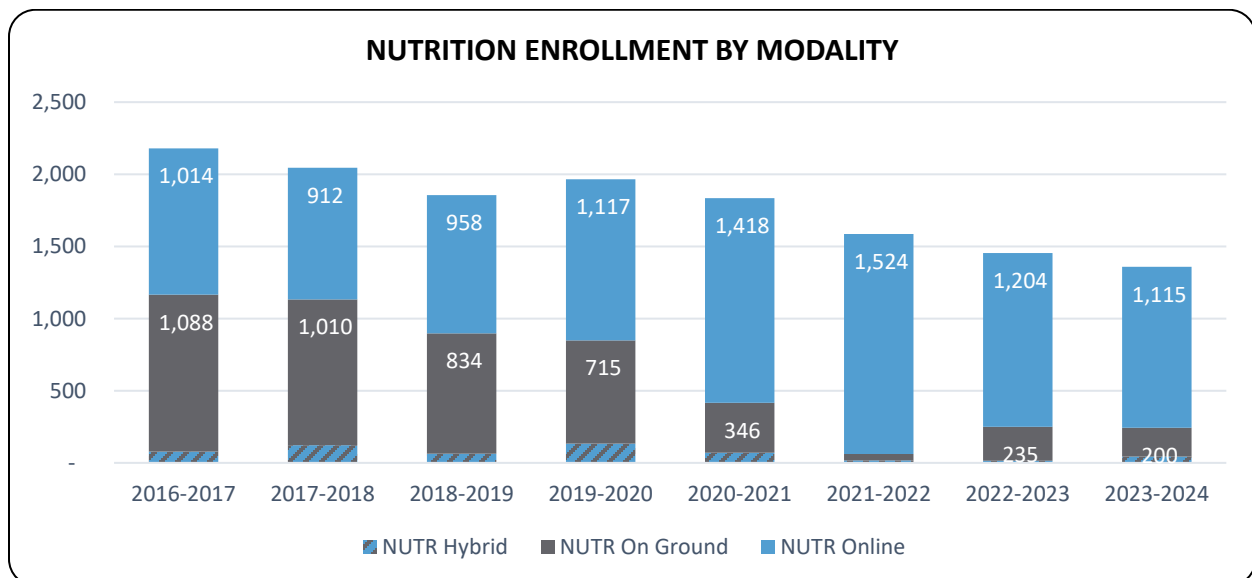


Figure NUTR 2. Nutrition Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Nutrition courses vary moderately, averaging 71% over the past seven fall semesters (college average 70%). Black students experienced the largest equity gaps in course success rates, with percentage point gaps ranging from -36 to -7 (college average -21). For Latine/x students, the gaps are smaller, varying from -6 to -15 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – NUTRITION								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Nutrition and Dietetics	5	3	5	9	11	8	9

Table NUTR 1. Degrees Awarded in Nutrition, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – NUTRITION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Chefs and Head Cooks	5,803	6,422	619	11%
Dietetic Technicians	1,068	1,148	80	7%
First-Line Supervisors of Food Preparation and Serving Workers	36,320	40,992	4,672	13%

Source: Center of Excellence for Labor Market Research

Table NUTR 2. Labor Market Information for Jobs in Nutrition for Los Angeles County

LABOR SUPPLY GAP – NUTRITION				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Nutrition, Foods, and Culinary Arts - 130600	8	100	7,518	7,418

Source: Center of Excellence for Labor Market Research

Table NUTR 3. Local Labor Supply Gaps in Nutrition

Discipline Profile: Physiology**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Physiology courses, growing steadily pre-pandemic, has declined since the onset of the pandemic and has not recovered. The program remains primarily on ground, with about 30% occurring via hybrid modalities. Class fill rates are consistently above college average at about 90% (college average 85%).

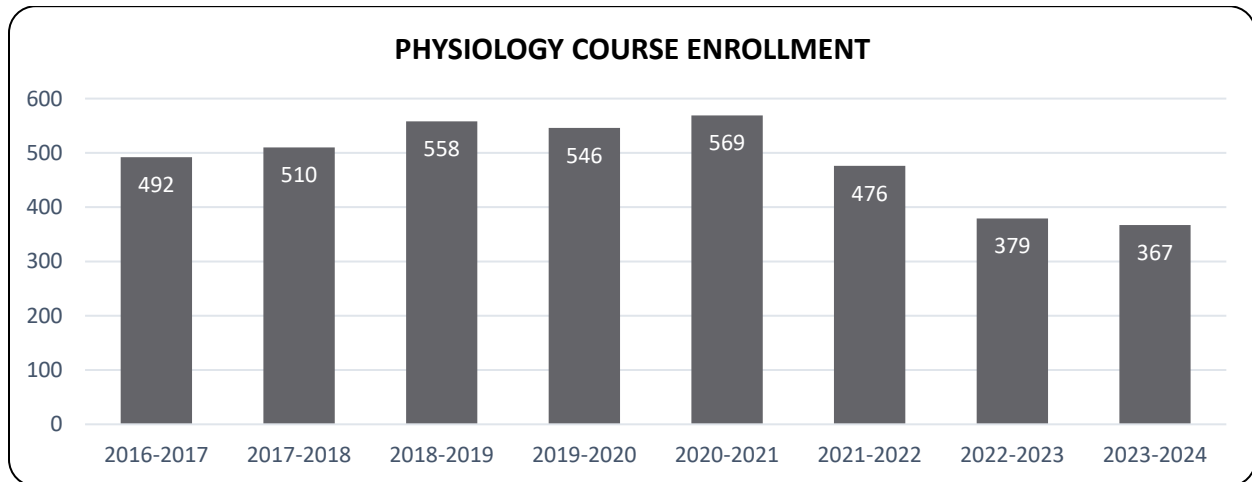


Figure PHYS 1. Student Enrollment in Physiology Courses by Academic Year

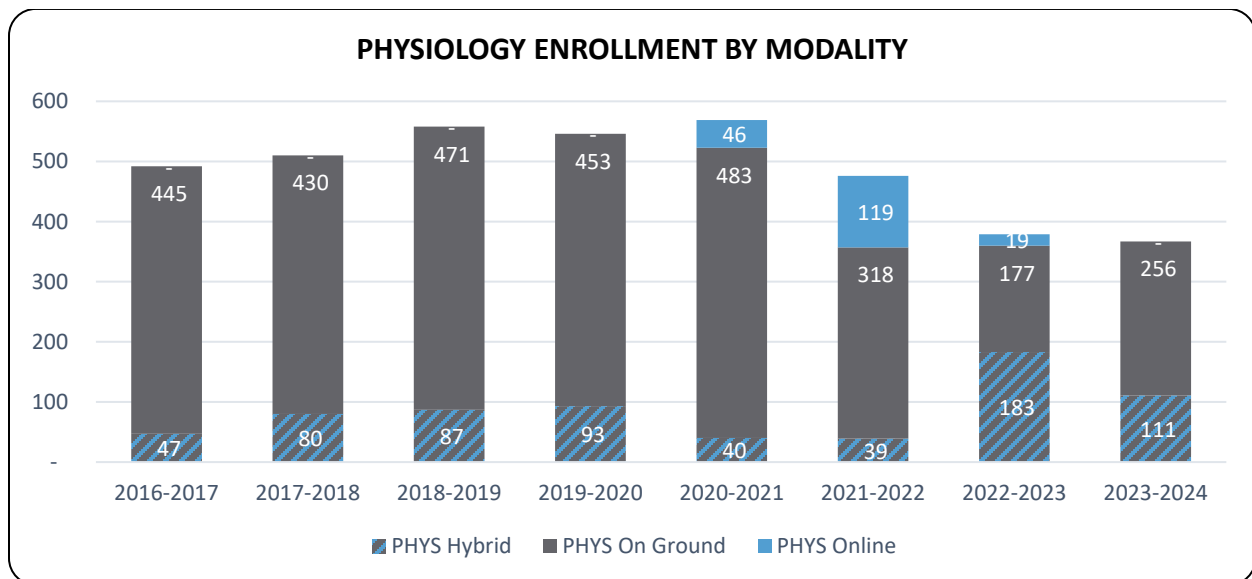


Figure PHYS 2. Physiology Annual Course Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Physiology courses have remained relatively steady, averaging 74% in the past seven fall semesters (college average 70%). Black student enrollment in this discipline is too low to obtain meaningful data. For Latine/x students, the gap in Fall 2017 was -14 points (college average -16) and improved to -7 (college average -11) in Fall 2023.

Degree and Certificate Awards

No degree or certificate is currently offered in Physiology.

Discipline Profile: Zoology**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Zoology courses, growing slightly pre-pandemic, has declined since the onset of the pandemic and has not recovered. From 2016-2017 to 2023-2024, enrollment in Zoology classes has decreased by 69%, while overall college enrollments have decreased by 15%. Class fill rates have decreased from 95% in Fall 2017 to 70% in Fall 2023, dropping well below the college average of 85%.

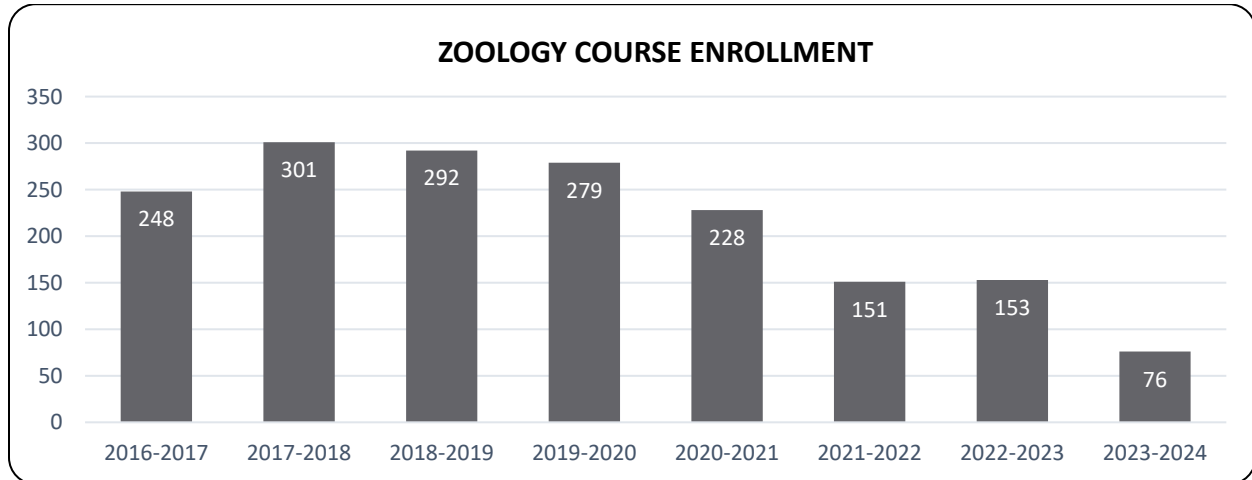


Figure ZOOL 1. Student Enrollment in Zoology Courses by Academic Year

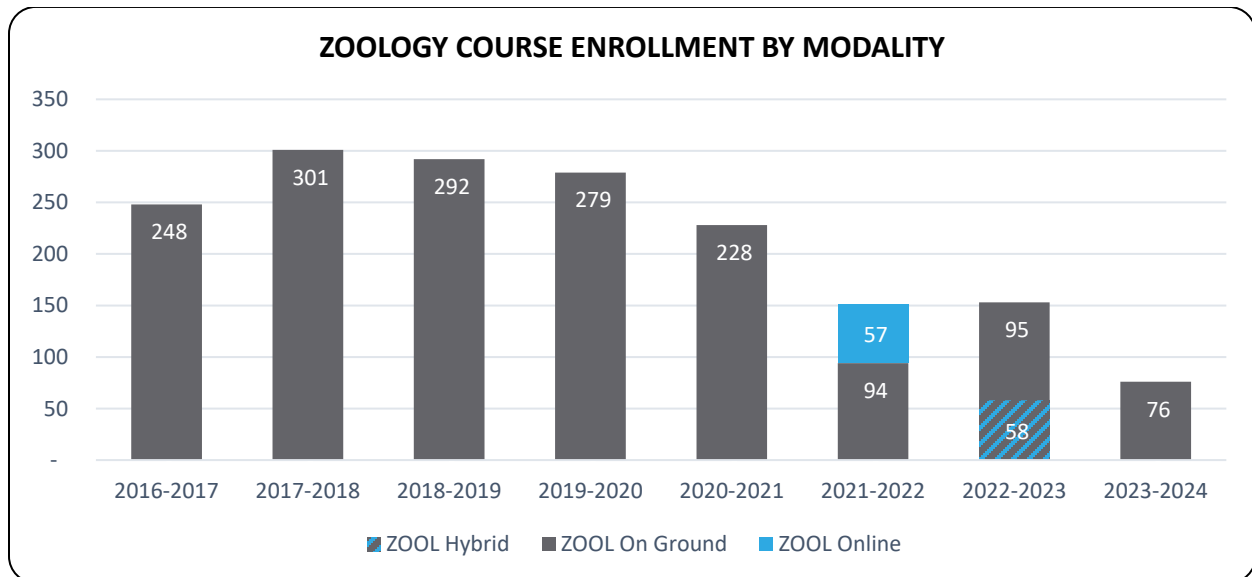


Figure ZOOL 2. Zoology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Zoology courses vary as expected for a small program and average 77% over the past 7 fall semesters (college average 70%). Black student enrollment in this discipline is too low to obtain meaningful data. For Latine/x students, the gaps vary, but range from -8 to +2 over the past seven fall semesters (college average -15).

Degree and Certificate Awards

No degree or certificate is currently offered in Zoology.

Future Directions for the Life Sciences Department

Looking ahead, the Life Sciences Department at Santa Monica College is committed to expanding its role as a vital educational and workforce development hub. Plans are to update, streamline, and strengthen academic pathways for students preparing to transfer to four-year institutions as pre-med, allied health, biology, and environmental science majors, ensuring they are well-equipped with the foundational knowledge and critical thinking skills required for success. At the same time, the department plans to enhance its Career Technical Education (CTE) offerings, recognizing the growing and future demand for skilled professionals in areas such as aquaculture and biotechnology.

Other plans are to expand into other high-impact fields that align with the life sciences, including culinary arts, ecotourism, sustainable agriculture, environmental monitoring, wildlife management, fermentation sciences (not only for food but also for industrial processes like biofuel production and biopharmaceutical manufacturing), and laboratory technology.

These programs will emphasize experiential learning through labs, fieldwork, internships, and collaboration with local industries and agencies. By integrating hands-on training, interdisciplinary learning, and industry partnerships, the goal is to provide students with both academic and applied experiences that support diverse career goals — from working in sustainable food systems to engaging in environmental stewardship and innovative biotechnology applications. By incorporating cutting-edge tools and practices, these programs will prepare students for direct entry into the workforce with job-ready skills, while also allowing flexibility for students who may pursue further education. These CTE pathways will not only support regional workforce needs, but also promote innovation, environmental sustainability, and food and health security — empowering students to contribute meaningfully to both local and global challenges.

The Life Sciences Department also holds a vital responsibility to deliver high-quality general education courses to students not majoring in the biological sciences. These courses are essential in promoting scientific literacy, critical thinking, and an understanding of the natural world, and are increasingly important in today's complex, science-driven society. Moving forward, the department will not only update existing classes, but will also offer and design new, engaging, relevant curricula that connect biological concepts to real-world issues such as health, sustainability, and environmental change, ensuring that all students — regardless of major — are empowered to make informed decisions and become responsible global citizens.

MATHEMATICS

Credit Disciplines Offered:

Mathematics (MATH)

Noncredit Discipline Offered:

None

The Mathematics Department at Santa Monica College serves a diverse and dynamic student body, offering a wide range of courses to meet the needs of all students. The curriculum includes transfer-level liberal arts and applied mathematics courses, as well as the traditional sequence of mathematics courses required for students pursuing STEM (science, technology, engineering, and mathematics) fields. The applied mathematics courses are specifically designed for students in non-STEM majors, ensuring that all students receive the appropriate support and preparation for their academic and professional goals.

Math faculty at SMC are dedicated to upholding high academic standards, while also providing the necessary support to help students succeed. Faculty strive to ensure that students are placed in courses that align with their current skills, while also providing opportunities to build the knowledge needed for future success. The program's goal is to prepare students to thrive as they transfer to four-year institutions, pursue graduate or professional school, or begin their careers, by equipping them with the tools they need for continued success.

Discipline Profile: Mathematics**Trends in Enrollment, Modality, and Efficiency**

Mathematics, one of the two highest-enrolled disciplines at the college, has experienced significant enrollment decline over the past eight years. The change from 23,622 in 2016-2017 to 15,482 in 2023-2024 represents a 34% decrease in enrollment. Enrollment in online modalities in Mathematics has also shifted from 0% in 2016-2017 to 15% in 2023-2024. Class fill rates have decreased from 91% in Fall 2017 (college average 88%) to 85% in Fall 2023 (college average 85%).

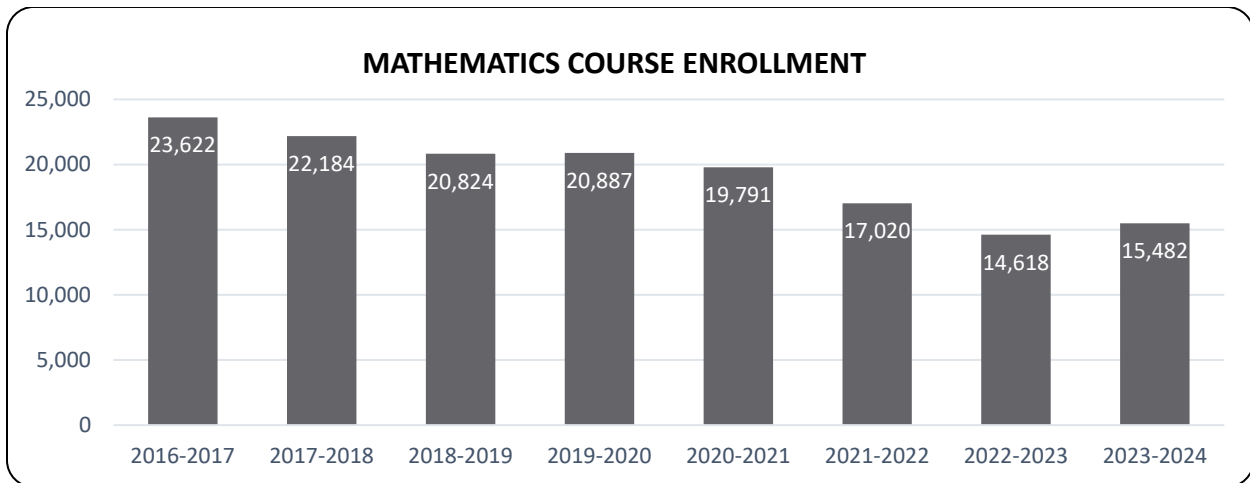


Figure MATH 1. Student Enrollment in Mathematics Courses by Academic Year

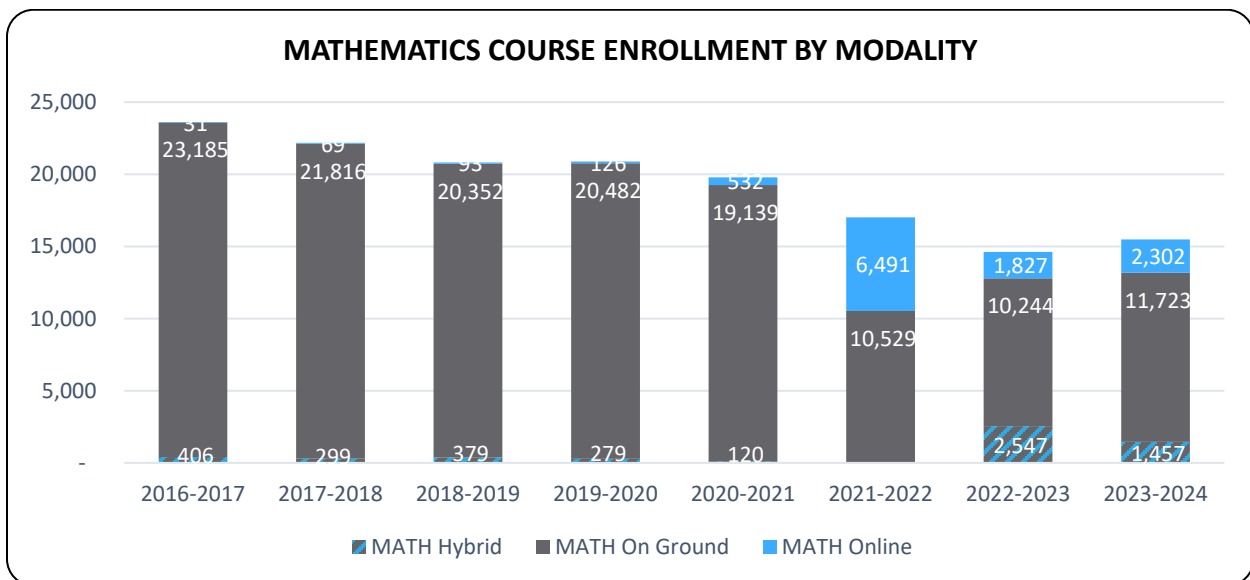


Figure MATH 2. Mathematics Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Mathematics courses run consistently in the high 40th percentile, except for some fluctuation in pandemic years. Average for the past 7 fall semesters is 48% (college average 70%). Black students experienced the largest equity gaps in course success rates, with a percentage point gap remaining constant at an average of -29 for the past seven fall semesters (college average -21). For Latine/x students, the trends are similar, with an average gap of -23 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – MATHEMATICS								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Mathematics	41	38	42	46	34	25	20

Table MATH 1. Degrees Awarded in Mathematic, Fall 2017-Spring 2024

Future Directions for the Mathematics Department

After reviewing enrollment, outcomes, and labor market data, the Mathematics Department is committed to adapting its curriculum to meet the evolving needs of its students and the workforce. The department will continue offering fully online math classes, ensuring that they are taught by qualified instructors to provide flexibility and access to a broader range of students.

In response to the academic needs of SMC math students, the department has developed an innovative Precalculus class to better prepare students for success in calculus and a calculus with support course. State law AB 1705 allows all students to enroll in Calculus or Calculus with Support.

To further meet the needs of non-STEM students, the department developed a Quantitative Reasoning class. This course is designed to provide non-STEM majors with a pathway to completing their mathematics requirements and fulfilling degree requirements. This course includes a project-based aspect to provide diversity in grading for students who suffer from test anxiety. These changes are intended to help decrease the equity gaps currently observed in mathematics courses.

Based on labor market data, the department recognizes the growing importance of aligning its course offerings with industry needs. As such, future efforts will focus on helping more students obtain certificates in areas that reflect the current market trends, and provide students with relevant skills that enhance their employability. The department will also continue to monitor demographic and educational trends to ensure that SMC's math curriculum evolves in ways that best support students' success and prepares them for the workforce.

The math department recently moved into the new Math and Science Building, which meets most of the department's facilities needs. Since the planning and construction of that building, however, many math faculty, particularly those teaching statistics courses, are requesting computer classrooms for their classes. As such, additional computer classrooms are needed.

MODERN LANGUAGES & CULTURES

Credit Disciplines Offered:

American Sign Language (ASL), Arabic (ARABIC), Chinese (CHINESE), French (FRENCH), German (GERMAN), Hebrew (HEBREW), Italian (ITAL), Japanese (JAPAN), Korean (KOREAN), Linguistics (LING), Persian (PERSIAN), Russian (RUSS), Spanish (SPAN)

Noncredit Disciplines Offered:

N/A

The Santa Monica College Department of Modern Languages and Cultures fosters respect and appreciation for diverse ethnic groups through the study of language, literature, and culture. Offering courses in American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Linguistics, Persian, Russian, and Spanish, the program prepares students to understand, speak, read, and write in the target language, enabling them to engage meaningfully with diverse communities, and fostering a global perspective.

In each of these disciplines, the department offers a variety of types of courses — including beginning, conversation, culture and civilization, and others — that enhance language skills and explore literature, culture, and business practices. Students can pursue an Associate Degree for Transfer in Spanish or earn Certificates of Achievement in African and Middle Eastern Studies, Asian Studies, European Studies, and Latin American Studies. These programs lay a foundation for transfer to or entry into the workforce.

The department co-runs the Language and Culture Exchange (LCE) program with the ESL department. This initiative pairs native English speakers learning a target language with students who are fluent in that language and working on improving their English skills. Partners meet regularly, splitting time between both languages.

Recognizing that textbook costs can be a significant barrier to student success, and to increase access and equity, the department is expanding the use of Open Educational Resources (OER) and Zero-Textbook-Cost (ZTC) options. With the support of the 2023 ZTC Acceleration Grant, the Spanish A.A.-T is being converted into a fully ZTC program.

The department also maintains strong community ties through a variety of cultural events. In collaboration with the Consulate General of Korea in Los Angeles, it hosts events that showcase Korean culture, featuring both traditional and contemporary cuisine. Partnerships with the Korean Spirit and Culture Promotion Project (KSCPP) have brought workshops like the “Art of the Korean Lotus Lantern” to campus. The department also collaborates with the Korean Cultural Center and the Korean-American Calligraphy Association to offer workshops in Korean calligraphy and traditional Korean culture.

In partnership with the Japan Foundation in Los Angeles, the department hosts “Tea Time at Santa Monica College,” a relaxed environment for students to practice Japanese conversation while exploring cultural customs.

The Spanish program recruits students from across the campus to serve as Cultural Ambassadors through Spain’s North American Language and Culture Assistants Program (NALCAP). Several students have participated in this program, and in Fall 2024, the Spanish program welcomed Mr. Josu Baque, Education Advisor from the Embassy of Spain, to promote NALCAP on campus.

Discipline Profile: Arabic**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in Arabic courses have declined modestly in recent years. Modalities are 100% on ground in this discipline, outside of the pandemic years. Class fill rates vary as expected for a small program, but remain strong, averaging 90% over the past seven fall semesters (college average 85%).

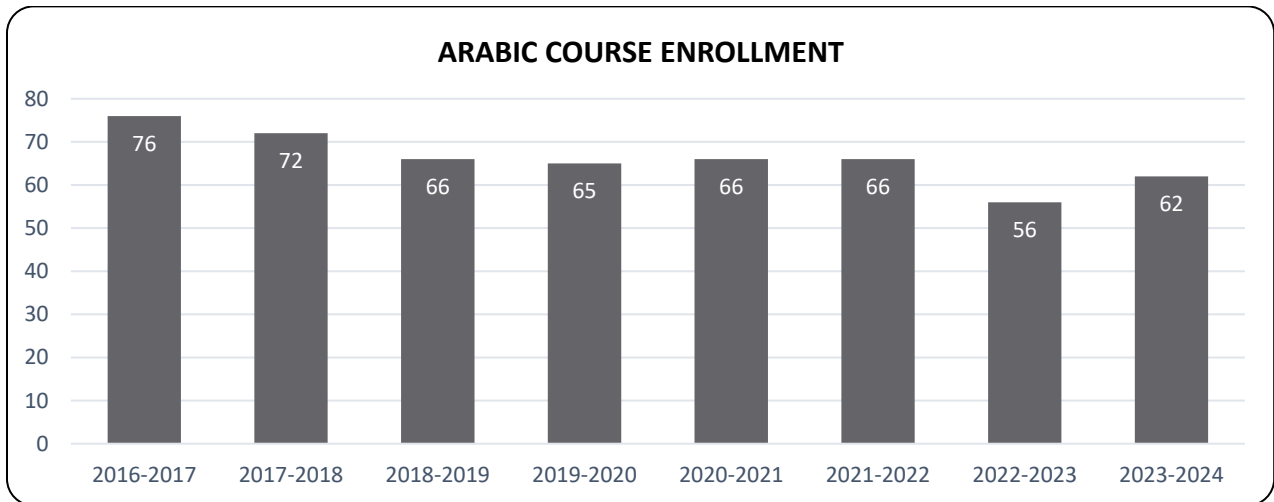


Figure ARABIC 1. Student Enrollment in Arabic Courses by Academic Year

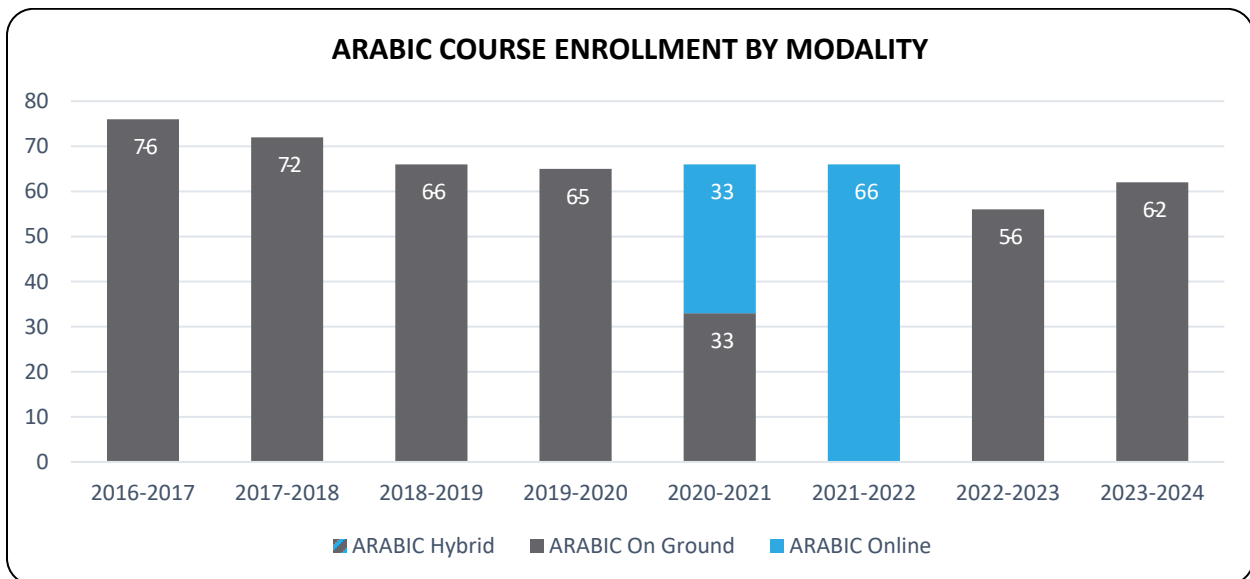


Figure ARABIC 2. Annual Arabic Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Arabic courses vary considerably from semester to semester, averaging 78% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in Arabic classes are too low to provide meaningful trends.

Degree and Certificate Awards

CERTIFICATES AWARDED – ARABIC								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	African and Middle Eastern Studies	0	0	0	0	1	0	0

Table ARABIC 1. Certificates Awarded in African and Middle Eastern Studies, Fall 2017-Spring 2024

Discipline Profile: American Sign Language

Trends in Enrollment, Modality, and Efficiency

Student enrollments in American Sign Language (ASL) courses have declined modestly in recent years. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollments are about 68% online. Class fill rates vary moderately as expected for a small program, but remain on par with college averages at about 85% over the past seven fall semesters.

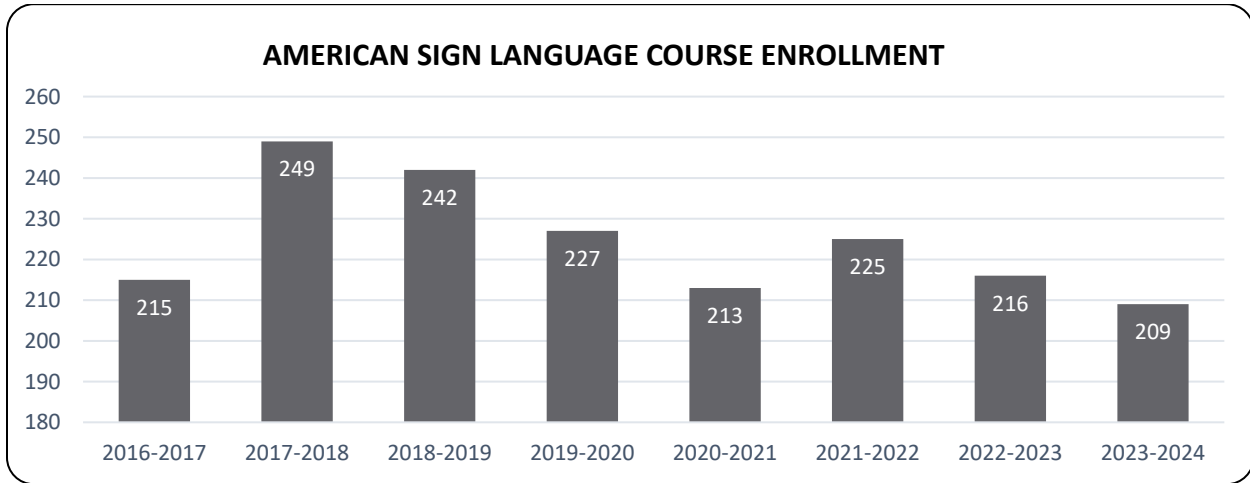


Figure ASL 1. Student Enrollment in American Sign Language Courses by Academic Year

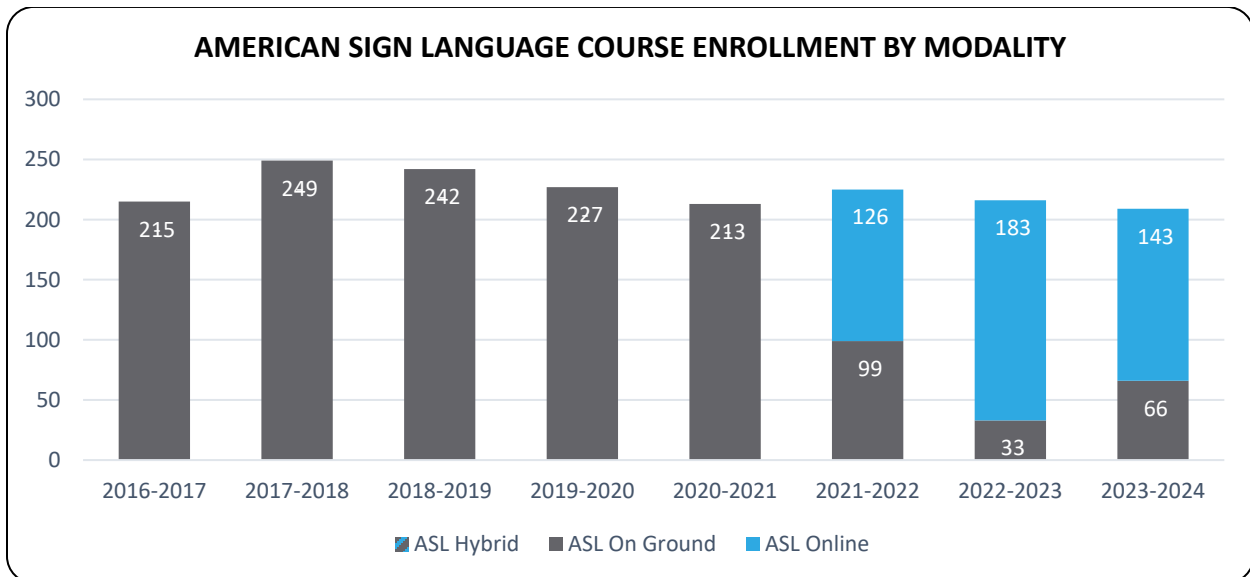


Figure ASL 2. Annual American Sign Language Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in American Sign Language courses vary considerable from semester to semester, averaging 74% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in ASL classes are too low to show meaningful trends.

Degree and Certificate Awards

No degree or certificate is currently offered in American Sign Language.

Discipline Profile: Chinese**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in Chinese courses have declined severely in recent years, with 2023-2024 enrollments 80% lower than in 2016-2017. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollments are about 50% online. Class fill rates vary moderately, as expected for a small program, with larger declines in pandemic years, and average 77% (college average 85%).

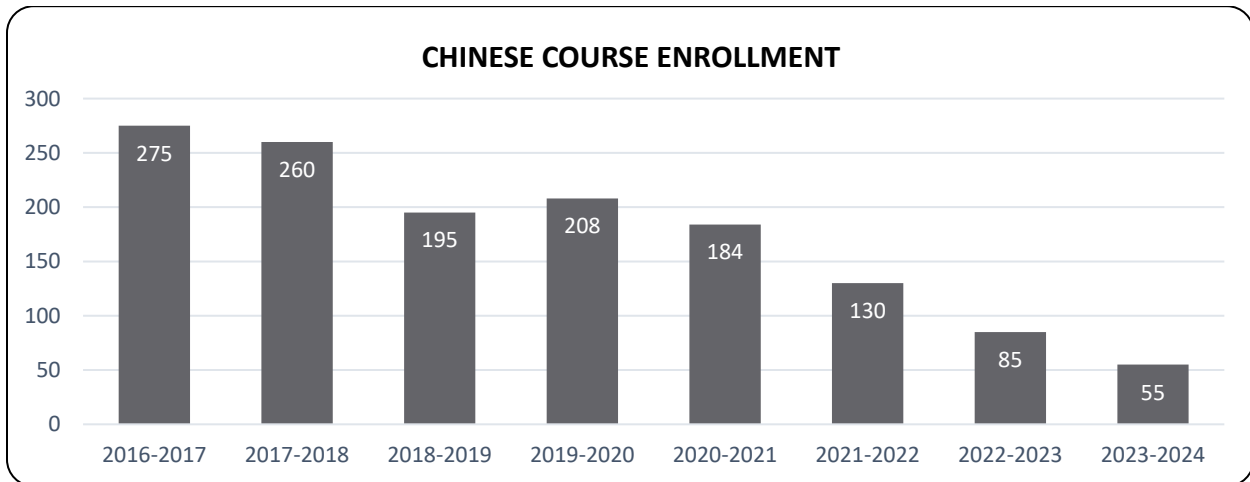


Figure CHNESE 1. Student Enrollment in Chinese Courses by Academic Year

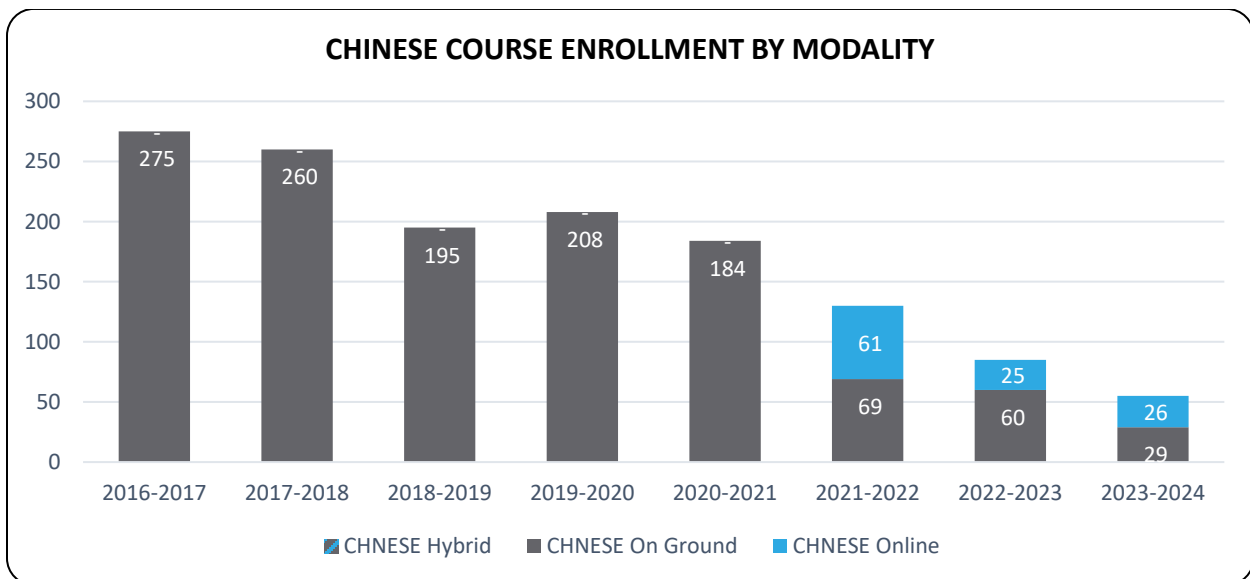


Figure CHNESE 2. Annual Chinese Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Chinese courses vary considerable from semester to semester, averaging 72% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in Chinese classes are too low to show meaningful trends.

Degree and Certificate Awards

CERTIFICATES AWARDED – CHINESE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	Asian Studies	0	0	0	2	2	8	3

Table CHNESE 1. Certificates Awarded in Asian Studies, Fall 2017-Spring 2024

Discipline Profile: French**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in French courses have declined in recent years by about 30%, while college enrollment has declined by about 15%. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollments are about 73% online. Class fill rates vary and have averaged 80% over the past seven fall semesters (college average 85%).

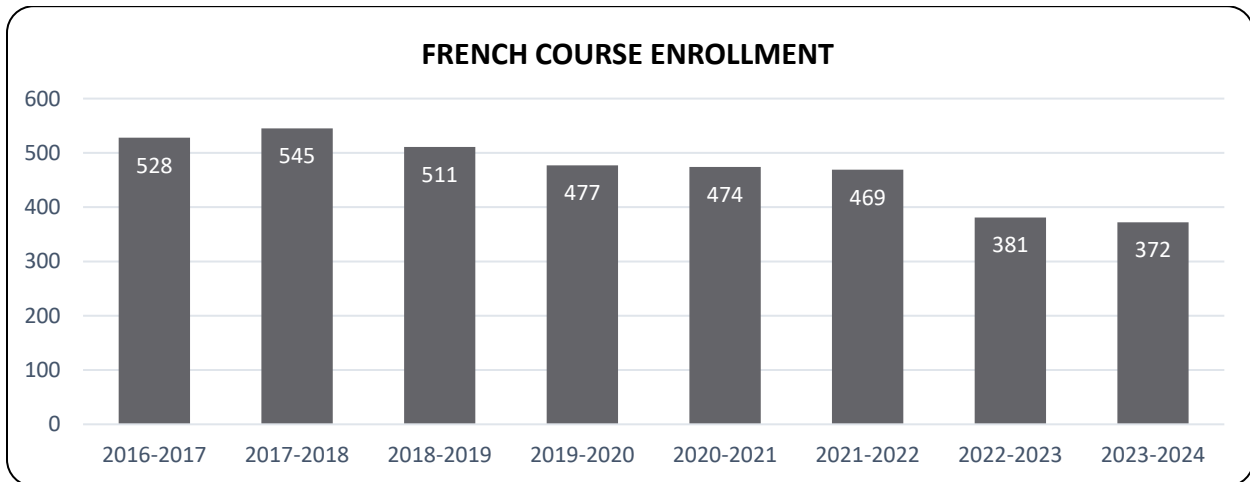


Figure FRENCH 1. Student Enrollment in French Courses by Academic Year

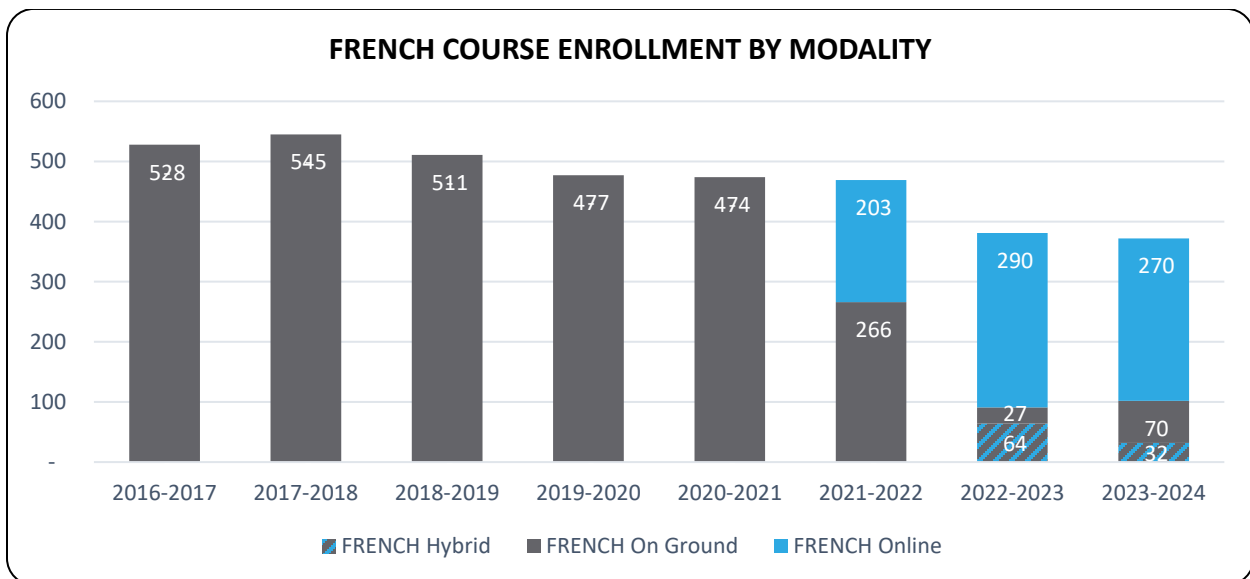


Figure FRENCH 2. Annual French Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in French courses vary from semester to semester, averaging 71% over the past seven fall semesters (college average 70%). Equity gaps in course success rates for Black students in French classes vary too widely to identify any meaningful trends. The gaps for Black student range from -32 to +7 (college average -21). For Latine/x students, equity gaps persist and range from -4 to -13 (college average -15).

Degree and Certificate Awards

CERTIFICATES AWARDED – FRENCH								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	European Studies	0	0	0	0	0	0	1

Table FRENCH 1. Certificates Awarded in European Studies, Fall 2017-Spring 2024

Discipline Profile: German**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in German courses have declined severely in recent years with 2023-2024 enrollments 78% lower than in 2016-2017. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollment is entirely online. Class fill rates vary as expected for a small program, with larger declines in pandemic years, and average 70% (college average 85%).

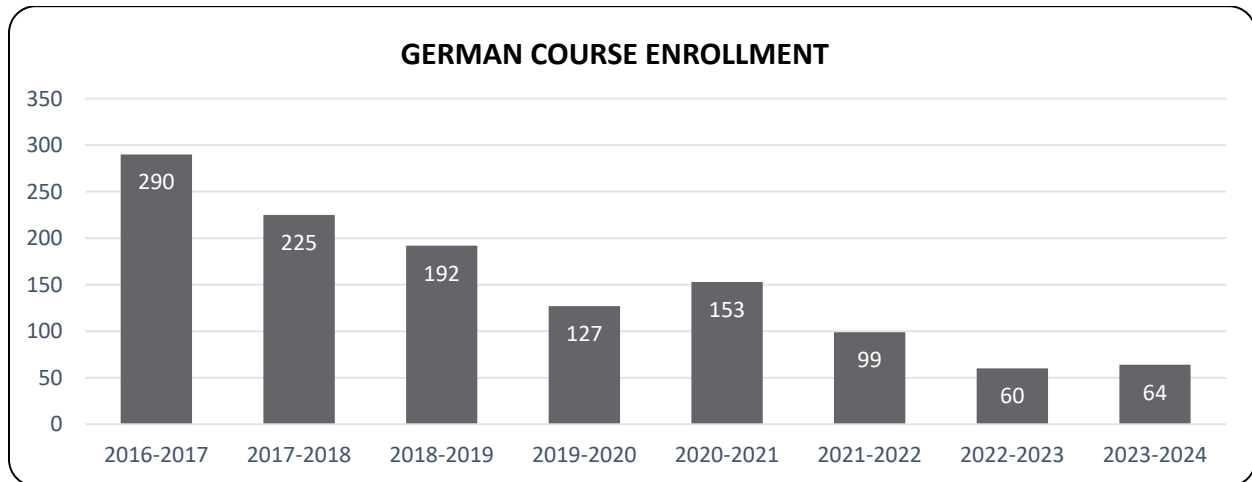


Figure GERMAN 1. Student Enrollment in German Courses by Academic Year

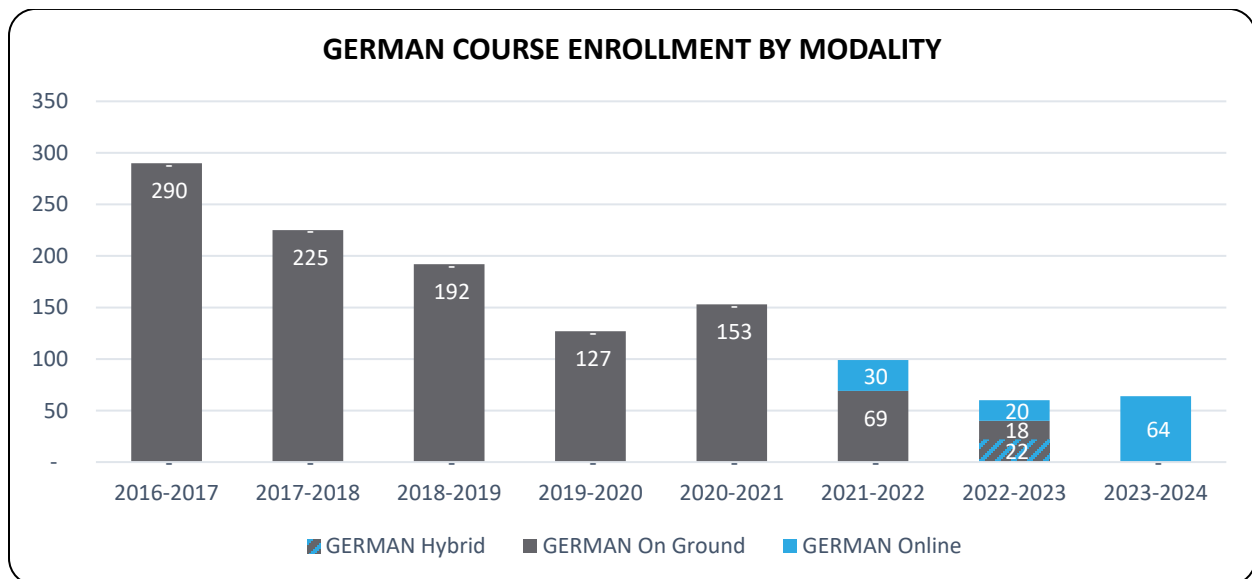


Figure GERMAN 2. Annual German Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in German courses vary considerably from semester to semester, averaging 72% over the past seven fall semesters (college average 70%). Enrollments of Black and Latine/x students in German classes are too low to yield meaningful data.

Degree and Certificate Awards

CERTIFICATES AWARDED – GERMAN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	European Studies	0	0	0	0	0	0	1

Table GERMAN 1. Certificates Awarded in European Studies, Fall 2017-Spring 2024

Discipline Profile: Hebrew**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in Hebrew courses declined prior to and during the pandemic, but have shown modest partial rebounds in recent years. Enrollments in Hebrew for 2023-2024 were 31% lower than in 2016-2017. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollment is entirely online. Class fill rates vary widely in this discipline, likely due to its dependence upon a dual enrollment program with an area high school, and average 70% (college average 85%).

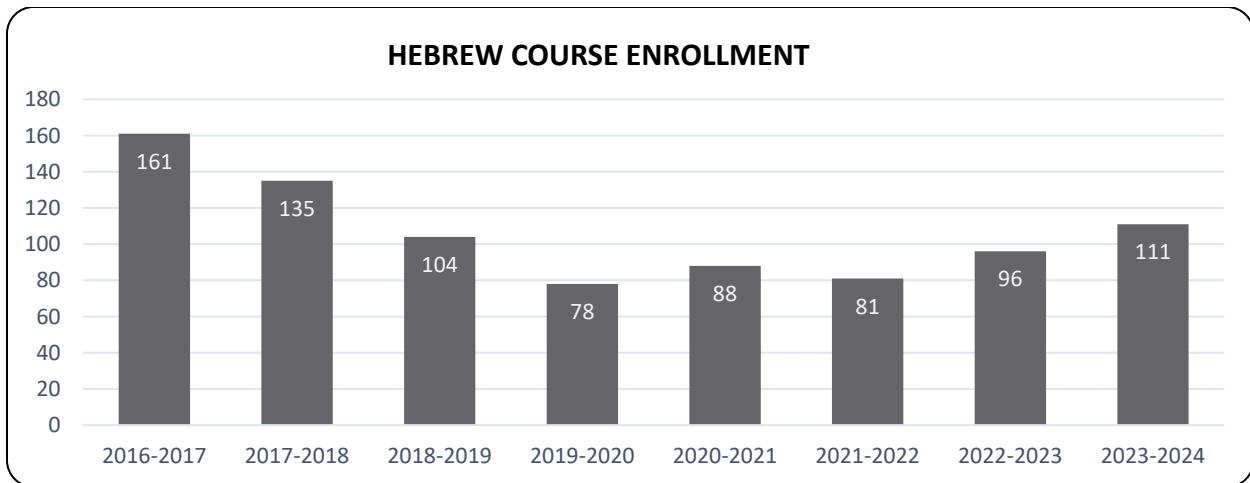


Figure HEBREW 1. Student Enrollment in Hebrew Courses by Academic Year

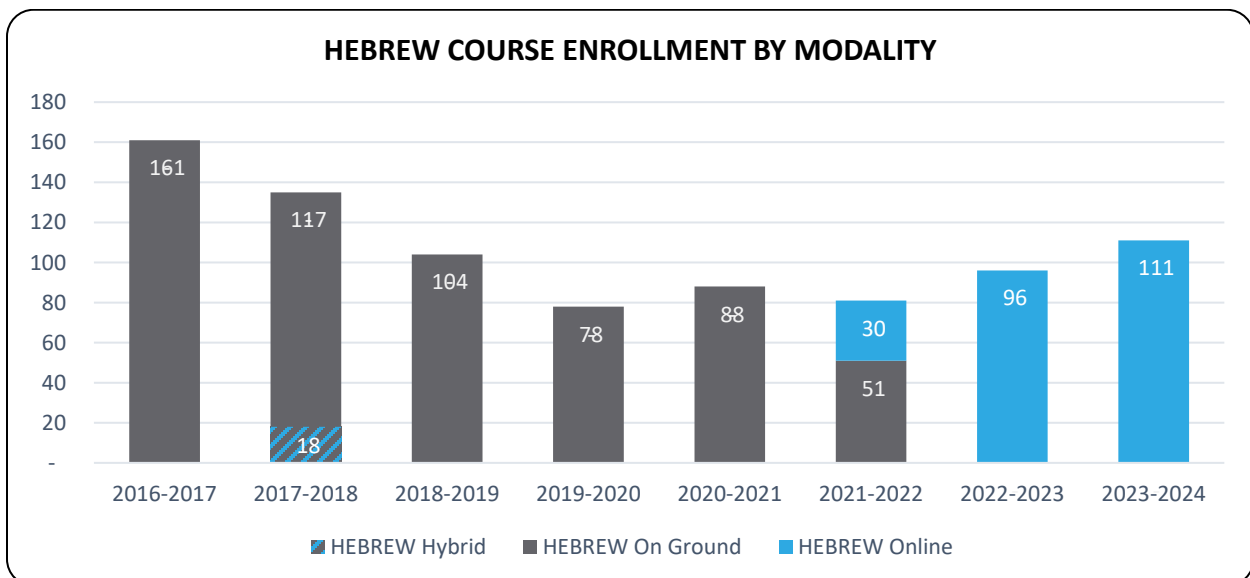


Figure HEBREW 2. Annual Hebrew Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Hebrew courses vary considerable from semester to semester, averaging 71% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in Hebrew classes are too low to indicate any meaningful trends.

Degree and Certificate Awards

CERTIFICATES AWARDED – HEBREW								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	African and Middle Eastern Studies	0	0	0	0	1	0	0

Table HEBREW 1. Degrees Awarded in African and Middle Eastern Studies, Fall 2017-Spring 2024

Discipline Profile: Italian**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in German courses have declined steadily in recent years, with 2023-2024 enrollments 52% lower than in 2016-2017. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollment is half online. Class fill rates vary as expected for a small program, with larger declines in pandemic years, and average 77% (college average 85%).

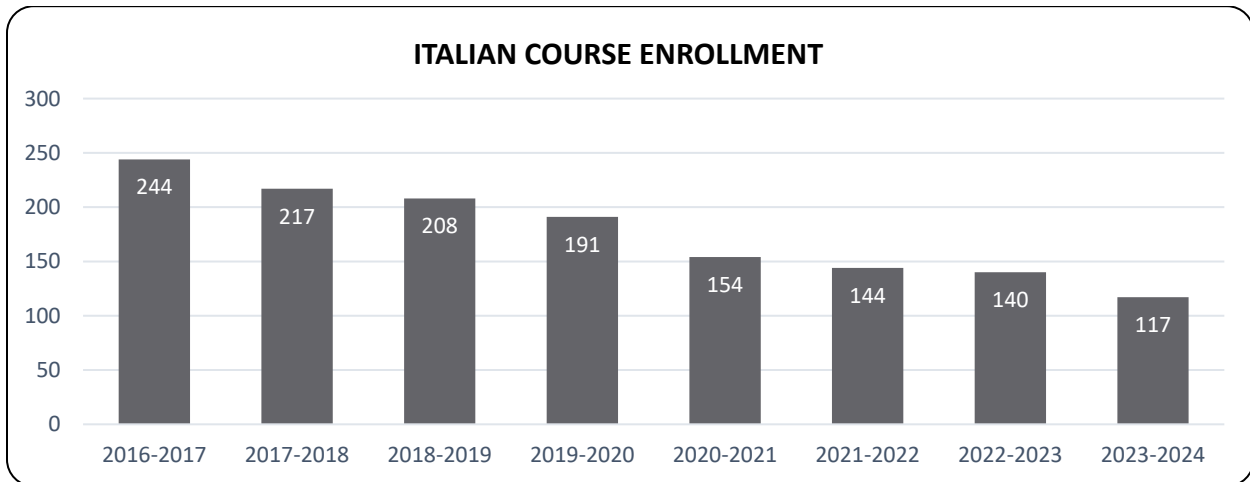


Figure ITAL 1. Student Enrollment in Italian Courses by Academic Year

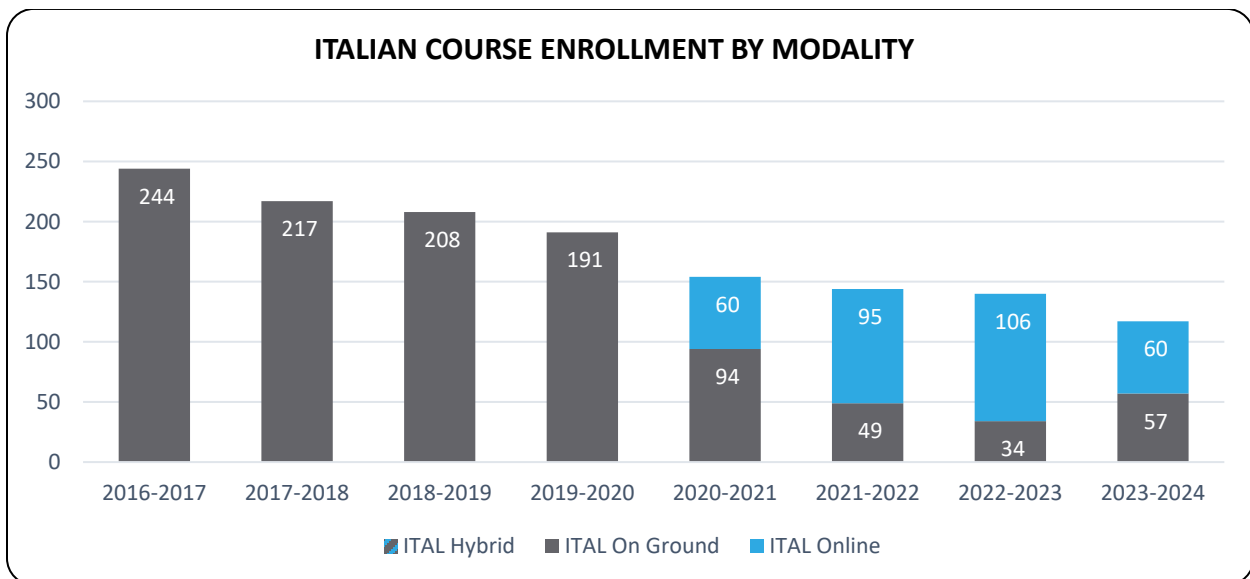


Figure ITAL 2. Annual Italian Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Italian courses vary considerable from semester to semester and are low, averaging 61% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in Italian classes are too low to identify any meaningful trends.

Degree and Certificate Awards

CERTIFICATES AWARDED – ITALIAN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	European Studies	0	0	0	0	0	0	1

Table ITAL 1. Certificates Awarded in European Studies, Fall 2017-Spring 2024

Discipline Profile: Japanese**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Japanese courses declined steeply starting in 2021-2022, with 2023-2024 enrollments 36% lower than in 2016-2017. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollment is 58% online. Class fill rates are higher than in many other language programs, averaging the same as overall college rates at 85%.

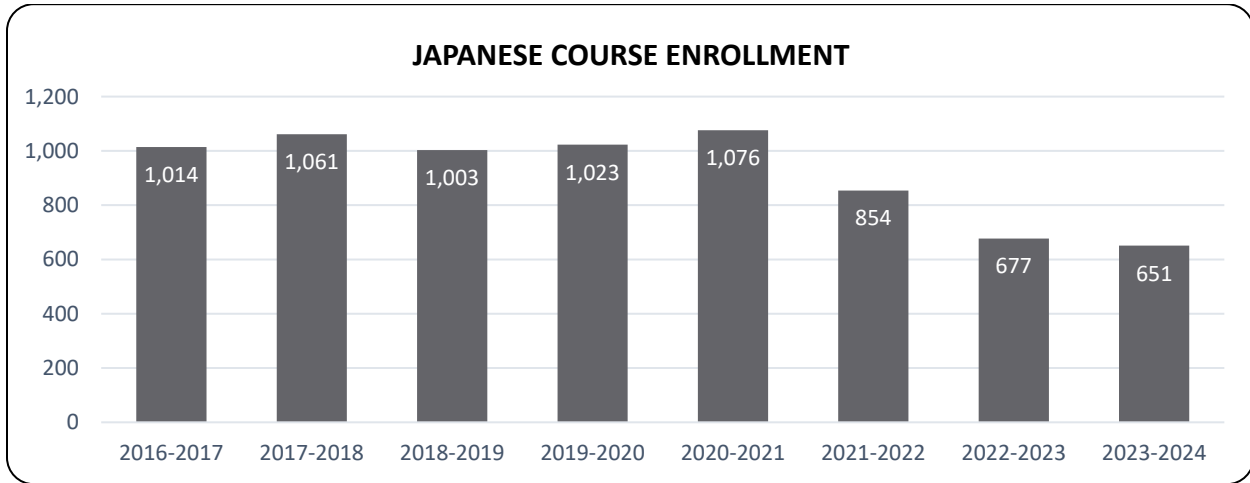


Figure JAPAN 1. Student Enrollment in Japanese Courses by Academic Year

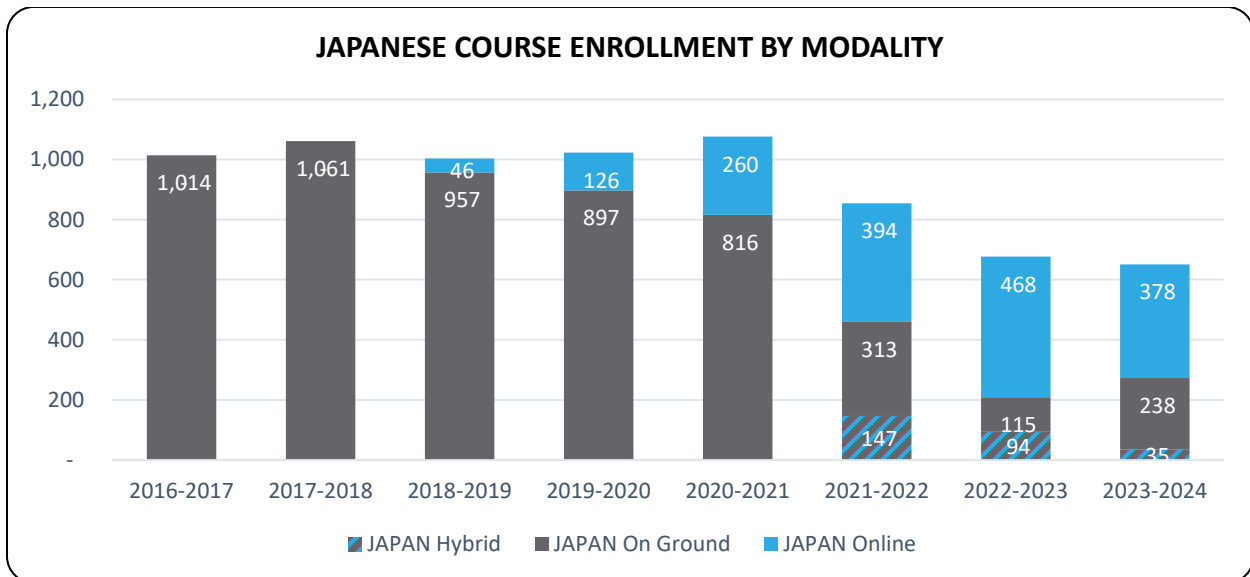


Figure JAPAN 2. Annual Japanese Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Japanese courses are consistent, averaging 73% over the past seven fall semesters (college average 70%). Black students experienced large equity gaps in course success for the fall semesters of 2017, 2018 and 2019 of -31, -43, and -37, respectively. However, gaps decreased to -1, +3, and +15 for Fall of 2020, 2021, and 2022, and were at -11 in fall 2023. Similar trends were observed for Latine/x students, where gaps for the first three years were -19, -41, and -33, then jumped to 0 for the next three years, and -12 for Fall 2023.

Degree and Certificate Awards

CERTIFICATES AWARDED – JAPANESE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	Asian Studies	0	0	0	2	2	8	3

Table JAPAN 1. Degrees Awarded in Asian Studies, Fall 2017-Spring 2024

Discipline Profile: Korean**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in Korean course enrollment have waffled moderately in recent years, but have not suffered the steep declines many other languages programs have experienced. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollment is about half online. Class fill rates vary, averaging 82% (college average 85%) over the past seven fall semesters.

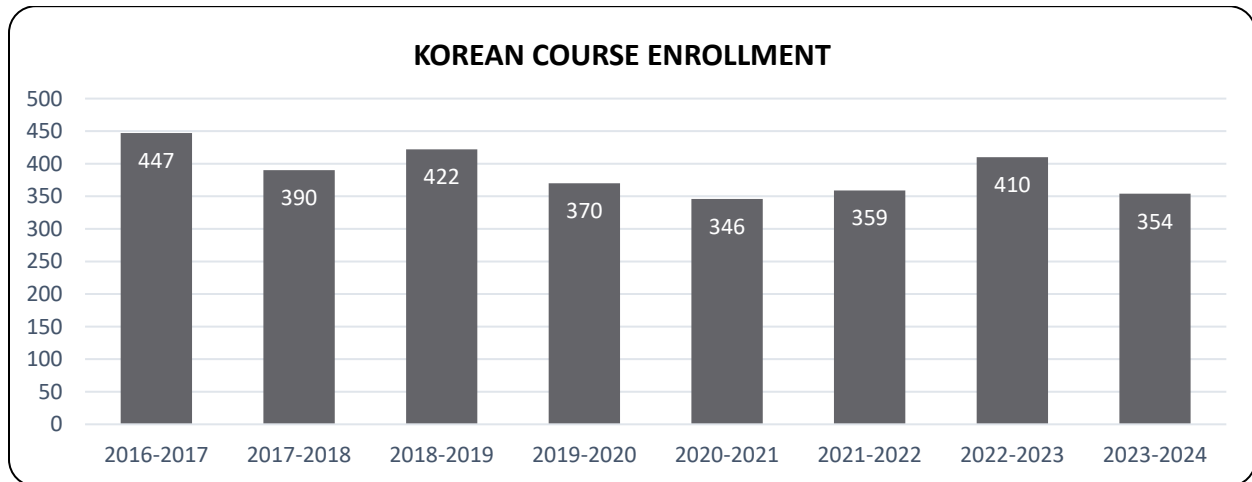


Figure KOREAN 1. Student Enrollment in Korean Courses by Academic Year

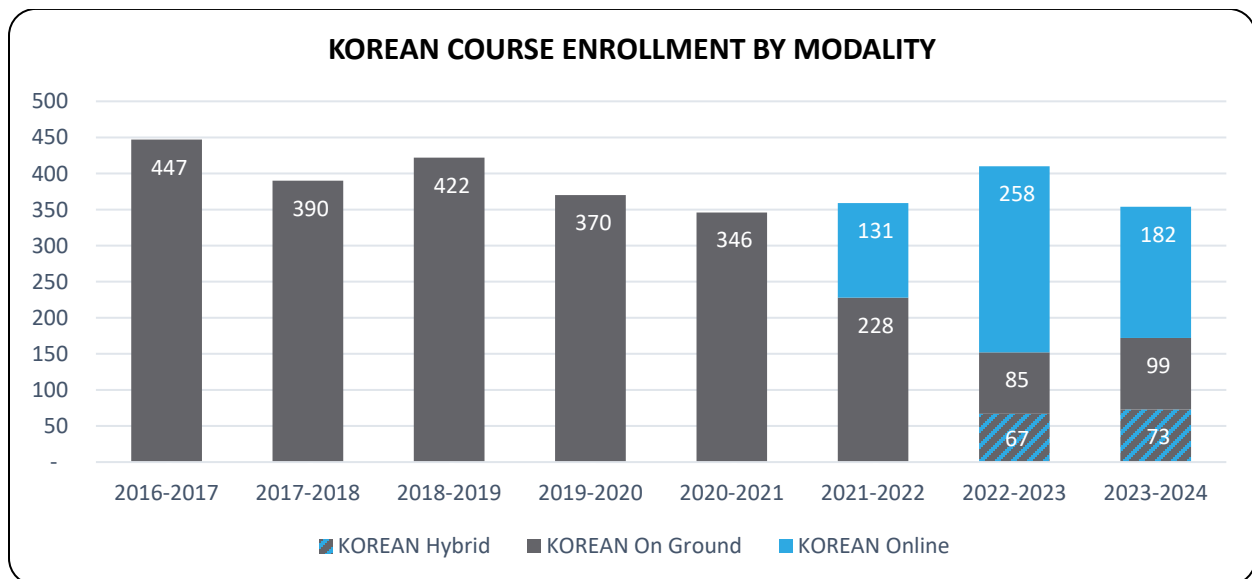


Figure KOREAN 2. Annual Korean Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Korean courses are consistent and relatively strong, averaging 79% over the past seven fall semesters (college average 70%). Enrollment of Black students in Korean classes was too low to yield meaningful data — gaps ranged from -10 to +18. For Latine/x students, course success gaps in Korean courses occur consistently, ranging from -7 to -13 (college average -15).

Degree and Certificate Awards

CERTIFICATES AWARDED – KOREAN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	Asian Studies	0	0	0	2	2	8	3

Table KOREAN 1. Degrees Awarded in Asian Studies, Fall 2017-Spring 2024

Discipline Profile: Linguistics**Trends in Enrollment, Modality, and Efficiency**

Student enrollment in Linguistic courses was increasing steadily prior to the pandemic onset and has shown only partial rebound since. Online modalities have always been popular in this discipline, and have increased from 35% online in 2016-2017 to 79% in 2023-2024. Class fill rates are consistent for Linguistics courses and average 86% (college average 85%).

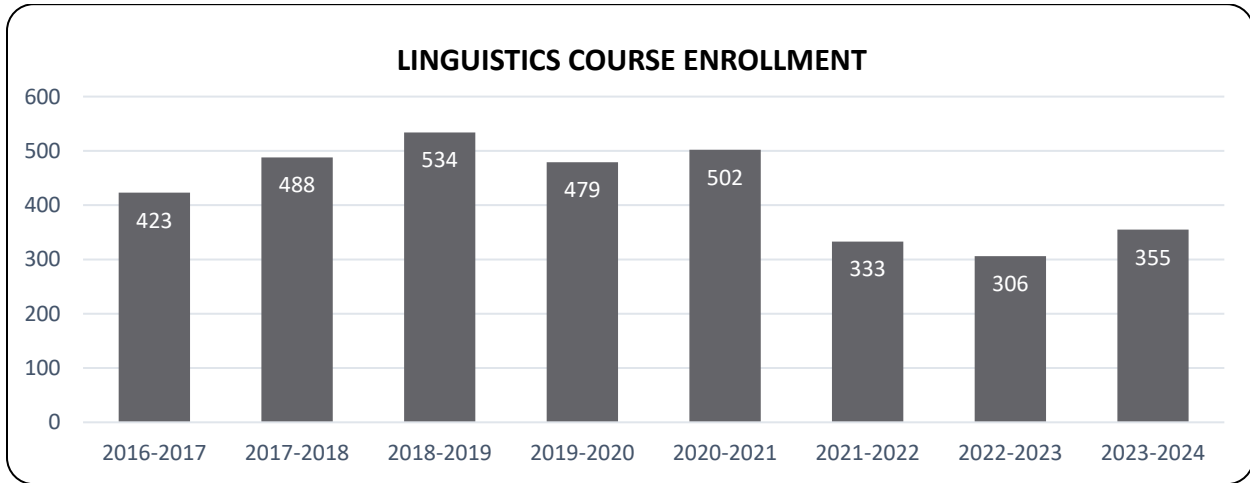


Figure LING 1. Student Enrollment in Linguistics Courses by Academic Year

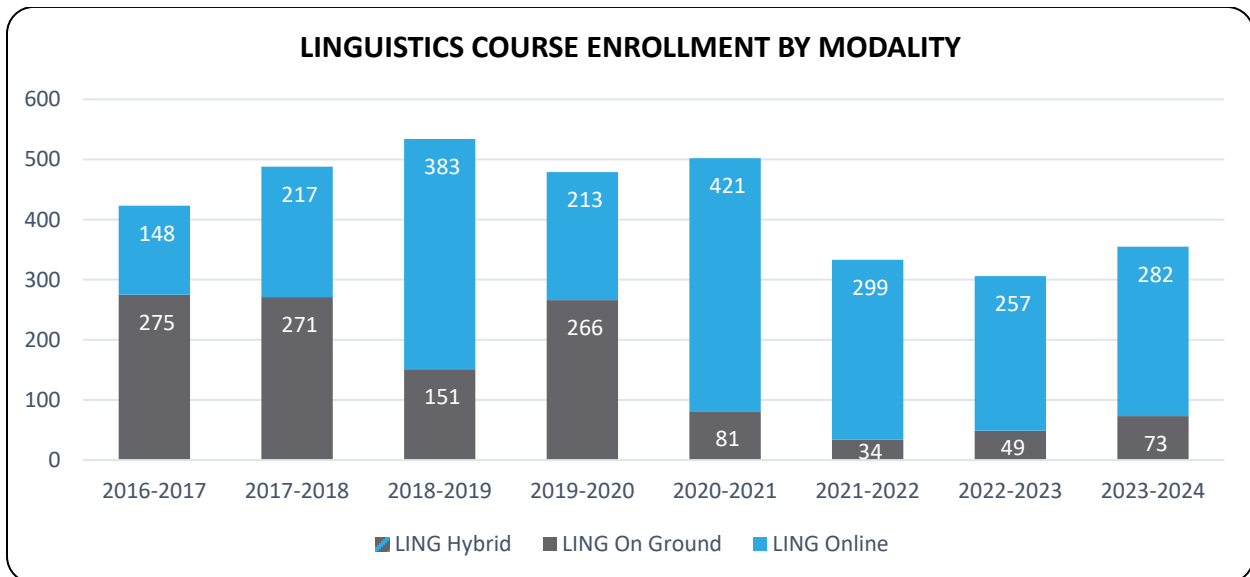


Figure LING 2. Annual Linguistics Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Linguistics courses vary considerable from semester to semester, averaging 75% over the past seven fall semesters (college average 70%). Equity gaps in course success for Black and Latine/x students in Linguistics classes vary widely, likely due to relatively low numbers of these students enrolling in Linguistics, but most semesters indicate negative gaps for both populations, though smaller than college average gaps and with no gaps in some semesters.

Degree and Certificate Awards

No degree or certificate is currently offered in Linguistics.

Discipline Profile: Persian**Trends in Enrollment, Modality, and Efficiency**

Student enrollment in Persian courses is small and has declined in the past two years. Modalities were 100% on ground in this discipline prior to the pandemic, but now enrollment is entirely online. Class fill rates vary as expected for a small program, averaging 75% (college average 85%) over the past seven fall semesters.

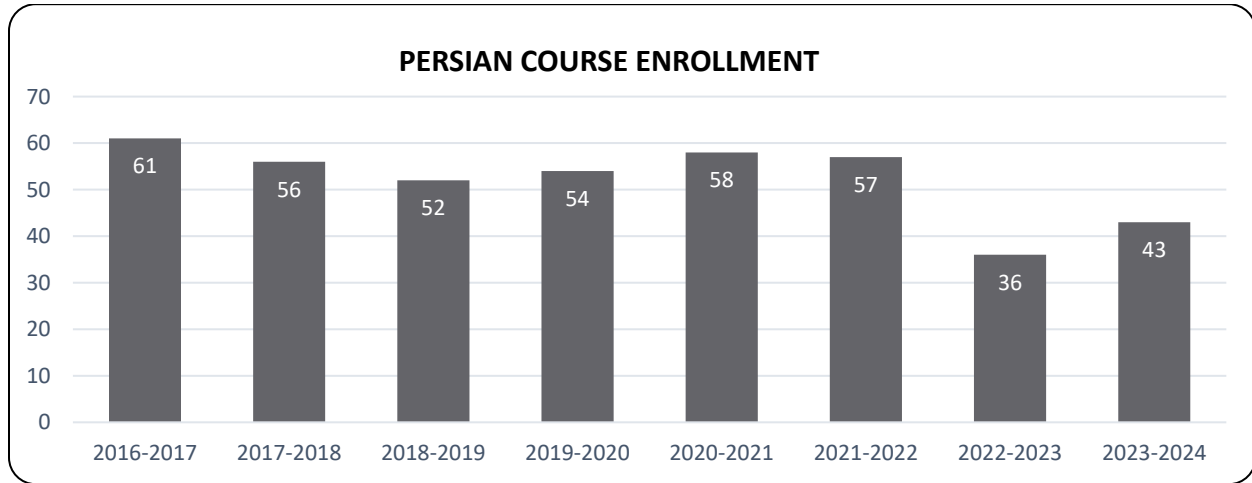


Figure PERSIN 1. Student Enrollment in Persian Courses by Academic Year

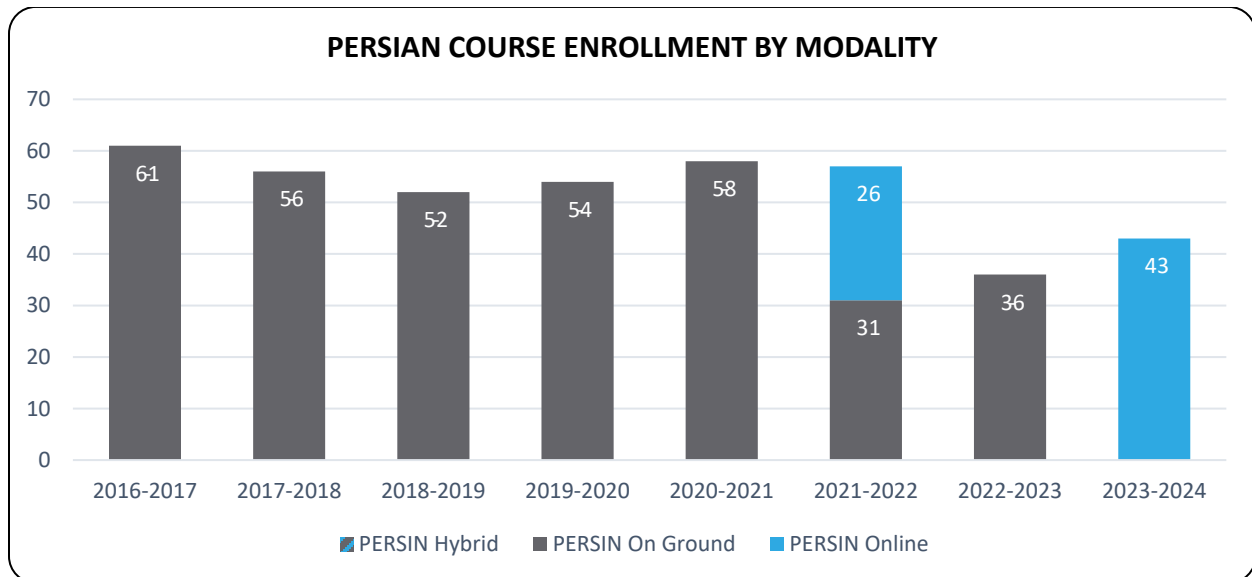


Figure PERSIN 2. Annual Persian Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Persian courses vary considerable from semester to semester, averaging 82% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in Persian classes are too low to yield meaningful trends.

Degree and Certificate Awards

CERTIFICATES AWARDED – PERSIAN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	African and Middle Eastern Studies	0	0	0	0	1	0	0

Table PERSIN 1. Degrees Awarded in African and Middle Eastern Studies, Fall 2017-Spring 2024

Discipline Profile: Russian

Trends in Enrollment, Modality, and Efficiency

Enrollment in Russian courses is relatively small but steady. Modalities are 100% on ground in this discipline except during pandemic years. Class fill rates vary as expected for a small program but are strong on average at 94% (college average 85%).

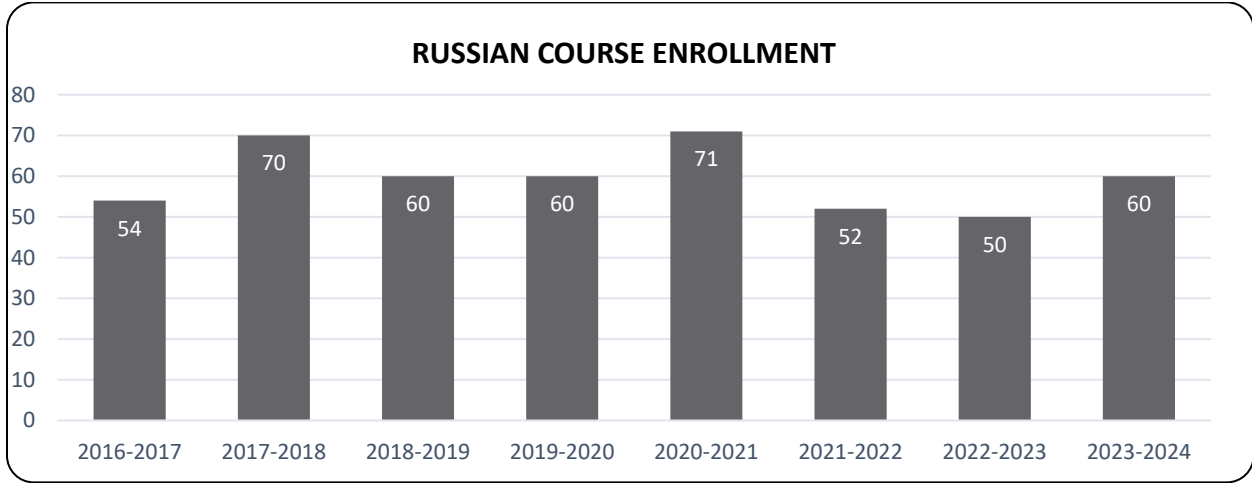


Figure RUSS 1. Student Enrollment in Russian Courses by Academic Year

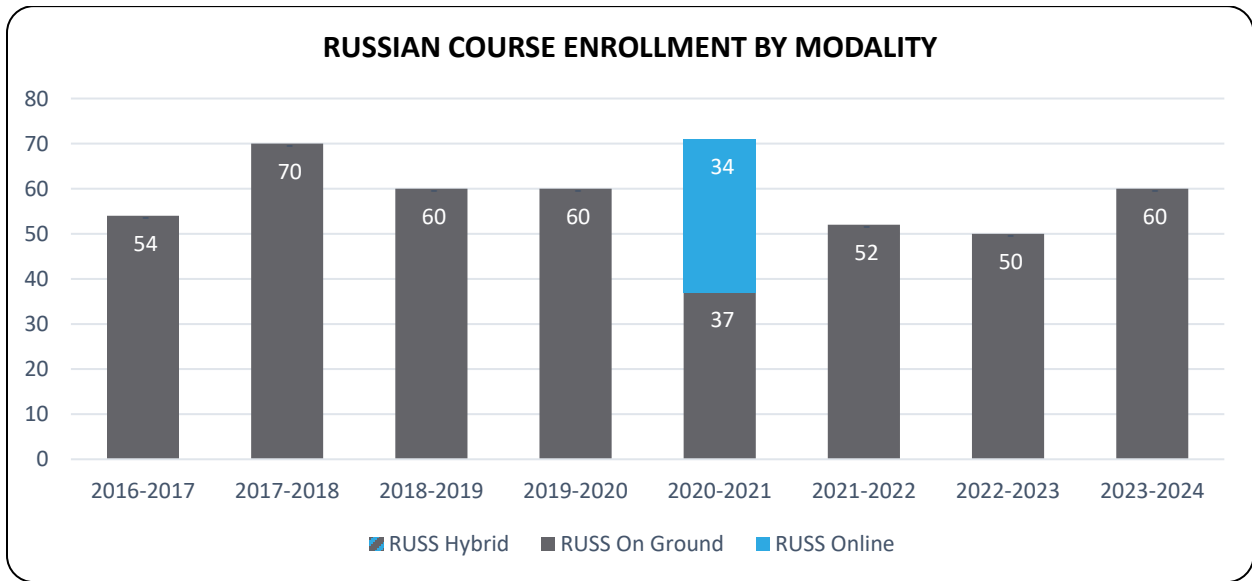


Figure RUSS 2. Annual Russian Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Russian courses vary considerable from semester to semester, averaging 71% over the past seven fall semesters (college average 70%). Enrollment of Black and Latine/x students in Russian classes are too low to yield meaningful data.

Degree and Certificate Awards

CERTIFICATES AWARDED – RUSSIAN								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Certificate 16 to 29 Units	European Studies	0	0	0	0	0	0	1

Table RUSS 1. Certificates Awarded in European Studies, Fall 2017-Spring 2024

Discipline Profile: Spanish**Trends in Enrollment, Modality, and Efficiency**

Student enrollments in Spanish courses have experienced slow, but steady decline in recent years, with 2023-2024 enrollments 35% lower than in 2016-2017. Modalities were primarily on ground in this discipline prior to the pandemic, but now enrollment is 64% online. Class fill rates have increased from about 71% in Fall 2017 to a steady 77% in the past three fall semesters (college average 85%).

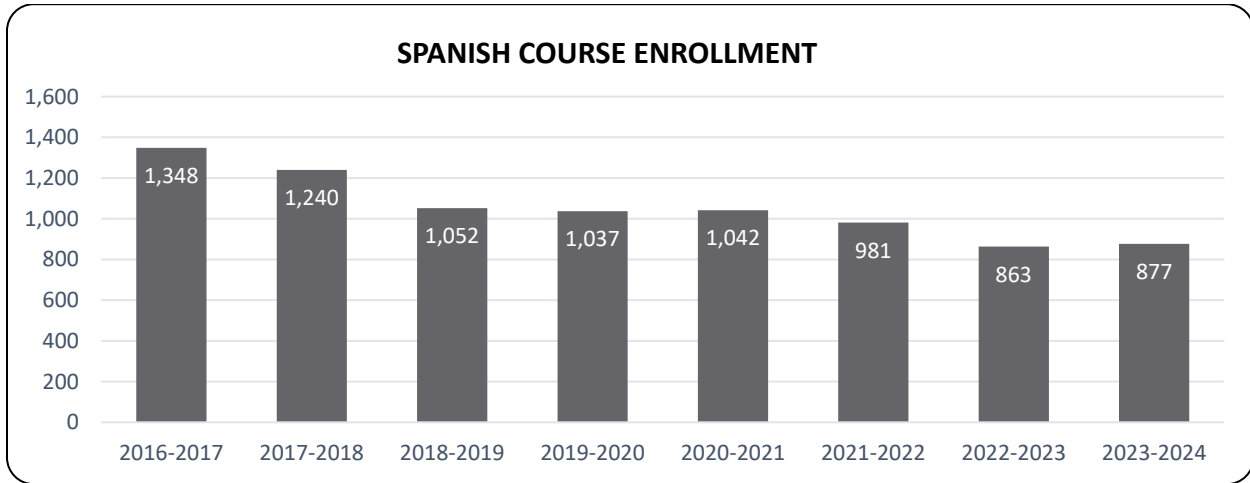


Figure SPAN 1. Student Enrollment in Spanish Courses by Academic Year

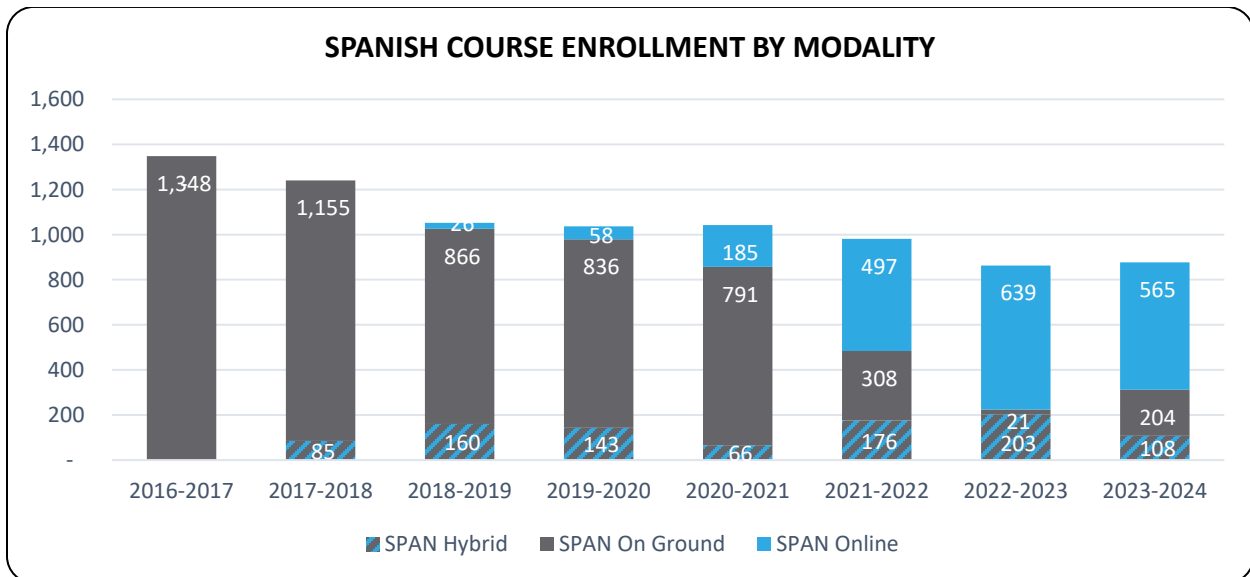


Figure SPAN 2. Annual Spanish Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Spanish courses are consistent and lower than college averages, averaging 66% over the past seven fall semesters (college average 70%). Black students experience significant equity gaps in course success rates in Spanish classes, ranging from -13 to -33, with no clear trends over time. College average equity gap for Black students is -21. Latine/x students experienced smaller gaps in the fall semesters of 2017, 2018, 2019, and 2023, but gaps were nonexistent for Latine/x students in Fall 2020, 2021, and 2022.

Degree and Certificate Awards

CERTIFICATES AWARDED – SPANISH								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Spanish	6	6	12	7	10	6	1
Certificate 16 to 29 Units	European Studies	0	0	0	0	0	0	1
Certificate 16 to 29 Units	Latin American Studies	0	0	0	2	0	1	1

Table SPAN 1. Degrees and Certificates Awarded in Spanish, European Studies, and Latin American Studies, Fall 2017-Spring 2024

Future Directions for Modern Languages and Cultures

Over the past several years, the Modern Languages and Cultures Department has experienced a gradual reduction in the number of course sections offered. This trend has been shaped by budget constraints, post-pandemic enrollment challenges, and evolving student needs. In response, the department is actively pursuing initiatives focused on curriculum development, student support, equity, and infrastructure.

To support student success in Spanish, the largest program, faculty are exploring a placement exam aligned with ACTFL proficiency guidelines. Also, by Fall 2026, most courses that are required for the Spanish A.A.-T will be Zero-Textbook-Cost (ZTC), increasing affordability and access for the A.A.-T and Latin American Studies Certificate of Achievement.

The department remains committed to reviewing success rates by modality and adjusting course offerings based on student outcomes and institutional data. The department is also considering creating local A.A. degrees in French, Korean, and Japanese to encourage advanced language study.

The department will continue promoting language learning through key initiatives and partnerships. It co-runs the Language and Culture Exchange (LCE) program with the ESL Department, hosts Japanese and Korean cultural events with the Consulate General of Korea, the Korean Cultural Center, and the Japan Foundation, and partners with the Spanish embassy to promote Spain's North American Language and Culture Assistants Program (NALCAP).

Student success rates, particularly for Black students in several language classes, continue to show persistent equity gaps. The department is actively addressing these disparities through:

- **Community Partnerships:** The department is strengthening relationships with the Black Collegians Umoja Community, Equity Center, Latino Center, and Center for Students with Disabilities (DSPS) to better understand student challenges and offer more responsive support.
- **Tutoring and Academic Support:** Faculty are collaborating with the Tutoring Coordinator to recruit and train tutors and work with the Language Learning Center's media assistant to help students use instructional technologies.
- **Faculty Equity Efforts:** Faculty engage in equity-focused professional development through guest speakers at department meetings and on Flex Days, with training on inclusive, culturally responsive teaching practices.

Looking ahead, the current language lab will be transformed into a Modern Language Learning Center — a dynamic space for tutoring, faculty hours, online tools, cultural events, and student collaboration — supporting the department's goal to build community, expand access, and enhance language engagement.

MUSIC

Credit Disciplines Offered:

Music (MUSIC)

Noncredit Discipline Offered:

N/A

Department Overview

The goals of the Music Department, in the Arts, Media, and Entertainment Area of Interest, are to serve students and the community in four overlapping areas:

1. Comprehensive instruction in courses needed by students for transfer as music majors, including classes for music theory, musicianship, piano, and ensemble.
2. Engaging instruction in several general interest areas of music that contribute toward the degree and transfer requirements for students of any major, including introductions to “European classical music” (Appreciation of Music and Music History), Jazz in American Culture, Music of the Americas, the Fundamentals of Music, the History of Rock, and “world” music (Music 29: A World of Music).
3. Robust ensemble offerings that serve a broad range of student needs while providing meaningful community outreach and engagement, including producing dozens of public performances each year.
4. Private instruction in multiple areas of musical study (composition, voice, instrumental, European classical, jazz, musical theatre, and commercial) and transfer preparation for music majors in SMC’s four-semester, by-audition Applied Music Program, while fostering a supportive student peer community and multifaceted cohort groups.

For the last few years, the Music Department has engaged in initial efforts to expand its offerings and eliminate gaps in curriculum for students interested in commercial music.

Discipline Profile: Music**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Music courses declined with the onset of the pandemic, but has since partially rebounded. Music enrollments in 2023-2024 were 42% lower than in 2016-2017, while college-wide enrollment declined 15% over the same time period. Modalities remain primarily on ground, with about 9% of enrollments in online course modalities representing a small increase on the fraction of online enrollments since pre-pandemic levels. Class fill rates in Music remain consistent, excepting pandemic anomalies, at about 72% (college average 85%).

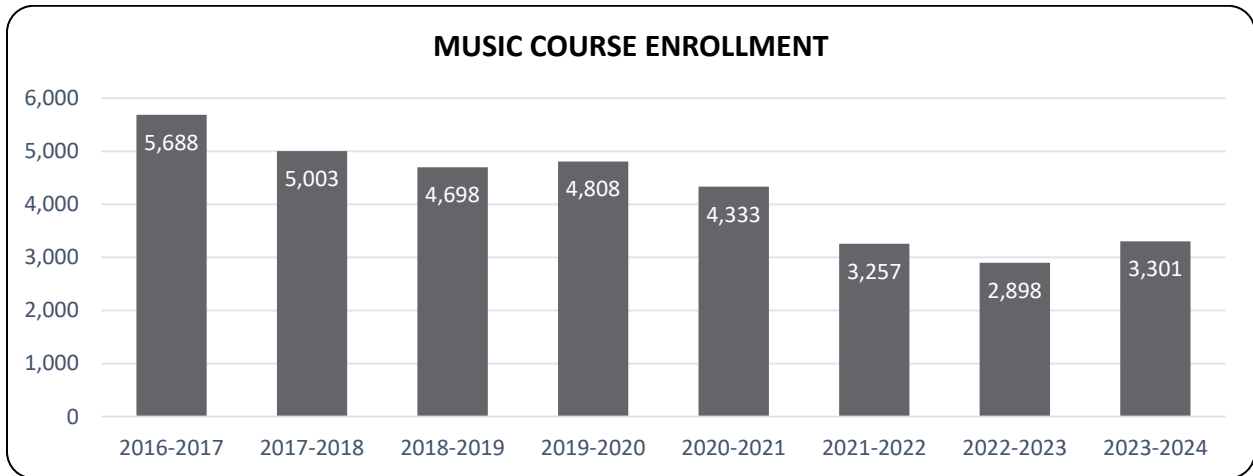


Figure MUSIC 1. Student Enrollment in Music Courses by Academic Year

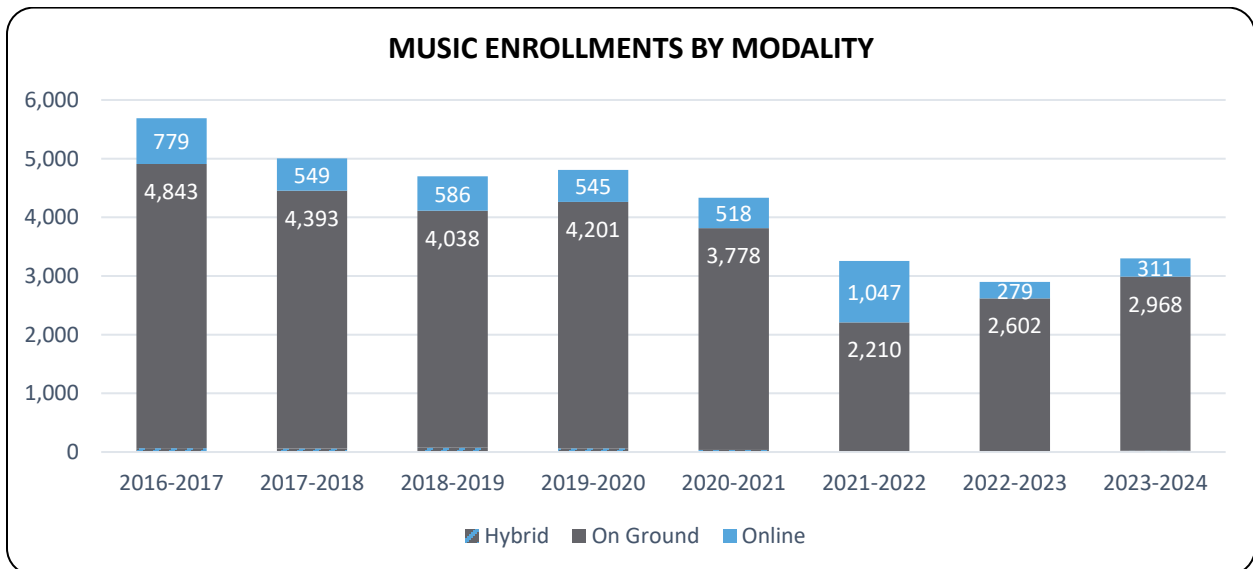


Figure MUSIC 2. Music Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Music courses are consistently above college-wide levels at an average of 77% over the past seven fall semesters (college average 70%). Black students experienced the largest equity gaps in course success rates, with percentage point gaps ranging from -41 to -26 (college average -21). For Latine/x students, gaps range from -13 to -20 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – MUSIC								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Music	10	13	16	17	11	15	16

Future Directions for the Music Department

Given the recent budgetary pressure to achieve “efficiency” while college enrollment declines, and given reduced WTH allocations, the Music department is struggling. The Music discipline is thoroughly fragmented, with 50 unique courses scheduled for Fall 2025, so the department’s primary hope for the future is to be able to retain enough resources to remain a functional college music department.

All the various areas of instruction are needed to continue serving students as the program has in the past. However, Music faculty have long realized that the curriculum offered over the last 20 to 30 years has stayed roughly the same, while students’ career interests have evolved and expanded significantly. Limited resources have prevented the department from responding to these changing student needs.

Ideally, the Music Department would like to invest faculty and staff resources toward bringing it into the 21st century by focusing on improving, expanding, and/or developing these elements:

- Infrastructure, curriculum, and certificates/degrees in Music Technology and Music Production. This would require access to recording studios and classrooms with the necessary technology.
- Career education paths in music with industry partners and new certificates.
- Replacing at least half of the current inventory of 50 acoustic pianos, many of which were accepted as hand-me-down donations, but do not and have not met the needs of the program’s students.

PHILOSOPHY & SOCIAL SCIENCES

Credit Disciplines Offered:

Economics (ECON), Philosophy (PHILOS), Political Science (POL SC), Sociology (SOCIOL), Women's, Gender and Sexuality Studies (WGS)

Noncredit Disciplines Offered:

N/A

See Also Interdisciplinary Programs:

Environmental Studies (ENVRN), Global Studies (GLOBAL)

The Department of Philosophy and Social Sciences is a multidisciplinary department that includes the disciplines of Economics, Philosophy, Political Science, Sociology, and Women's, Gender and Sexuality Studies. The Department has both an academic and applied focus, with a strong commitment to interdisciplinary study, experiential learning, and service to the larger community. The department's course offerings contribute significantly to general education (GE) course patterns required for transfer. While the department offers several A.A.-T degrees in the respective disciplines, a relatively small number of students enroll in department courses to earn those degrees. Most students enroll to fulfill GE requirements.

The department's culture is best understood in the context of it being a multidisciplinary department. While bringing together five distinct disciplines could pose several challenges because each is informed by different questions, approaches, values and methods, the department has managed to turn those challenges into strengths. For instance, faculty in all five disciplines teach some form (or forms) of argumentation. They discuss with each other how they do this in their various disciplines, and discuss how they might apply the various forms throughout courses in the department. Similarly, all faculty teach critical thinking, but from varied disciplinary perspectives. Knowing this, they have robust discussions of what this looks like in the various disciplines, and can draw from and learn from others who see the world through different lenses.

Department faculty believe this cross pollination leads to improved pedagogy and learning, as well as better student engagement. They all also want their students to be able to apply what they learn to their lives and to the wider world. The benefit of doing this in a multidisciplinary department is that the faculty can learn from each other and potentially apply varied approaches to common topics.

Discipline Profile: Economics**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Economics courses has declined steadily in the past eight years. In 2023-2024, enrollment in Economics courses was 38% lower than it was in 2016-2017. Enrollment in online modalities was 38% in 2016-2017, and has increased to 82% online in 2023-2024. Class fill rates remain consistently high, averaging 92% (college average 85%).

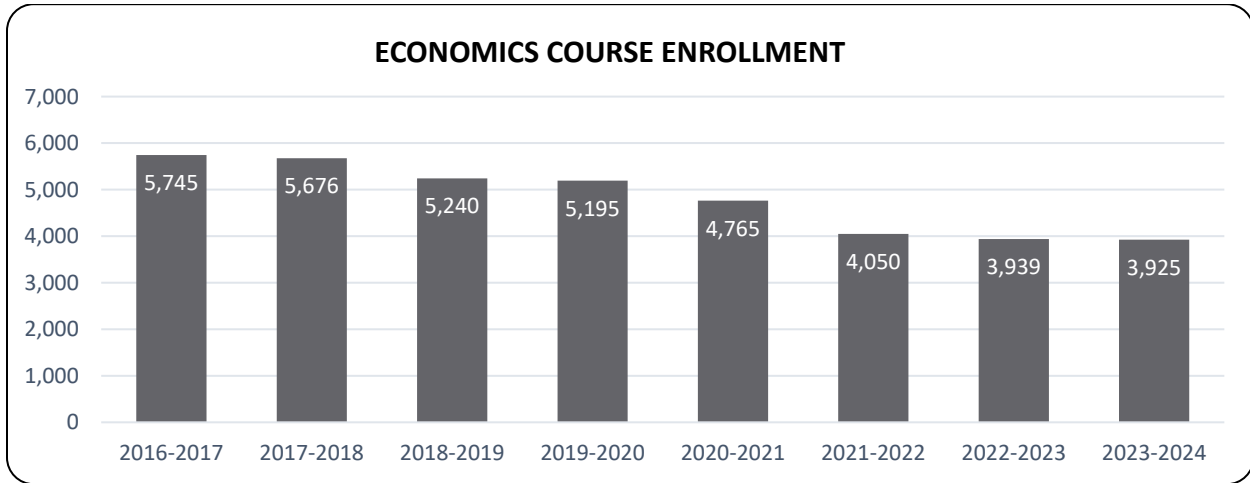


Figure ECON 1. Student Enrollment in Economics Courses by Academic Year

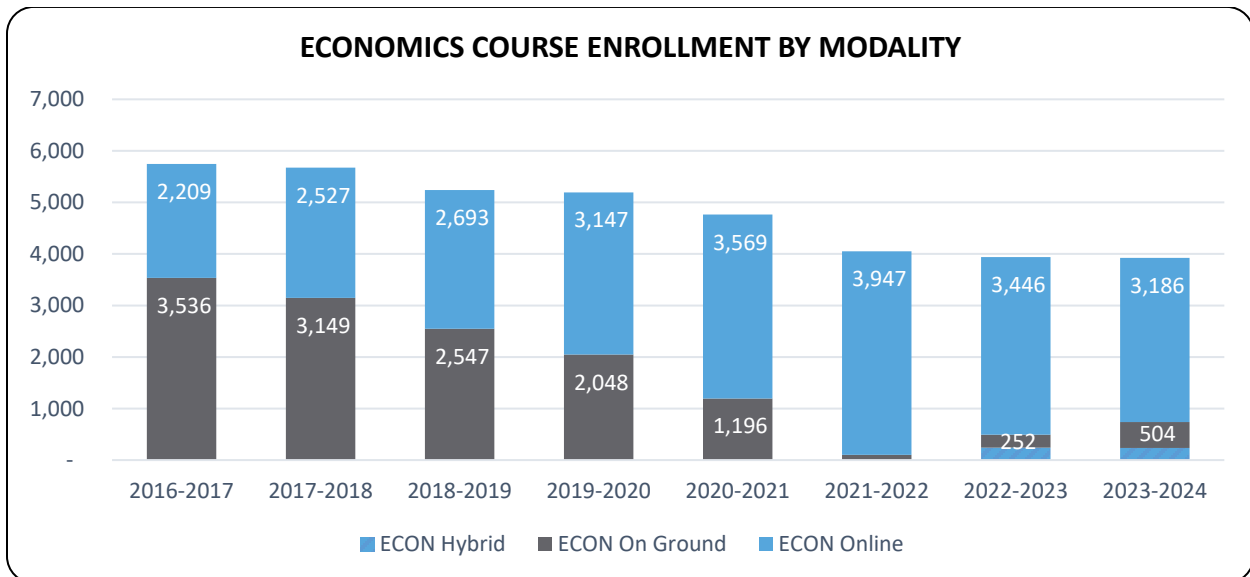


Figure ECON 2. Economics Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Economics courses have increased from 59% in Fall 2017 to 74% in Fall 2023, moving from below to above the college average over those years of 70%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -38 in Fall 2017 (college average -22) improving to -18 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -25 points (college average -16), which improved to -16 (college average -11) in Fall 2023.

Degree and Certificate Awards

DEGREES AWARDED – ECONOMICS								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Economics	27	38	54	61	59	58	75

Table ECON 1. Degrees Awarded in Economics, Fall 2017-Spring 2024

Discipline Profile: Philosophy**Trends in Enrollment, Modality, and Efficiency**

Student enrollment in Philosophy courses declined with the onset of the pandemic and has only partially recovered. Online enrollments in the discipline represented 16% of the enrollment in 2016-2017, and have increased to 72% of the enrollment in 2023-2024. Class fill rates remain consistently high, averaging 90% (college average 85%) over the past seven fall semesters.

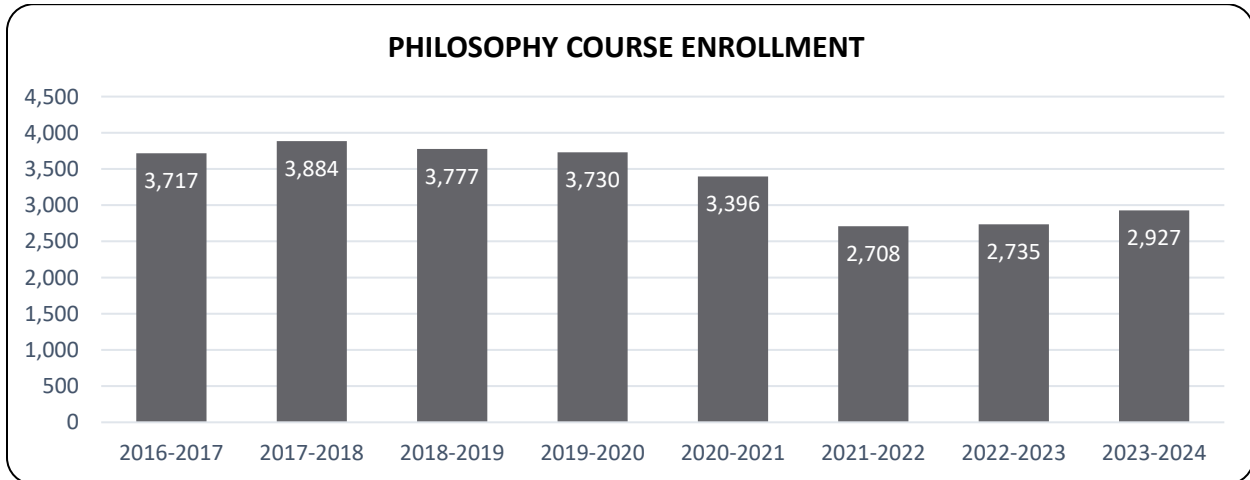


Figure PHILOS 1. Student Enrollment in Philosophy Courses by Academic Year

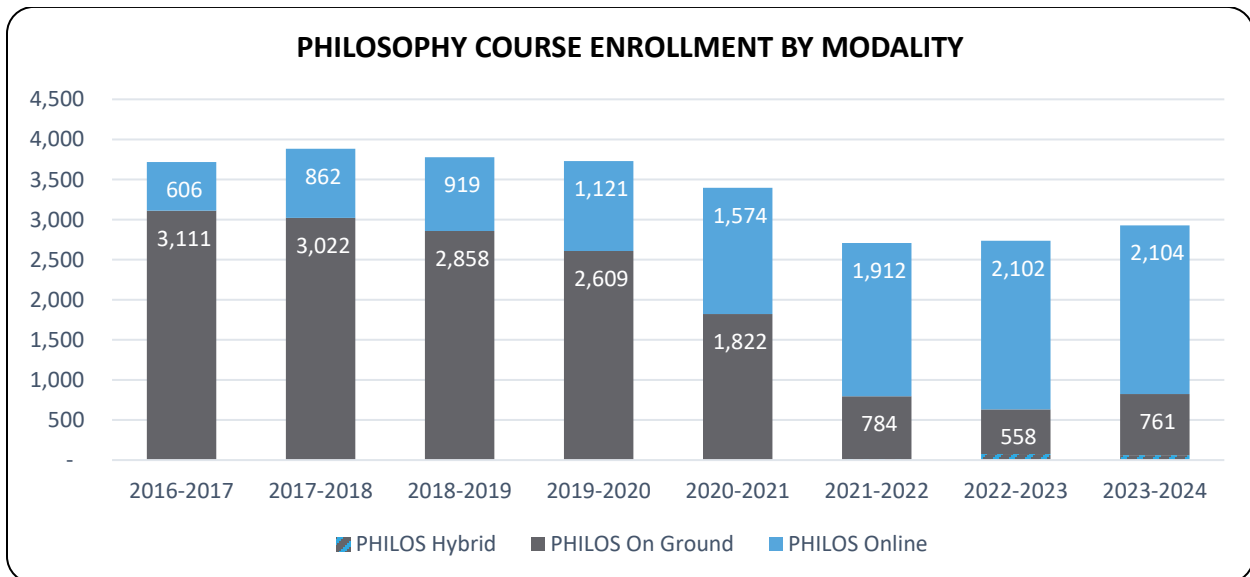


Figure PHILOS 2. Philosophy Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Philosophy courses have remained constant, averaging 78% over the past seven fall semesters (college average 70%). Black students experienced the largest equity gaps in course success rates, with percentage point gaps ranging from -9 to -31 (college average -21) over the past seven fall semesters with no distinct longitudinal trend. For Latine/x students, the gaps range from -9 to -24 (college average -15) over the same semesters.

Degree and Certificate Awards

No degrees or certificates are currently awarded in Philosophy.

Discipline Profile: Political Science**Trends in Enrollment, Modality, and Efficiency**

Political Science course enrollments declined with the onset of the pandemic and have only partially rebounded. Enrollment in 2023-2024 was 23% lower than in 2016-2017 (college average was 15% lower). Enrollments in online modalities grew from 37% to 77% over the same time period. Class fill rates have declined from 96% (college average 88%) in Fall 2017 to 84% in Fall 2023 (college average 85%).

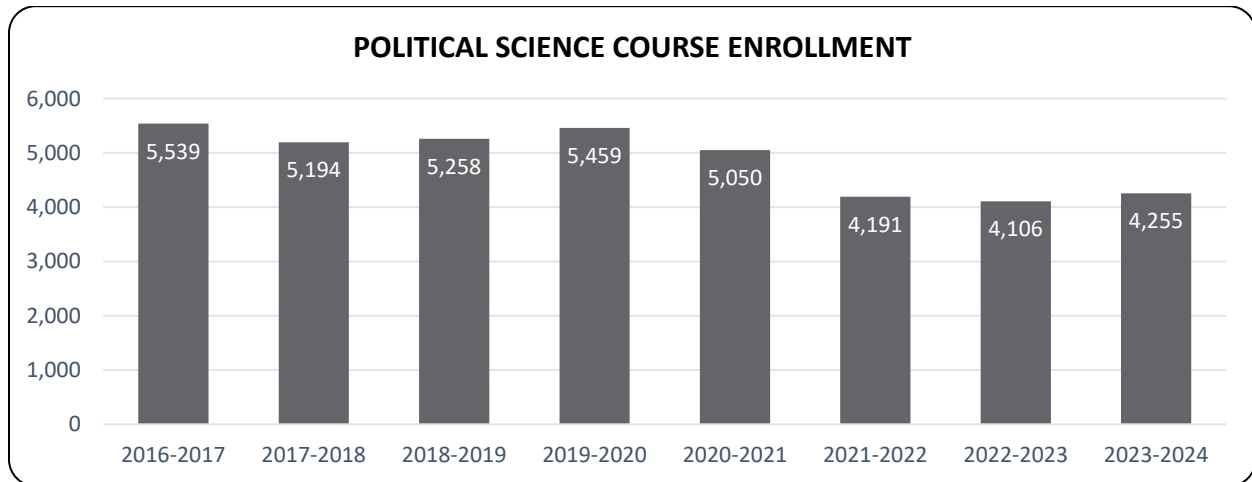


Figure POL SC 1. Student Enrollment in Credit Political Science Courses by Academic Year

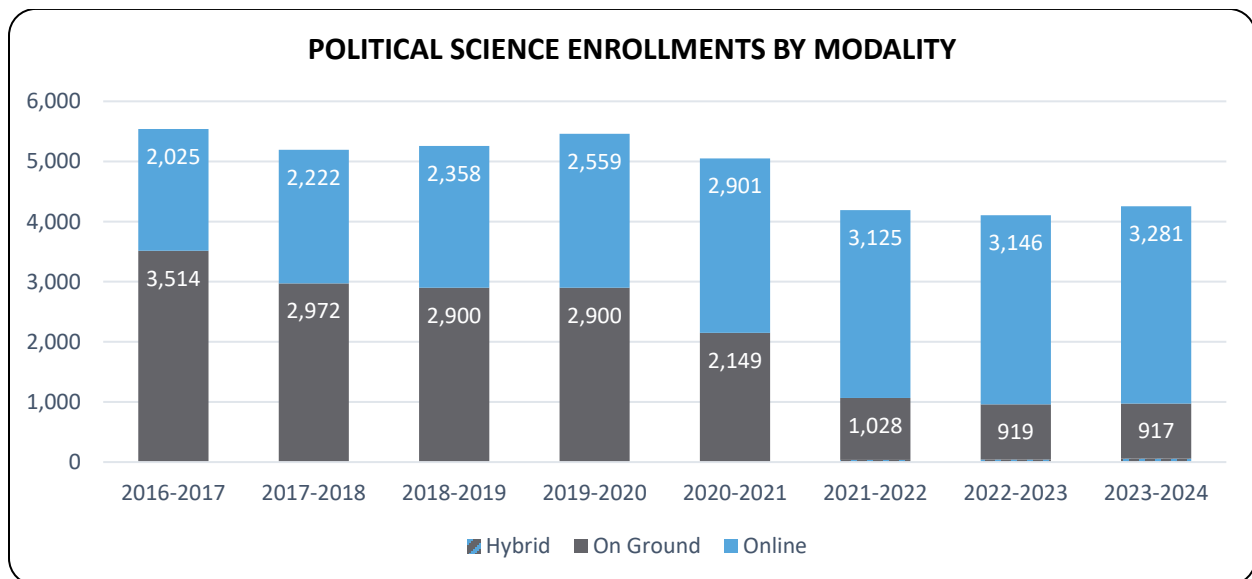


Figure POL SC 2. Credit Political Science Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Political Science courses have remained constant over the past seven fall semesters, averaging 75% over that period (college average 70%). Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -25 in Fall 2017 (college average -22) improving to -16 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -15 points (college average -16) and remained at -15 (college average -11) in Fall 2023.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – POLITICAL SCIENCE								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Public Policy	49	43	55	65	45	45	20
A.A.-T	Political Science	112	86	115	119	92	95	104
Certificate 16 to 29 Units	Public Policy	0	25	29	37	40	23	20
Certificate 18 to 29 Units	Public Policy	37	0	0	0	0	0	0
Certificate 30+ Units	Public Policy	0	0	0	0	0	0	0

Table POL SC 1. Degrees and Certificates Awarded in Political Science and Public Policy, Fall 2017-Spring 2024

Discipline Profile: Sociology**Trends in Enrollment, Modality, and Efficiency**

Course enrollments in Sociology declined moderately with the onset of the pandemic, but have rebounded. Enrollment in 2023-2024 was 6% higher than in 2016-2017 (college average was 15% lower). Enrollments in online modalities grew from 34% to 65% over the same time period. Class fill rates have declined from 96% (college average 88%) in Fall 2017 to 89% in Fall 2023 (college average 85%).

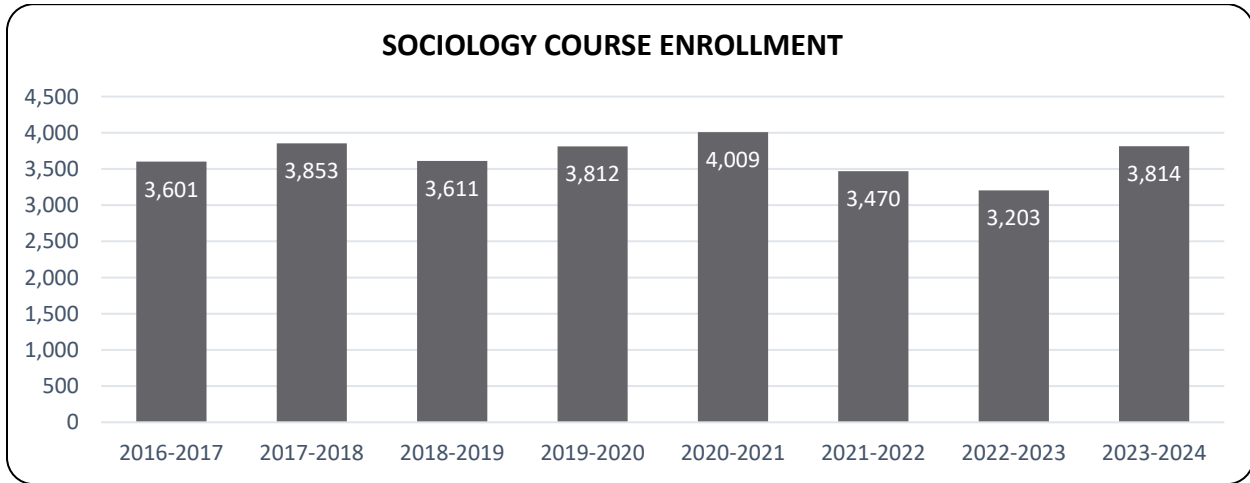


Figure SOCIOL 1. Student Enrollment in Sociology Courses by Academic Year

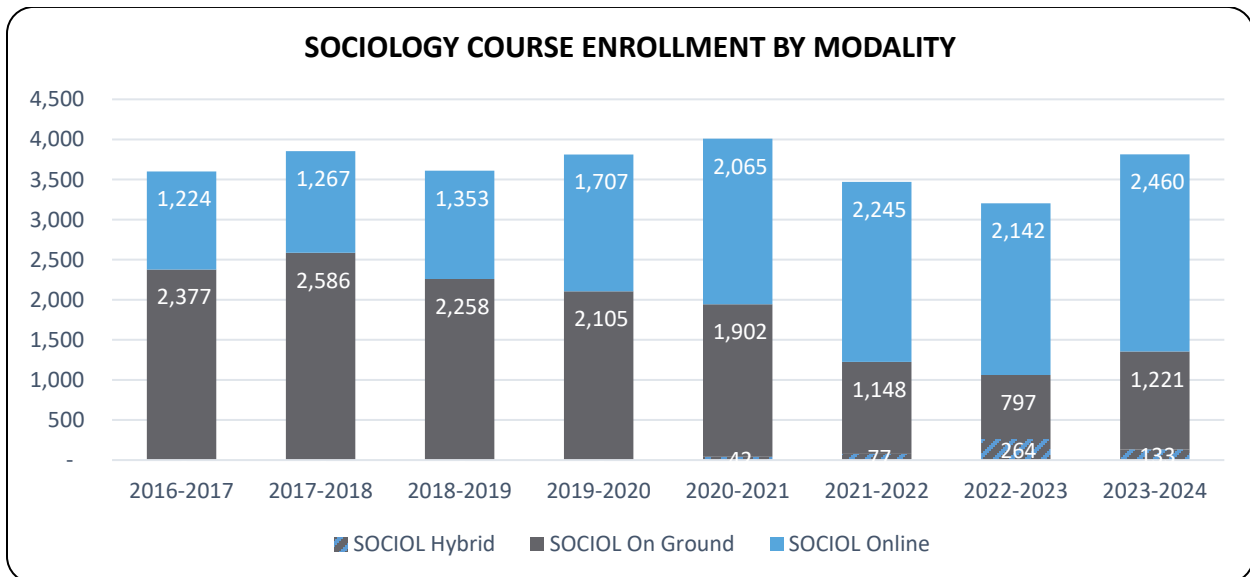


Figure SOCIOL 2. Sociology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Sociology courses have remained constant over the past seven fall semesters, averaging 78% over that period (college average 70%). Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -23 in Fall 2017 (college average -22) remaining at -23 as of Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -18 points (college average -16) and improved slightly to -17 (college average -11) in Fall 2023.

Degree and Certificate Awards

DEGREES AWARDED – SOCIOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Sociology	0	29	59	80	77	67	80

Table SOCIOL 1. Degrees Awarded in Sociology, Fall 2017-Spring 2024

Discipline Profile: Women's, Gender and Sexuality Studies

Trends in Enrollment, Modality, and Efficiency

Women's, Gender and Sexuality Studies (WGS) course enrollments declined with the onset of the pandemic, but have partially rebounded. Enrollment in 2023-2024 was 10% lower than in 2019-2020 (college average was 12% lower). Enrollments in online modalities grew from 0% to 68% over the same time period. Class fill rates have remained strong, averaging 91% (college average 85%).

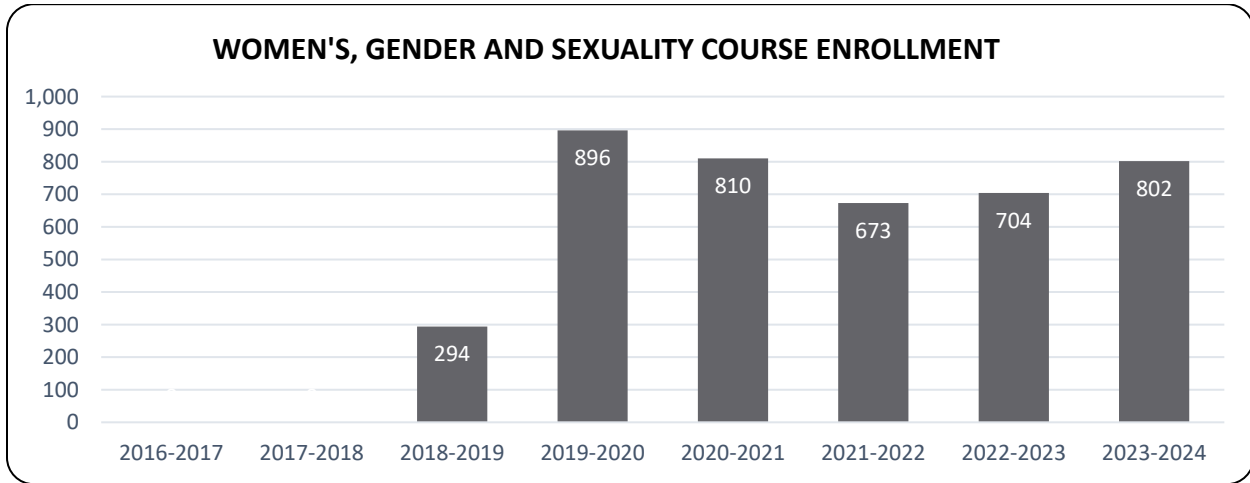


Figure WGS 1. Student Enrollment in Women's, Gender and Sexuality Studies Courses by Academic Year

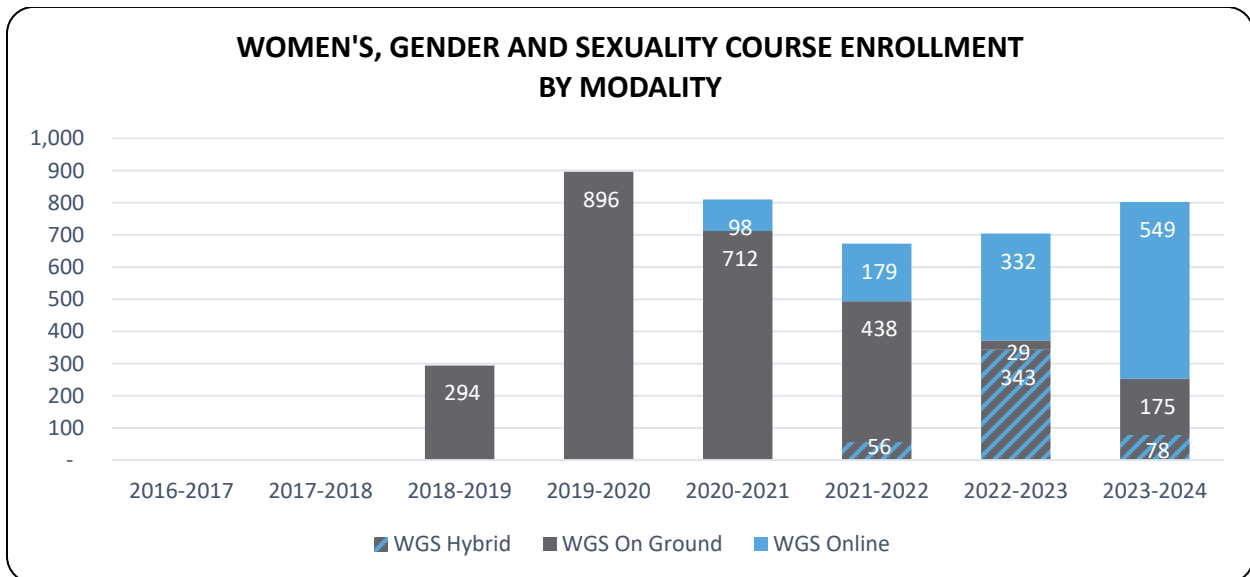


Figure WGS 2. Women's, Gender and Sexuality Studies Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in WGS courses declined from 83% in Fall 2017 to 78% in Fall 2023 (using Women’s Studies data for Fall 2017 and 2018), but remains above the college average for those years of 70%. Black students experienced the largest equity gaps in course success rates, with a percentage point gap ranging from -2 to -19 over the past seven fall semesters (college average -21). For Latine/x students, gaps in course success rates are not observed in this discipline.

Degree and Certificate Awards

DEGREES AWARDED – WOMEN’S, GENDER AND SEXUALITY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Women's, Gender and Sexuality Studies	0	5	1	1	0	0	0
A.A.-T	Social Justice Studies: Women, Gender and Sexuality	0	0	5	10	7	9	6

Table WGS 1. Degrees Awarded in Women’s, Gender and Sexuality Studies, Fall 2017-Spring 2024

Future Directions for Philosophy and Social Sciences

Through its program review process, the department of Philosophy and Social Sciences carefully reviews and analyzes student course enrollment and success data disaggregated by both race and modality. Trends discovered are used to ensure that courses are scheduled to meet student needs and to inform faculty professional development efforts to increase success rates, while decreasing racial equity gaps. For example, during the period covered by the data, Economics appears to have made gains in increasing its success rates and decreasing its equity gaps from 2017-2023 in both Econ 1 and Econ 2. To a lesser extent and to a less consistent extent, this seems to be true in all the highest-enrolled courses in the department. Despite those improvements, the department still has a long way to go to erase the equity gap and achieve the improvement goal in each of the high-enrolled courses.

Some of the things that likely contributed to increased success rates and decreased equity gaps are some of the same things that will guide the department as it moves forward. Over the past several years, the department has made a concerted effort to center equity in its efforts to improve its teaching and learning. Faculty members throughout the department have done the Peer Online Course Review, the Equitizing Gateway Courses/Equity to Action Groups, and the @One courses. Work that has been done in those experiences has become part of the department discussions in meetings and flex days, and serves as a foundation for how the faculty of the department has worked to change its teaching, curriculum, and practices.

The Department of Philosophy and Social Science has also developed a set of principles and practices in the social sciences to welcome a diverse population of students by increasing the quality, relevance, and accessibility of course content, instruction, and assessment, to empower students to engage with their world, their community, their peers, and their learning process to increase their sense of belonging in their courses, in their discipline, and with the instructor.

Some external factors that could be contributing to retention gaps include challenges to accessing classes — either on campus or online — challenges of providing childcare, and unpredictable work schedules. Some of the things faculty members in the department have done to help support and welcome students include welcome surveys to learn about the challenges students face, and the needs they have in taking their courses. These surveys are used to help personalize faculty support and communication with students. Some instructors make a concerted effort to explicitly inform students of the support and basic needs services available at the college. Faculty have worked to include diverse voices in the curriculum and to welcome students with whatever experiences they bring. To get more flexibility into their policies, faculty are working to find ways to ensure students have enough structure to know how to navigate courses and their expectations. Instructors have worked on ways to more proactively reach out to students individually to better understand them and how they might best be supported in classes. In a general sense, faculty have looked for ways to be more friendly, understanding, and welcoming.

To enhance future department planning, the department needs to continue to build its relationship with the counselors working on the Areas of Interest with the department's disciplines. For instance, instructional faculty should learn about how counselors support students in pursuing transfer and career goals, and how instructors can help support and further that effort on in the classroom.

Instruction needs to focus on preparing students for transfer and for success after they transfer. For instance, the department should continue to offer the types of research and writing experiences students can use as steppingstones for the research opportunities and writing expectations they will have after they transfer. Instructors should focus on teaching students the kinds of behaviors and practices that will help them navigate and succeed at transfer institutions. Additionally, the department ought to consider

holding focus groups to learn from students why they choose the classes and majors they choose, as well as what they see as their academic and career goals.

Considering the above, the department plans to address these issues going forward:

- The department will continue to work toward closing equity gaps and achieving improvement goals.
- Disciplines in the department can work to better understand Areas of Interest and what role instructors can play in supporting the Aol effort, and in helping students see where they can go with the Areas of Interest connected to the department.
- The department will explore how to ensure course offerings and the formats for those offerings meet student needs.

These are department goals:

- Revisit the department's equity plan. Affirm, remove, and/or change any aspects of the existing plan to update it. Add new parts to the plan, if deemed necessary. Additionally, discuss ways instructors and others have used the plan and integrated components of it into their classes
- Meet with Aol counselors and develop approaches to advance and support department-related Areas of Interest. Explore ways to better engage on a regular basis with the student services side of the college
- Since the pandemic, student success has improved in online courses in the department, particularly among Black students, compared to success rates before the pandemic. The department will pursue a research project to better understand why this might be the case in online courses post-pandemic
- The department also will pursue a research project to better understand the balance of online and on-ground offerings SMC ought to have, as well as the proper balance of long-term and short-term classes during the regular semesters
- The department will use the strengths that its interdisciplinarity gives it to develop and enhance pedagogy across disciplines and formats.

PHOTOGRAPHY & FASHION

Credit Disciplines Offered:

Fashion (FASHN), Photography (PHOTO)

Noncredit Disciplines Offered:

N/A

Department Overview

Fashion Design students develop skills for design communication, including preliminary sketching, technical flat sketching, illustration, and usage of Adobe Photoshop, Illustrator, and CAD software. Serving a diverse group of students, the program supports aspiring designers from various socioeconomic backgrounds, career changers, and first-generation college students seeking opportunities in the fashion industry. Skills in draping, pattern drafting from draping and body measurements, and basic sewing skills to advanced construction are developed to create sample garments for production and sales, equipping students for both entrepreneurial ventures and employment in established fashion houses.

Fashion Merchandising students, including those from underserved and historically underrepresented communities, learn to select, purchase, promote, and sell clothing and accessories. They study fashion trends, visit manufacturers and merchandise markets, and work collaboratively within teams. Merchandising students gain valuable experience advising advertising and display departments, and coordinating promotional activities such as fashion shows. They may advance to roles as buyers, purchasing agents, sales representatives, and managers, contributing to a more inclusive fashion industry.

Clothes designers, many of whom bring unique cultural perspectives, create new apparel and accessory designs. They may sketch garments, cut patterns, select fabrics and materials, and sometimes construct the sample garment. The program emphasizes accessibility and inclusivity, encouraging students to design for a range of body types, gender expressions, and consumer needs. Designers may also arrange for the showing of a line at sales meetings or fashion shows, with opportunities to showcase work through campus events that celebrate student diversity and creativity.

Students who complete the program will be able to channel their creativity into marketable fashion and lifestyle product lines, and have an understanding of the various design challenges, fit, textile fabrications, cost, sizing, design editing, and aesthetics for various target markets. Students will be equipped to meet consumer needs while setting forward trend directions in both wholesale and retail production. Program electives bridge communication with fashion merchandising concepts, ensuring creativity and marketability, while also addressing industry gaps in representation and sustainability. Students develop an awareness of art, visual communication, global culture, computer technology, and business in the design process. Additionally, students will have skills pertinent to successfully enter third-year college fashion design programs, translate their internship experiences into positions at small-to-large-scale design firms, or create their own design line — bringing their unique voices and visions to life within an evolving fashion landscape.

Photography students at Santa Monica College are offered one of the finest commercial photography programs available at a publicly funded institution in America, on a level with the best of the private collegiate photography programs. Renowned for its comprehensive curriculum, the program is part of the Arts, Media, and Entertainment area of interest at SMC and provides students with an in-depth education spanning foundational techniques, advanced lighting, digital post-production, and emerging trends in visual storytelling. The program serves a richly diverse student population, including first-generation college students, working adults, and individuals from historically underrepresented communities,

fostering an inclusive environment where every voice and vision is valued. On average, about 800 students are enrolled in photography courses during each of the fall and spring semesters, reflecting the program's popularity and reputation for excellence.

Students have access to state-of-the-art facilities, including fully equipped studios, darkrooms, and digital labs, enabling them to hone their skills in an environment that mirrors industry standards. These resources are crucial for students who may not have had prior access to professional photography equipment or creative spaces. The program maintains strong interdisciplinary ties to the Photojournalism, Theatre, and Art Departments on the main SMC campus, as well as the Graphic Design program at the Center for Media and Design (CMD). These connections allow students to explore diverse creative avenues and collaborate on cross-department projects, enriching their learning experience and expanding their professional networks.

Beyond the classroom, the program fosters a vibrant sense of community through a variety of well-attended extracurricular photographic activities. Regular gallery exhibitions, guest lectures from industry professionals, portfolio reviews, and photography workshops provide invaluable opportunities for students to showcase their work, gain critical feedback, and stay inspired. These events also serve as platforms to amplify diverse perspectives and narratives, encouraging students to share their unique cultural stories through photography. The faculty, composed of experienced photographers and educators, are deeply invested in mentoring students and supporting their artistic and career aspirations. Faculty offer personalized guidance to help students navigate the transition to professional photography, whether their aim is to work at established studios, launch freelance businesses, or use photography as a tool for social change.

Together, these elements create a dynamic, supportive environment where creativity flourishes, and students are empowered to turn their passion for photography into a successful career. The program's commitment to accessibility and representation ensures that photographers from all backgrounds have the resources and support they need to make their mark on the visual landscape.

Discipline Profile: Fashion**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Fashion courses declined moderately with the pandemic, but have largely recovered. Enrollment in 2023-2024 was 2% higher than in 2016-2017, while overall college enrollments declined by 15%. Modalities, 100% on ground pre-pandemic, are now showing an online enrollment of 17%. Class fill rates for Fashion remain high, averaging 91% over the past seven fall semesters (college average 85%).

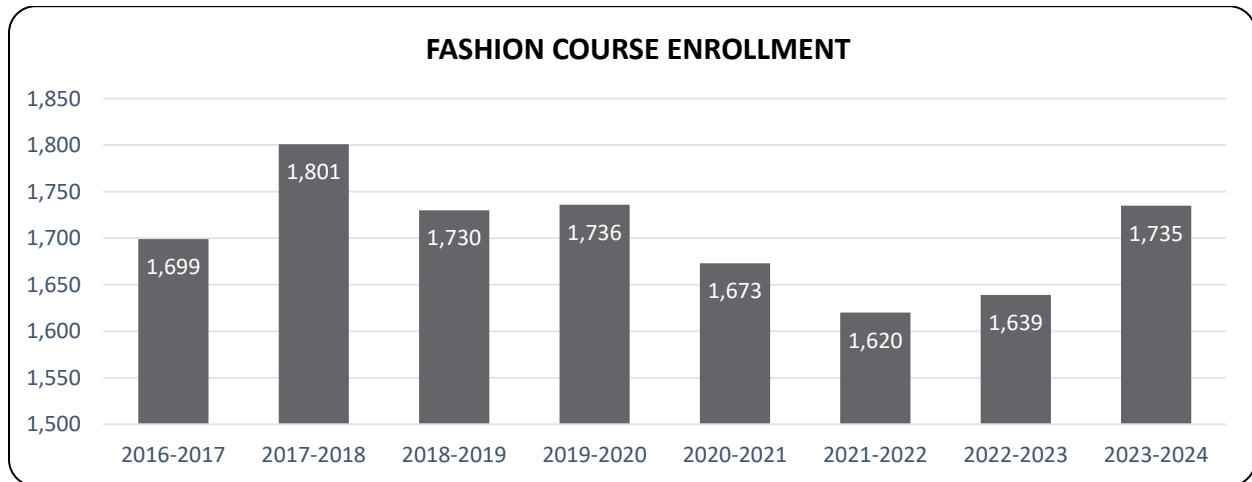


Figure FASHN 1. Student Enrollment in Fashion Courses by Academic Year

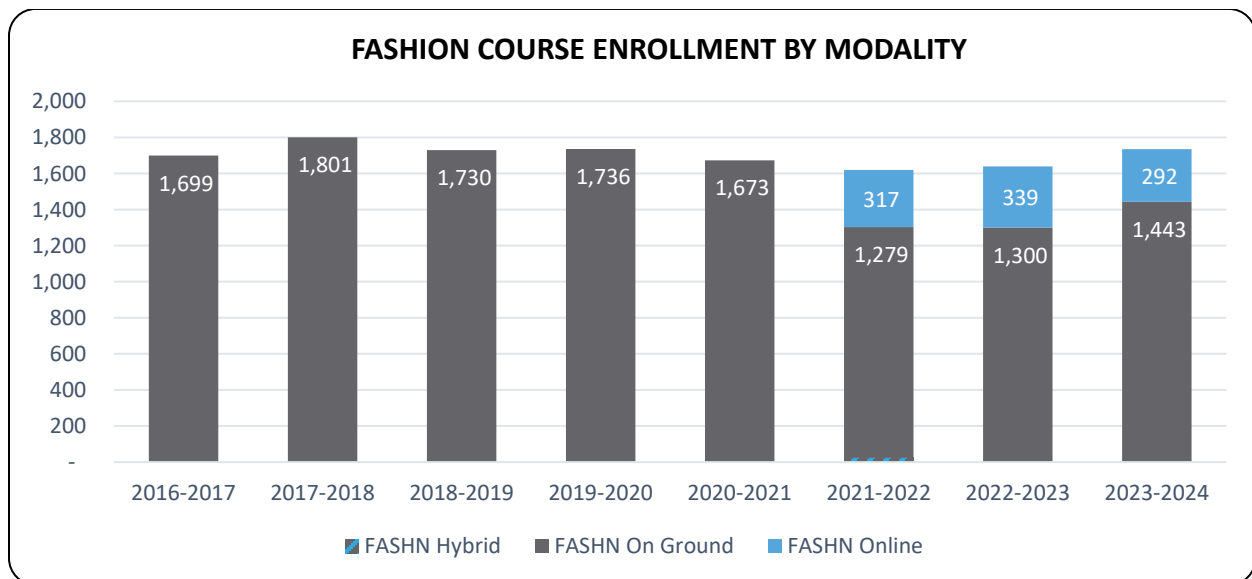


Figure FASHN 2. Fashion Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Fashion classes fluctuate mildly, but remain close to their seven-year average of 70%, the same as the college average for that time period. Black students experienced the largest equity gaps in course success rates, with the percentage point gaps over the past seven fall semesters ranging from -34 to -6 (college average -21). For Latine/x students, the gaps ranged from -1 to -15 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – FASHION								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Fashion Design	8	15	10	17	11	10	20
A.S.	Fashion Merchandising	18	20	15	13	11	17	14
Certificate 30+ Units	Fashion Design	9	6	15	9	22	3	13
Certificate 30+ Units	Fashion Merchandising	16	5	25	14	13	9	18

Table FASHN 1. Degrees and Certificates Awarded in Fashion, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – FASHION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Fashion Designers	4,645	4,500	(145)	(3%)
Merchandise Displayers and Window Trimmers	5,642	5,668	27	0%

Source: Center of Excellence for Labor Market Research

Table FASHN 2. Labor Market Information for Jobs in Fashion TOP Codes for Los Angeles County

LABOR SUPPLY GAPS – FASHION				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Fashion Merchandising - 130320	26	72	667	595
Fashion Design - 130310	13	99	406	307

Source: Center of Excellence for Labor Market Research

Table FASHN 3. Local Labor Supply Gaps in Fashion

Discipline Profile: Photography**Trends in Enrollment, Modality, and Efficiency**

Enrollment in Photography classes declined in recent years, especially during the pandemic years, but has now partially rebounded. In 2023-2024 enrollment was 27% lower than in 2016-2017, while college enrollment declined by 15%. Enrollment in online modalities has increased from 5% in 2016-2017 to 29% in 2023-2024. Class fill rates have declined from 87% in Fall 2017 (college average 88%) to 83% in Fall 2023 (college average 85).

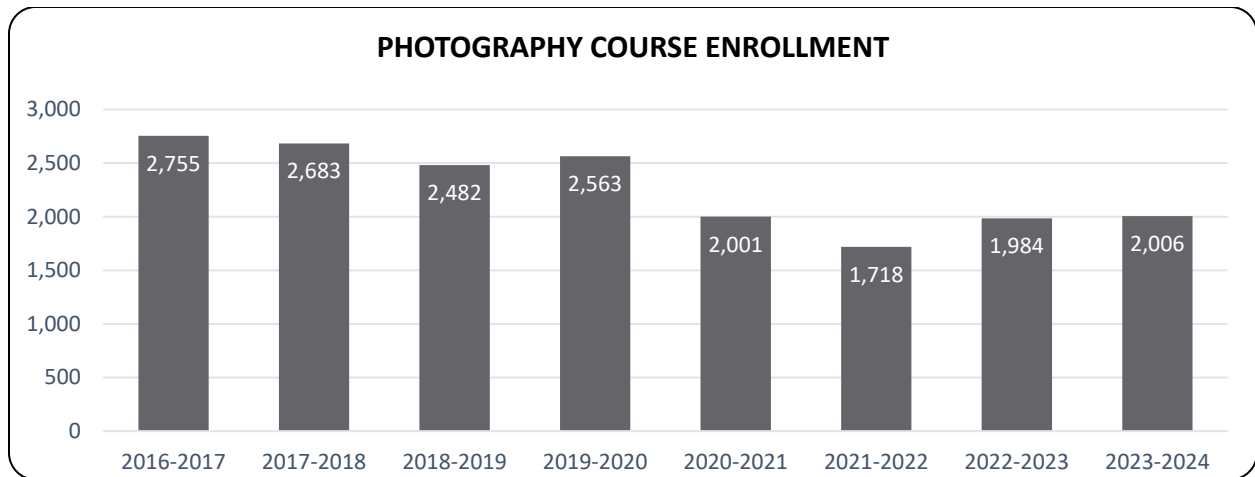


Figure PHOTO 1. Student Enrollment in Credit Photography Courses by Academic Year

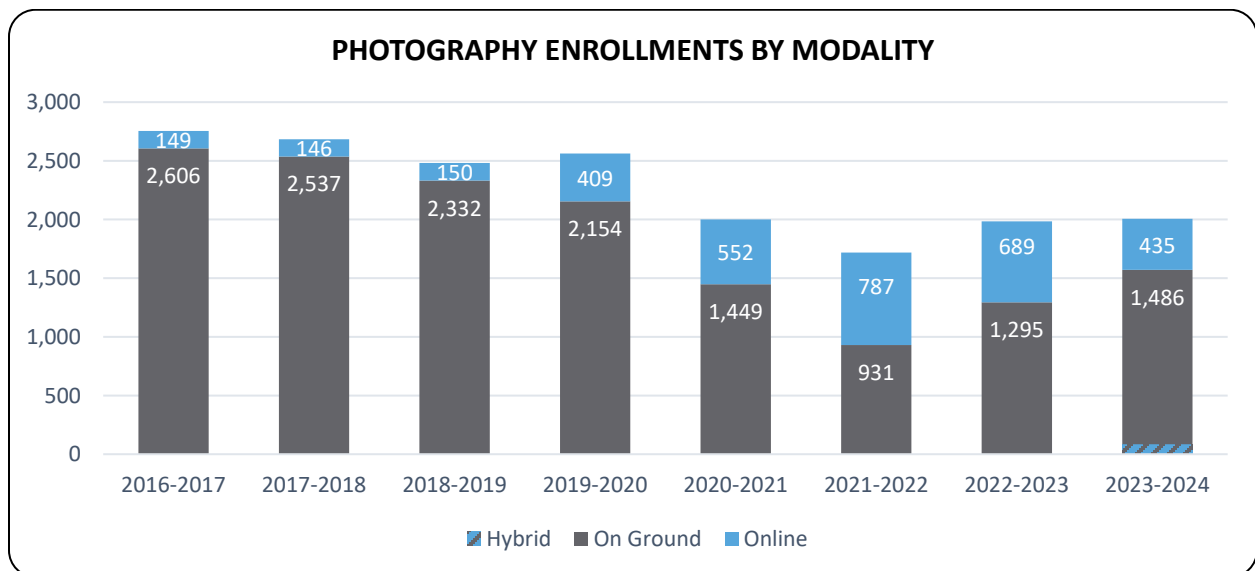


Figure PHOTO 2. Credit Photography Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Photography courses remain steady at about 68% over the past seven fall semesters, slightly lower than the college average of 70% for the same semesters. Black students experienced the largest equity gaps in course success rates, with percentage point gaps over the past seven fall semesters ranging from --37 to -16 (college average -21). For Latine/x students, the gaps ranged from -8 to -17 (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – PHOTOGRAPHY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Photography	0	0	0	0	0	0	0
Certificate 16 to 29 Units	Photography	7	10	8	18	11	11	10
Certificate 16 to 29 Units	Analog Photography	0	0	0	0	0	0	1
Certificate 16 to 29 Units	Photographer's Assistant	0	0	0	0	0	0	68
Certificate 30+ Units	Photography	18	13	29	15	20	10	19

Table PHOTO 1. Degrees and Certificates Awarded Photography, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – PHOTOGRAPHY				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Photographers	7,730	7,680	(50)	(1%)

Source: Center of Excellence for Labor Market Research

Table PHOTO 2. Labor Market Information for Jobs in the Applied Photography TOP Code for Los Angeles County

LABOR SUPPLY GAPS – PHOTOGRAPHY				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Applied Photography - 101200	21	108	681	57

Source: Center of Excellence for Labor Market Research

Table PHOTO 3. Local Labor Supply Gaps in Photography

Future Directions for the Photography and Fashion Department

Curriculum and Programming

Last year, the Photography program began offering three new certificates in photography that allow students to tailor their coursework to the specific career path they are interested in pursuing. Although it has only been a year, the department anticipates that the number of career certificates will continue to increase as students move through the program. Both Photography and Fashion are heavily reliant on the use of modern technology. Over the next five to ten years, it is likely that program curriculum will need to continue to evolve to meet industry demands. Our department faculty understand the importance of keeping up with technology, and enjoy learning new technology, techniques, and trends.

Improving Student Success Outcomes

For the past several years, the department has been very creative in utilizing college funds to mostly eliminate the extreme out-of-pocket expenses that students in both Photo and Fashion used to encounter. For example, not long ago, photo students enrolled in Photo 30 needed to buy about \$3,500 worth of photography supplies to be successful in the class and move through the program. With the department's efforts and support, those costs have been reduced to nearly \$0. The department has also made very similar improvements in several of its Fashion courses. Removing the financial barrier to entry has helped countless students in the programs focus on their studies rather than worry about financial constraints. Additional resources needed include additional staff in the digital labs to provide open lab access for students to work on school projects outside of class time, and a lab manager to oversee the sewing facilities. Without the lab manager, only minimal open lab times are available for Fashion students, and are dependent on faculty availability. The result is that students have far less time and access available to use the program's industry standard equipment, leaving them less prepared for the working world.

Technology and Facilities

Most of the technology and facility needs that the Photography and Fashion Department need to address are the needs of the disciplines that are discussed in detail in the report that consultant Jennifer Merlic submitted to inform the Spring 2024 update to the Main Campus Master Plan. Highlights are listed below.

Photography:

- B&W and color darkrooms updates
- Increased digital lab space
- Studio updates
- Equipment storage and centrally located check-out space
- Centrally located gallery space

Fashion:

- Designated computer labs
- Computer hardware — including fabric printer, plotter for digital pattern making, embroidery machine, etc. — to meet industry demands and trends
- Storage
- Larger classroom with access to sink
- Additional designated classroom space

Meeting the Needs of Industry Employers and Institutional Partners

Both Fashion and Photography faculty are active in the industry and maintain strong relationships with local professionals. Annual advisory board meetings are often an impressive group of creative professionals working at the top of both industries. These professional relationships often lead to internship and job placements for SMC students, as well as provide faculty with feedback on curriculum updates and suggested changes. When the college's budget improves, there will be plenty of demand in the community for specialized "niche" classes in both disciplines. These classes could help students find work in the industry, but may not be popular enough to consistently fill classrooms to minimum seat capacities.

Faculty remain current in both disciplines via appropriate training opportunities. Having a budget and/or release time to support these activities would be very helpful for faculty to keep up with the evolving standards of our industries.

PHYSICAL SCIENCES**Credit Disciplines Offered:**

Chemistry (CHEM), Engineering (ENGR), Physics (PHYSICS)

Noncredit Disciplines Offered:

N/A

See Also Interdisciplinary Programs:

Science (SCI)

Department Overview

The Physical Sciences Department at SMC is comprised of the disciplines of Chemistry (CHEM), Engineering (ENGR), and Physics (PHYSICS), supporting students in the STEM and Health & Wellness Areas of Interest. Enrollment trends show a peak in 2017-2018 with 6,503 student enrollments across 248 sections, followed by a decline to 4,449 enrollments in 181 sections in 2023-2024 (a 32% decrease), and a subsequent rebound to 5,447 enrollments in 207 sections in 2024-2025 (a 22% increase). Concurrently, the distribution of enrollments has shifted:

- 2017-2018: 70% Chemistry, 3% Engineering, 27% Physics
- 2024-2025: 62% Chemistry, 10% Engineering, 28% Physics

This shift reflects significant growth in the Engineering program, which expanded from one course in Fall 2015 to six courses in 2024-2025, with enrollments increasing by 174% (from 198 to 543). Chemistry enrollments have also been impacted by the introduction of Chem 19 (a terminal course for allied health and nursing students), which now accounts for 12% of total enrollments, contributing to a decrease in the proportion of students taking the Chemistry “majors” sequence (from 60% in 2017-2018 to 42% in 2024-2025). Physics enrollments have remained relatively stable, with a slight increase in the proportion of students taking “Physics for scientists and engineers,” likely due to the growth in Engineering (from 13% to 15%).

Note: The enrollment numbers reported do not include the interdisciplinary course SCI 10.

Discipline Profile: Chemistry

Trends in Enrollment, Modality, and Efficiency

Enrollment in Chemistry courses has declined since the onset of the pandemic. Chemistry enrollment in 2023-2024 was 37% lower than in 2016-2017, while college enrollments overall declined by 15% over the same time period. Modalities remain nearly all on ground in this laboratory-based discipline, with only 6% of all chemistry enrollments occurring in online modalities. Class fill rates remain above college averages, but have declined from 94% in Fall 2017 (college average 88%) to 86% in Fall 2023 (college average 85%).

As previously noted, Physical Sciences enrollment has rebounded in 2024-2025. Due to the unavailability of state-reported data, fill rate data from WebSIS indicates that Chemistry enrollment in 2024-2025 was 25% lower than in 2016-2017, while overall college enrollments declined by 17% during the same period. The class fill rate was 94% in Fall 2024.

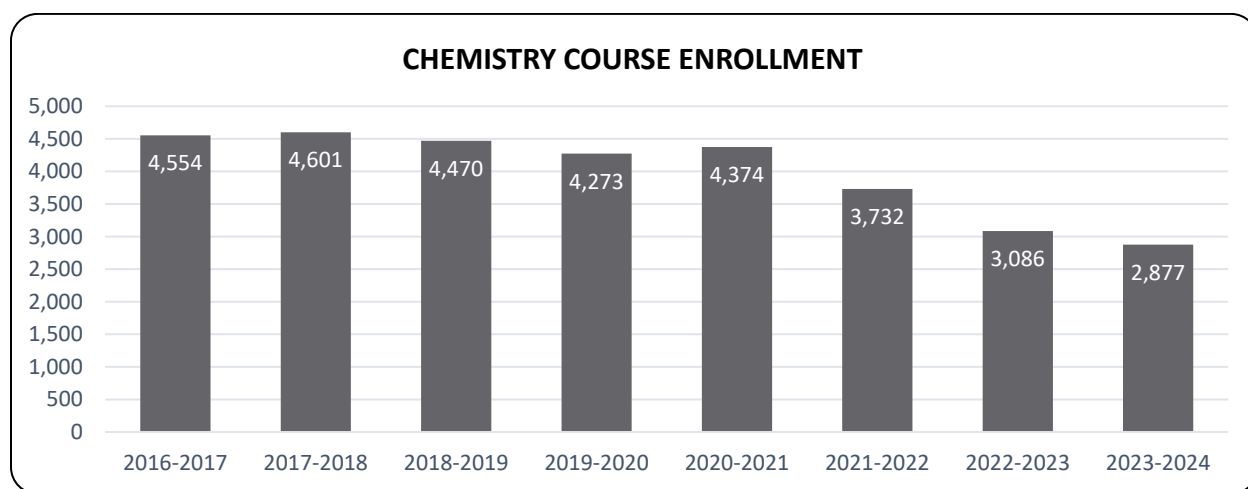


Figure CHEM 1. Student Enrollment in Chemistry Courses by Academic Year

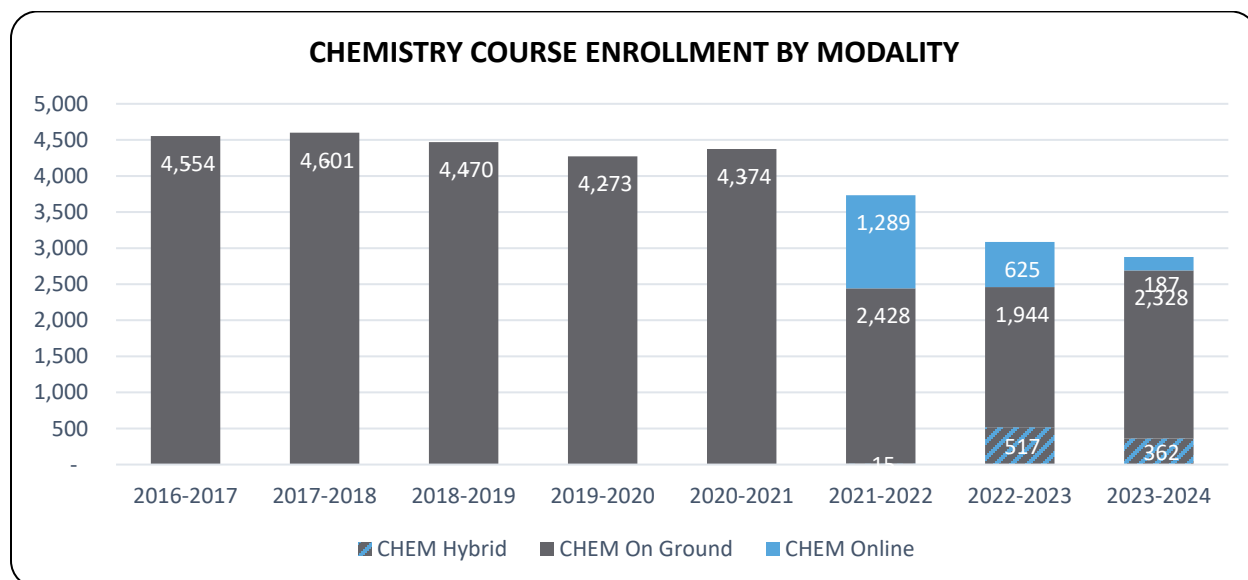


Figure CHEM 2. Chemistry Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Chemistry courses remain steady at about 61% over the past seven fall semesters, lower than the college average for the same semesters of 70%. Black students experienced the largest equity gaps in course success rates, with percentage point gaps over the past seven fall semesters ranging from -36 to -17 (college average -21). For Latine/x students, gaps ranged from -33 to -20 (college average -15).

Degree and Certificate Awards

No degree or certificate is currently offered in Chemistry.

Discipline Profile: Engineering

Trends in Enrollment, Modality, and Efficiency

Enrollment in Engineering courses has grown steadily over the past eight years. Engineering enrollment in 2023-2024 was 29% higher than in 2016-2017, while college enrollments overall declined by 15% over the same time period. Online enrollments in Engineering are now at 30%, though the discipline was entirely on ground prior to the pandemic. Class fill rates have increased significantly from 64% in Fall 2017 (college average 88%) to 92% in Fall 2023 (college average 85%).

As previously noted, Physical Sciences enrollment has rebounded in 2024-2025. Due to the unavailability of state-reported data, fill rate data from WebSIS indicates that Engineering enrollment in 2024-2025 was 328% higher than in 2016-2017, while overall college enrollments declined by 17% during the same period. The class fill rate was 89% in Fall 2024.

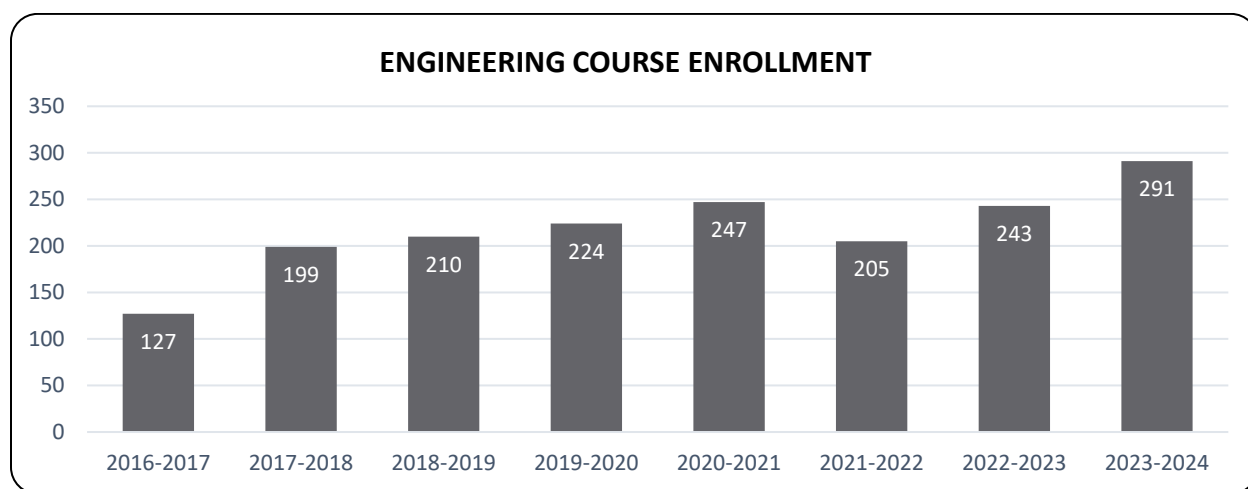


Figure ENGR 1. Student Enrollment in Engineering Courses by Academic Year

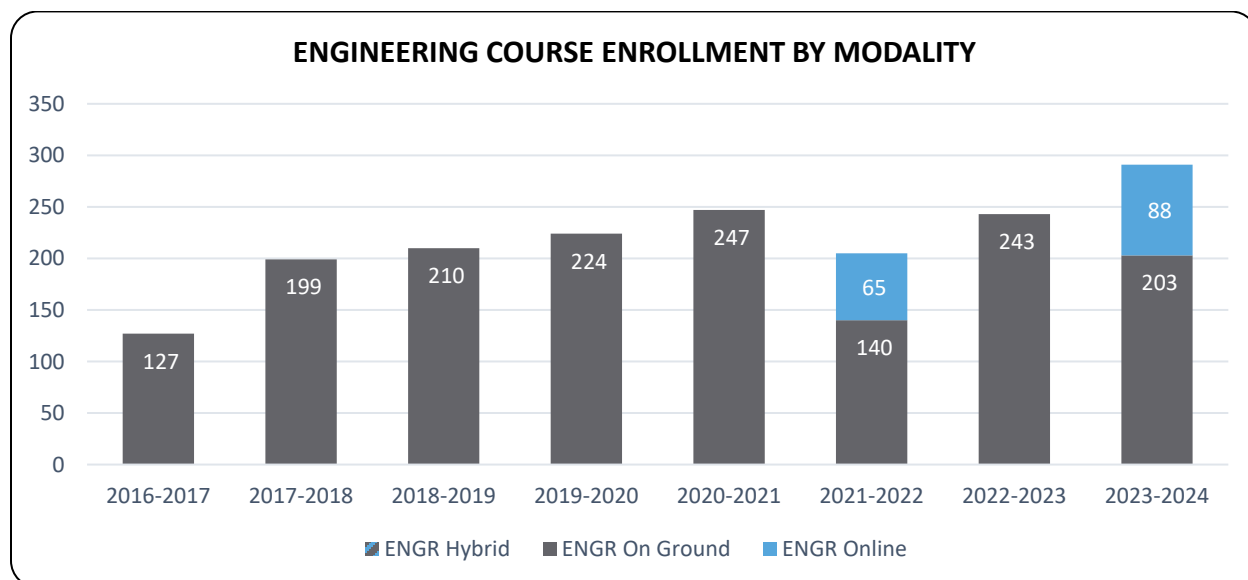


Figure ENGR 2. Engineering Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Engineering courses fluctuates significantly, as expected for a small program. Over the past seven fall semesters, success rates have averaged 66% (college average 70%). Black students have not enrolled in engineering courses in sufficient numbers to yield meaningful trends. For Latine/x students, no consistent equity gaps in course success rate are observed.

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – ENGINEERING								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.S.	Engineering	0	0	2	7	6	2	8
Certificate 16 to 29 Units	Introduction to Engineering	0	0	1	1	11	10	20
Certificate 30+ Units	Engineering	0	0	0	0	6	1	7

Table ENGR 1. Degrees and Certificates Awarded Engineering, Fall 2017-Spring 2024

Discipline Profile: Physics

Trends in Enrollment, Modality, and Efficiency

Enrollment in Physics courses has declined moderately since the onset of the pandemic. Physics enrollment in 2023-2024 was 27% lower than in 2016-2017, while college enrollments overall declined by 15% over the same time period. Modalities remain primarily on ground in this laboratory-based discipline, with only 6% of all physics enrollments occurring in fully online modalities in Fall 2023. Class fill rates remain above college averages, but have declined from 92% in Fall 2017 (college average 88%) to 86% in Fall 2023 (college average 85%).

As previously noted, Physical Sciences enrollment has rebounded in 2024-2025. Due to the unavailability of state-reported data, fill rate data from WebSIS indicates that Physics enrollment in 2024-2025 was 15% lower than in 2016-2017, while overall college enrollments declined by 17% during the same period. The class fill rate was 92% in Fall 2024.

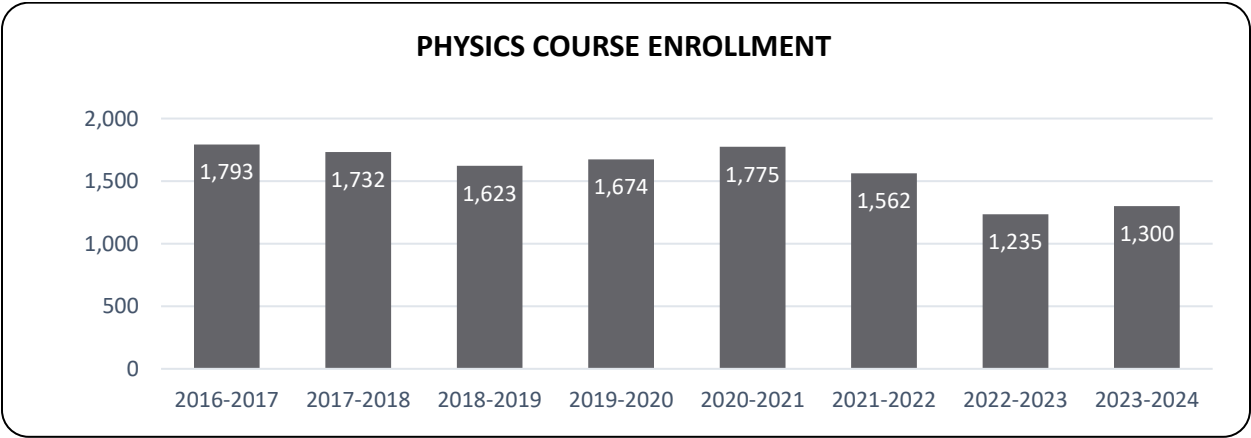


Figure PHYSCS 1. Student Enrollment in Physics Courses by Academic Year

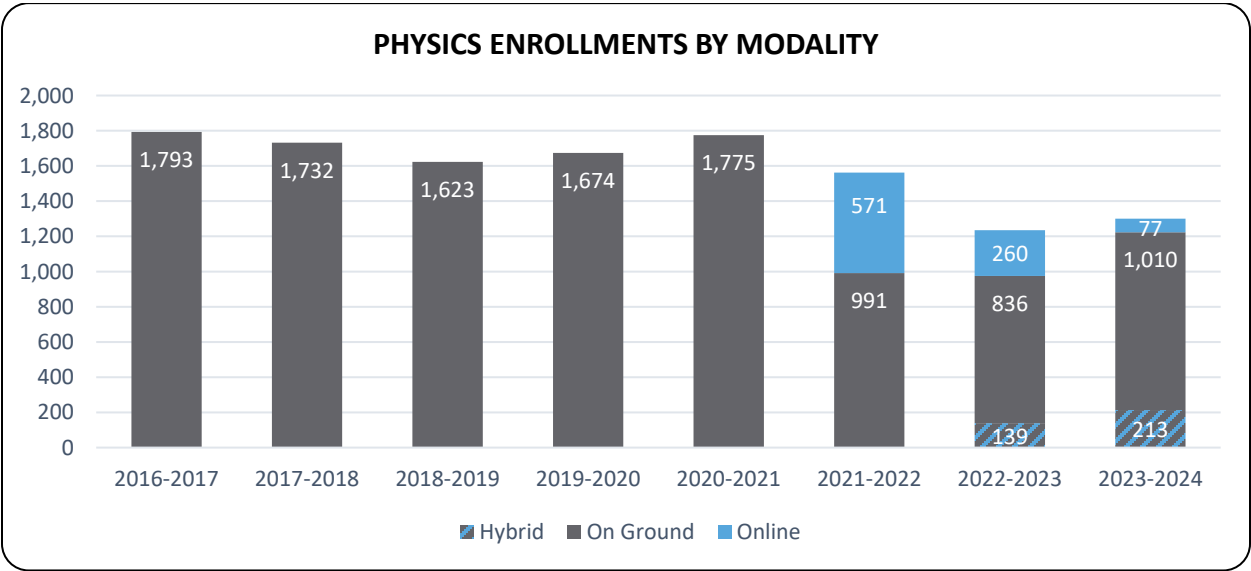


Figure PHYSCS 2. Physics Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Physics courses vary, averaging 71% over the past seven fall semesters, slightly above the college average for the same semesters of 70%. Black students experienced the largest equity gaps in course success rates with the percentage point gaps over the past seven fall semesters ranging from -28 to -7 (college average -21). For Latine/x students, the gaps ranged from -24 to -12 (college average -15).

Degree and Certificate Awards

No degree or certificate is currently offered in Physics.

Future Directions for the Physical Sciences Department

Chemistry

The department is developing its first career education certificate in Chemical Technology. This certificate, building on the Chemistry “majors” sequence, will provide students with practical lab skills (e.g., preparing samples and solutions, communicating standard operating procedures, operating and maintaining analytical instrumentation). Graduates will be qualified for chemical technician positions in industries such as pharmaceuticals, water quality, and research. Plans include creating stackable certificates and an Associate Degree in Chemical Technology. These initiatives will involve collaboration with industry partners to ensure curriculum aligns with current needs and to provide opportunities for guest lecturers and internships.

The department requires updated laboratory space in Science Complex 305 to support the Chemical Technology program, envisioned by the industry advisory board as a laboratory-centric learning environment that simulates an industry workplace. This space will be modified to a more open layout with increased bench space, a change facilitated by the relocation of the Organic Chemistry program to the new Math and Science Building in Fall 2025. The current Organic Chemistry setup requires fume hoods for each pair of students, which are less critical for the Chemical Technology program.

To improve student success, faculty are exploring alternative office hour formats. Recognizing that traditional 1:1 sessions limit access, many faculty have adopted group office hours (6-20 students). Current spaces like the Learning Resource Center conference room and the faculty workroom are insufficient to accommodate all faculty planning to use this model. The department needs more rooms that can seat approximately 20 students with ample whiteboard space, as the new 5-8 seat mini conference rooms in the Math and Science Building will not fully address this need.

Engineering

The Engineering program will soon open the Engineering Fabrication Lab (Makerspace), a key resource supported by multiple DOE STEM grants. This lab will enable practical application of design principles and facilitate curriculum updates to enhance transferability to top Engineering institutions. The lab will also serve as a central hub for student collaboration within the department, and potentially across the college and with industry partners. The Engineering 1 course already incorporates valuable industry engagement through guest speakers, such as Dr. Jon Arenberg, Chief Architect at Northrop Grumman, who shared his inspiring work on the James Webb telescope, providing invaluable networking opportunities for students.

Looking ahead, the program faces the challenge of relocating the Engineering Fabrication Lab and the existing computer lab (used for Engineering 11/SOLIDWORKS) due to a planned building demolition within the next decade. To potentially expand the program with courses in Civil Engineering and Materials Science, investment in specialized equipment and a suitable lab classroom will be required, mirroring the resources allocated to the new Physics lab in the Math and Science Building.

Finally, faculty are developing a streamlined process to award Engineering certificates and Associate degrees to transfer students who complete a small number of remaining required courses at their transfer institution. This improved process is expected to increase the number of awards granted.

Physics

The Physics program is preparing a proposal for an Associate of Science Transfer Degree in Physics. Recent unit limit updates have made this feasible, and with all C-IDs already approved, the proposal will be submitted to the Senate Curriculum Committee within the next academic year.

With the program's expansion into the new Math and Science Building, faculty have acquired new instruments and equipment to modernize student laboratory experiences, leading to anticipated updates in lab procedures.

Like Chemistry, Physics faculty are exploring group office hours (6-20 students) to improve student success rates, as traditional 1:1 sessions limit access. Current spaces like the Learning Resource Center conference room and the faculty workroom are insufficient to accommodate all faculty planning to use this model. The department needs more rooms that can seat approximately 20 students with ample whiteboard space, as the new 5-8 seat mini conference rooms in the Math and Science Building will not fully address this need.

PSYCHOLOGY

Credit Disciplines Offered:

Psychology (PSYCH)

Noncredit Disciplines Offered:

N/A

See Also Interdisciplinary Programs:

Environmental Studies (ENVRN)

Department Overview

The Psychology Department is a single discipline department that offers an A.A.-T and one certificate (Community Mental Health Certificate). The curriculum is comprised of 13 lower-division courses and one upper-division course offered within the IxD baccalaureate program.

Since the last program review, the Psychology Department has undergone significant changes. The department is now smaller, with half the number of part-time faculty compared to 2016, fewer course offerings, and fewer total sections offered each semester. Additionally, 88% of department courses are now offered either fully online or in a hybrid format, and a new community mental health certificate has been approved and will soon be offered. The department has shifted its focus to prioritize racial equity, as evidenced by recent curriculum updates, student outreach and community-building efforts, and the establishment of a new department mission.

Department Mission: The SMC Psychology Department seeks to educate students through a pluralistic and inclusive perspective of psychology that promotes awareness of self, one's identities and privileges, and factors that influence mental processes, as well as the physiological underpinnings of human behavior. Students are introduced to the many subdisciplines of psychology, such as biological, cognitive, developmental, social and personality, and mental and physical health. Using psychology to build essential analytical skills, SMC strives for students to gain a deeper understanding of interpersonal relationships and community functioning and engagement. Through the discovery and co-creation of knowledge, the psychology curriculum and learning experience at SMC prepare students for transfer and future careers in Psychology and related fields.

The department seeks to continue to challenge itself to evolve and grow as reflected in our new vision statement: The vision of the SMC Psychology department is to create a community of intellectual engagement that fosters students' critical understanding of the science and practice of psychology. SMC's program is designed to equip students with a critical lens for understanding self and others, and the ethical application of psychology for individual wellbeing and for the creation of a more just world.

The Psychology Department and its faculty play a key role in advancing the college's mission, vision, and goals, while also significantly supporting the Institutional Learning Outcomes set forth by the district.

Discipline Profile: Psychology**Trends in Enrollment, Modality, and Efficiency**

Psychology enrollment has fluctuated moderately over the past eight years. Enrollment in Psychology courses for 2023-2024 was 11% lower than it was in 2016-2017, while the college's overall enrollment decreased by 15% for the same time period. Enrollment in online classes comprised 14% of the Psychology enrollment in Fall 2017, increasing to 87% in Fall 2023. Class fill rates remain steady for Psychology classes at an average of 89% over the past seven fall semesters (college average 85%).

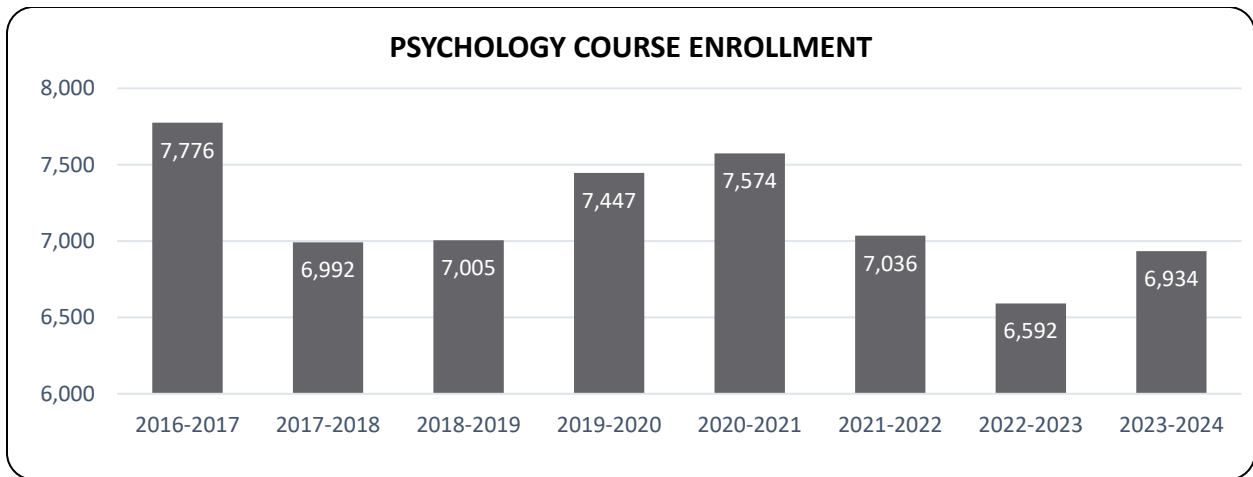


Figure PSYCH 1. Student Enrollment in Credit Psychology Courses by Academic Year

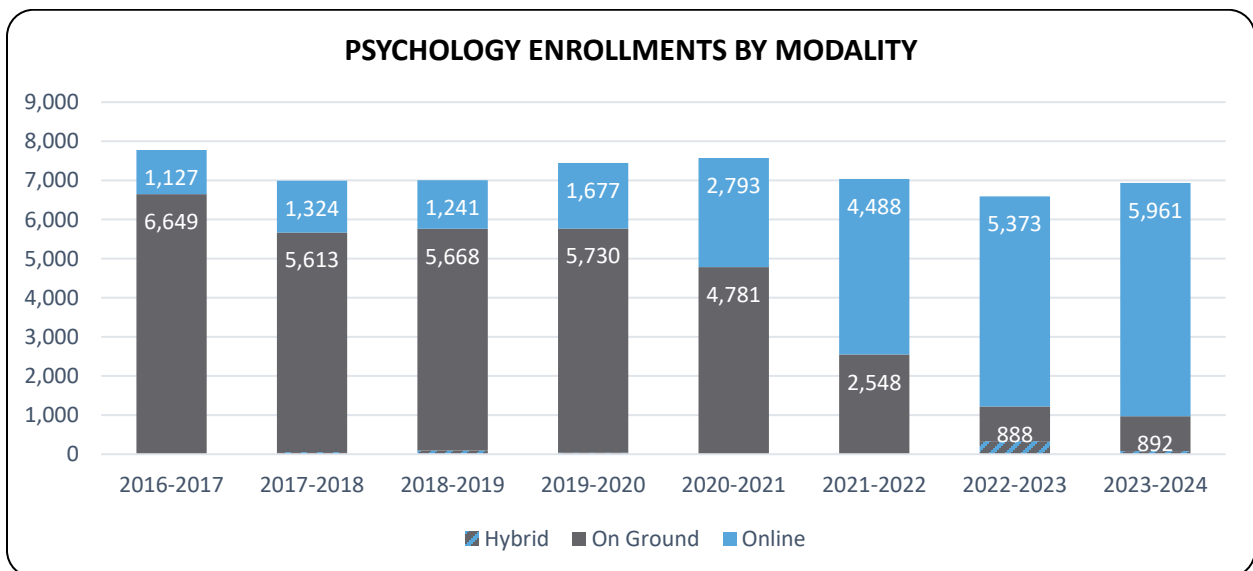


Figure PSYCH 2. Credit Psychology Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Psychology courses increased from 65% in Fall 2017 to 73% in Fall 2022 (college average for those years is 70%). Black students experienced the largest equity gaps in course success rates, with a percentage point gap of -20 in Fall 2017 (college average -22) and -18 in Fall 2023 (college average -16). For Latine/x students, the gap in Fall 2017 was -20 points (college average -16) and improved to -13 (college average -11) in Fall 2023.

Degree and Certificate Awards

DEGREES AWARDED - PSYCHOLOGY								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.-T	Psychology	8	111	148	208	181	191	198

Table PSYCH 1. Degrees Awarded in Psychology, Fall 2017-Spring 2024

Future Directions for the Psychology Department

Current enrollment in psychology classes is approximately 2,800 students, which represents a 14% decrease over the past several years. However, enrollment is on the rise, and psychology classes typically fill at a rate of 80-85% or higher across different modalities. This trend demonstrates both resilience in enrollment and the strong student interest in program offerings. Labor market data also indicates a range of opportunities for psychology majors. Graduates are competitive for positions in mental health, education, social services, and human resources. Additionally, they can apply their understanding of human behavior and interpersonal relationships to various careers in business and other fields. Employment in mental health-related positions is projected to increase by 23% from 2020 to 2030 (BLS, 2021). This demand appears to be growing even more due to mental health concerns arising from the post-pandemic environment and political issues.

Curriculum and Programming

Given the ongoing demand for psychology courses, the commitment to diversifying the field, and the continuous need for workforce preparation as a vital part of the community college mission, the psychology department will continue to refine its curriculum to best meet student needs and prepare students for transfer or entry into the workforce.

To that end, the department has recently established the Community Mental Health (CMH) certificate and has collaborated on developing the Homeless Services Certificate through the Business department. Additionally, faculty are currently exploring opportunities for partnerships and cross-listing classes with the Wellness Services Certificate and the Social Work programs that are in development.

As part of the department's commitment to racial equity and the application of psychology in meaningful ways for students, department members recently focused on decolonizing the curriculum for the gateway course Introduction to Psychology (Psych 1). This initiative aimed to enhance inclusivity by integrating diverse perspectives from historically marginalized scholars, particularly those from racially minoritized backgrounds, as well as incorporating critical and liberation psychologies. Additionally, the department has endorsed equity-centered pedagogies, which include culturally and community-responsive teaching methods. These efforts were designed to make the psychology curriculum more relevant to SMC students and their communities, ultimately helping them to increase self-knowledge and develop essential life skills. The department remains dedicated to continuously reviewing and updating its curriculum to effectively serve today's diverse student population, align with transfer institution requirements, and support workforce readiness.

Improving Student Success Outcomes

In alignment with the SMC Student Equity Plan (SEP) and with SMC as a designated Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI), the Psychology Department remains committed to student success and eliminating racial equity gaps. To this end, nine department members participated in the EGC Professional Development Program, and the department has formulated new vision and mission statements that prioritize racial equity as a fundamental value. The department has also undertaken significant and concrete initiatives to develop a more inclusive curriculum, and to center Black and Latine/x perspectives and contributions to the field, starting with the gateway course, as described above.

The Psychology Department faculty understand the systemic issues that contribute to the challenges students face prior to and while enrolled in our classes. In considering institutional and departmental

performance gaps that contribute to inequitable learning outcomes for Black and Latine/x students, multiple, interlocking factors are within the department's sphere of influence to consider.

As a result of the pandemic, the program is now offered primarily online but has not yet engaged in intentional discussions about how this affects accessibility by students, since many students take classes both on ground and online. For instance, most department programming and events are now primarily on ground, whereas most faculty office hours are only online. Also, the department must consider multiple ways of community building and student outreach as part of its overall plan to eliminate racial equity gaps. It could be beneficial to assess student engagement with faculty and through what means.

As a primarily online program, it is key to reflect on course design and the extent to which current teaching and engagement practices rely upon students' consistent access to technology. Inconsistent access to technology or low technological literacy in online classes is a barrier to course success and completion.

The department recently lost support for its psychology tutor, resulting in limited support outside of individual faculty members' office hours. Most of these office hours are now held virtually, making it less likely for students who would benefit from in-person assistance to have that option available.

Student data consistently shows that community college students, especially those from low-income backgrounds and under-resourced communities, encounter multiple stressors that can hinder their success. There is significant variation in faculty policies and practices regarding how students are supported when facing challenges while completing courses. For instance, faculty policies vary greatly on the submission of late work or resubmissions of assignments. The department would benefit from a thorough evaluation of individual practices to develop a departmental philosophy and set of policies that are equity-centered, supportive of students, and aligned with the department and college missions.

At the department level, faculty need to reflect on equity-centered scheduling and what this looks like. For example, having more late-start class options (week 4 and 9) could benefit students who experience barriers to timely enrollment or are dropped for nonpayment.

The department needs continued professional development and reflexivity to learn and implement different practices such as equitizing syllabi, ways to effectively teach hybrid classes, consistent review of course success data, and time to reflect on the process and results.

The most recently articulated department goals related to student success and equity include:

- Reduce racial equity gaps in course success data by 10%.
- Advocate for part-time hire(s) to eliminate the staffing and expertise gap.
- Establish a department plan articulating the proportion of psychology classes that should be online.
- Establish a set of department practices and policies sensitive to mental health issues, trauma-informed, and equity-centered to guide instructors' support for student success and well-being.
- Develop department outreach, programming, and communication plan.
- Develop student programming and communication regarding the benefits of the A.A.-T, especially when applying to impacted psychology programs (e.g. many UC campuses).
- Develop culturally specific outreach and support for Latine/x students.
- Develop culturally specific outreach and support for Black students.
- Develop culturally specific outreach and support for APIDAA students.
- Partnership with Guardian Scholars to learn more about the needs of foster youth to increase success.

Institutional Support/Resources Needed

- Institutional data on student needs and preferences for schedule and course modalities.
- Department philosophy and metrics for the proportion of classes to be offered in each modality.
- System for crashers, students trying to add a class section after the section is already full.
- Continued institutional support for professional development on equity-centered pedagogies.
- Specific professional development on hybrid and hyflex challenges and considerations.
- Professional development for faculty- and department-chair-specific professional development on equity-minded schedule development.
- Support for recruiting and hiring diverse part-time faculty promptly.
- A system to track and manage student requests to add classes. The current “system” instructing students to contact individual instructors for an add code is not systematic, impedes the ability to monitor student need/demand, and is laborious and burdensome for individual faculty.
- Given the large number of online classes at SMC — and particularly within the Psychology Department — greater instructional design support is warranted. Many colleges with robust online education offerings employ a team of instructional designers. Currently, faculty are expected to serve as subject matter experts, teachers, and now experts in instructional design, which can often require coding knowledge if SMC is to meet online pedagogy best practices, and design the optimal user experience.

Technology and Facilities

Institutional support is needed to establish departmental community space where faculty and students can gather and build community.

Meeting the Needs of Industry Employers and Institutional Partners

The labor market for psychology majors remains high, with a range of opportunities in public and private sectors. Entry-level positions often require an undergraduate degree, and professional positions often require advanced degrees for clinical, healthcare, and many research positions. Yet, the demand for mental health and related positions is shifting requirements, which informed the development of the Community Mental Health certificate. As previously noted, employment for mental-health related positions is projected to increase 23% from 2020 to 2030 (BLS, 2021). The 2024 median pay rate for workers in this field (e.g. community mental health workers, case managers) was \$47,000-\$53,000 per year, or \$23-\$35 per hour. This data is promising for community college students and alumni, many of whom work while attending college or have paraprofessional career goals.

The Psychology Department is also collaborating with the Business department on the Homeless Services Certificate, and discussing opportunities for partnerships and cross-listing classes with the Wellness Services Certificate and Social Work programs that are being developed. The department is continuing to think strategically about how it can collaborate with other departments to provide students with multiple academic and career pathways. This is especially relevant as the SMC student body diversifies and evolves in its academic and career pursuits, particularly in a challenging economic climate.

THEATRE ARTS

Credit Disciplines Offered:

Theatre Arts (TH ART)

Noncredit Disciplines Offered:

N/A

Department Overview

The Theatre Arts Department offers courses in Transfer as well as Career Education (CE) categories, and offers the following degrees and certificates:

- A.A. Theatre
- A.A.-T Theatre Arts
- A.S. Technical Theatre
- Certificate of Achievement: Technical Theatre
- Department Certificate: Scenic Design and Construction
- Department Certificate: Stage Lighting, Sound and Projection

Transfer curriculum includes courses in Acting Techniques – Theory and Practice, Theatre Production, Introduction to Theatre and Theatre History. These courses lead to the completion of an Associate of Arts degree and prepare students for transfer to four-year institutions or directly for a career in performing arts. The department also offers a transfer degree (A.A.-T Theatre Arts) for students planning to transfer into the CSU or UC.

A Career Education Program in Technical Theatre is also offered. Areas of study include:

- Stagecraft
- Stage Lighting
- Stage Costuming
- Stage Sound
- Stage Make-Up
- Projection and Advanced Lighting
- Stage Management
- Scenic Design
- Scenic Painting Techniques
- Technical Theatre Production

The CE program offers a 19-unit Certificate of Achievement, which can lead to an Associate of Science degree, transfer to four-year institutions, and/or employment in various areas in Technical Theatre.

The Theatre Arts program's acting courses consist of scene study in Modern Realism and Historical Styles ranging from Greek to Post-Modern, as well as multiple levels of courses in Voice Development for the Stage, Stage Movement, Stage Combat, Musical Theatre, Advanced Audition Techniques, and Directing for the Stage.

Annually, the department produces for the public:

- Four Main Stage productions
- Two Studio Stage productions
- One summer production of Theatre for the Younger Audience
- Two Musical Theatre Workshop showcases and
- One Advanced Audition Showcase.

Several productions are original plays and musicals written by local playwrights. In the past, the program has produced Historical Styles Showcase Presentations. Every other year, student directors function as directors in a Festival of 10-Minute Plays.

The Theatre Arts Department participates in the annual Kennedy Center/ American College Theater Festival by entering its productions to compete regionally and nationwide against productions from other colleges and universities. Several students are nominated and participate in the Irene Ryan Acting Scholarship Competition each year. Technical Theatre students compete in different technical categories, including Stage Management, Set Design, Make-Up Design, Lighting Design, Projection Design, and Costume Design.

The department has had great success with productions being selected for — and performed at — the festival multiple times. Within the past decade, productions of *M Courage* (2016), *Quartet – Four short plays by Samuel Beckett* (2017), *Flamenco Macbeth!* (2020), and *Avenue Q* (2024) were selected to perform at regional festivals, with *Quartet* also receiving a national commendation, and *Avenue Q* receiving the Golden Wrench award. Many of the department's Technical Theatre students have also won and/or advanced in various categories, and the Musical Theatre students have also received high recognition.

The department continues its involvement with the Center Theatre Group by participating in their College and Career Fair, as well as providing students access to their productions. Recently, SMC students have been able to enjoy two Matthew Bourne Productions — *Swan Lake* and *Romeo and Juliet* — as well as participate in Q & A Webinars with the creators and performers. The department's association with the Getty Villa has resulted in students being invited to several of their new interpretations of Greek Plays. Annually, the department hosts an internship information session from the Los Angeles County Department of Arts and Culture, providing guidelines for students interested in various internships with arts organizations in LA County.

The Theatre Arts Department includes four full-time faculty members, approximately nine adjunct faculty, four Technical Theatre Staff members, and one Theatre Arts Operations Assistant. Despite the small numbers, department members are involved in a variety of college committees and organizations, as well as the CE advisory committee.

Department members continue to develop contacts with the industry and build expertise in their field. Faculty members engage in forging relations with four-year colleges to help facilitate transfer of SMC students into those institutions. Theatre Arts Department members also engage in collaborations with other SMC departments, including the Music Department and the Film Production Program.

The Theatre Arts Department is committed to supporting the mission of Santa Monica College. Faculty and staff members strive to provide a safe and inclusive learning environment, and to encourage intellectual and creative exploration to support student goals. SMC students are exposed to a rich diversity of cultures through the course materials presented, as well as through group interactions in class and in SMC productions. Students understand their place in a global and diverse society and gain empathy for different cultures by performing character roles in acting scenes and productions, building the sets, arranging lights, making costumes, finding props, designing make-up, or working as crew for a production. In the process, students learn teamwork and responsibility, and gain an understanding of their critical contribution to society.

Discipline Profile: Theatre Arts

Trends in Enrollment, Modality, and Efficiency

Enrollment in Theatre Arts courses has decreased since 2016-2017, but shows a small increase after the pandemic. Theatre Arts enrollment in 2023-2024 was 30% lower than in 2016-2017 (collegewide decline was 15% for the same time period). Course modalities were entirely on ground prior to the pandemic, but online enrollments now comprise 28% of the Theatre Arts enrollment. Class fill rates in Theatre vary moderately and average 75% (college average 85%).

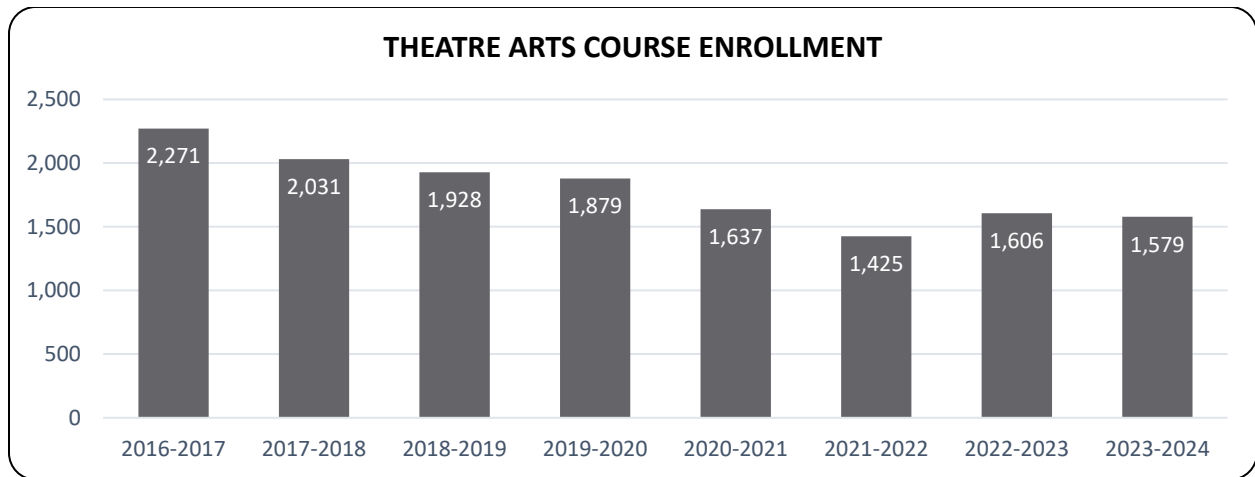


Figure TH ART 1. Student Enrollment in Theatre Arts Courses by Academic Year

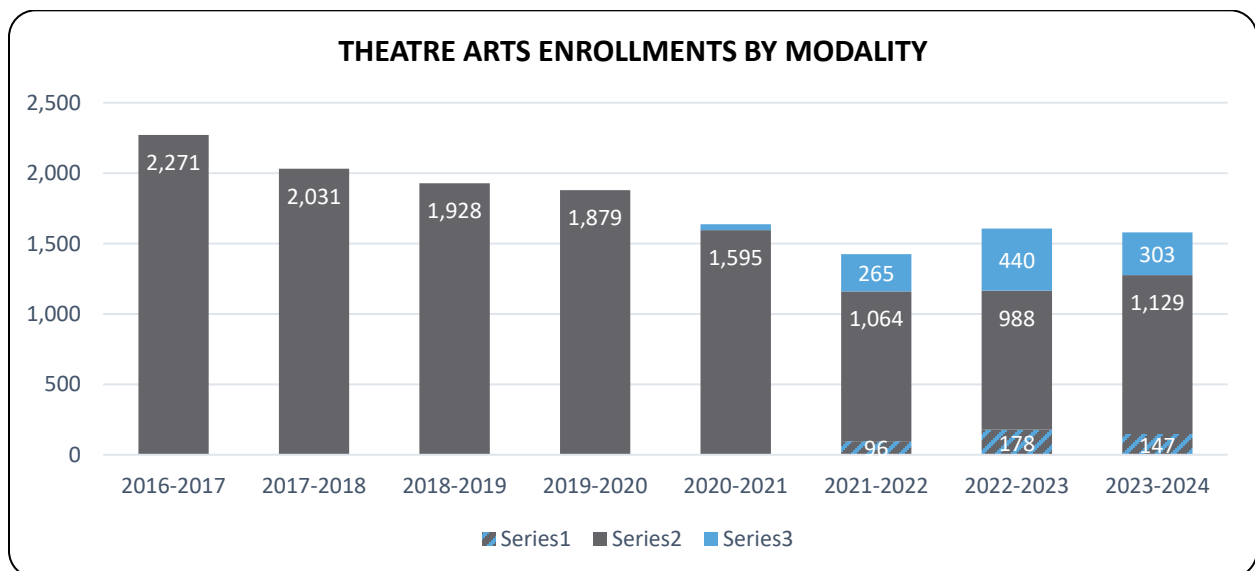


Figure TH ART 2. Theatre Arts Enrollment by Course Modalities from Fall 2016 through Spring 2024

Course Success and Equity

Success rates in Theatre Arts courses remain constant, averaging 79% over the past seven fall semesters (college average 70%). Black students experienced a consistent equity gap in course success rate of about -13 (college average -21). For Latine/x students, the gap is also constant, averaging -10 points (college average -15).

Degree and Certificate Awards

DEGREES AND CERTIFICATES AWARDED – THEATRE ARTS								
AWARD TYPE	PROGRAM TITLE	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
A.A.	Theatre	14	14	13	12	9	6	4
A.A.-T	Theatre Arts	12	13	18	12	15	20	14
A.S.	Technical Theatre	8	8	6	4	10	2	6
Certificate 16 to 29 Units	Technical Theatre	0	9	11	2	6	6	5
Certificate 18 to 29 Units	Technical Theatre	8	0	0	0	0	0	0
Certificate 30+ Units	Technical Theatre	0	0	0	0	0	0	0

Table TH ART 1. Degrees and Certificates Awarded Photography, Fall 2017-Spring 2024

Labor Market Data and Projections

JOB OPENINGS – THEATRE ARTS				
JOB TITLE	2022 JOBS	2027 JOBS	2022-2027 CHANGE	2022-2027 % CHANGE
Sound Engineering Technicians	4,700	4,824	124	3%
Set and Exhibit Designers	2,675	2,566	(108)	(4%)

Source: Center of Excellence for Labor Market Research

Table TH ART 2. Labor Market Information for Jobs in the Technical Theatre TOP Code for Los Angeles County

LABOR SUPPLY GAP – THEATRE ARTS				
DISCIPLINE AND TOP CODE	SANTA MONICA 2022-23 AWARDS	LA COUNTY 2022-23 AWARDS	LA COUNTY AVG. ANNUAL OPENINGS	LA COUNTY SUPPLY GAP
Technical Theater - 100600	8	34	718	684

Source: Center of Excellence for Labor Market Research

Table TH ART 3. Local Labor Supply Gaps in Technical Theatre

Future Directions for the Theatre Arts Department

The Theatre Arts department is creating a much-needed course in Acting for Film. This course will be offered in collaboration with Film 60 or an equivalent course. The department chair is working with faculty in the Film Production program on this endeavor and anticipate offering this course as early as Spring 2026.

A longer-term project, slowed by the pandemic, but now underway again, is the creation of a 2-year Musical Theatre Program in collaboration with the Music and Dance departments. Over the past years, the department chair has met with personnel at area high schools, UCLA, UC Irvine, USC, and CSU Fullerton — as well as industry experts and Stephen Schwartz (of *Wicked* fame) — to discuss the idea of creating a Musical Theatre Development Center on the West Coast, since there is currently none that offers a degree. The discussions with other institutions are intended to create a pathway for students from high schools to SMC, and on to transfer Institutions. Much work has been done to plan the curriculum, and much work is still to be done for this long-term goal.



CHAPTER 6

Program & Facilities Development



OVERVIEW

The following program and facilities recommendations are informed by current enrollment and labor market trends, extensive departmental data, and the broader operating environment of Santa Monica College. They are offered as evidence-based proposals to guide SMC's next phase of academic and institutional development.

Two contextual factors must frame their consideration. First, the Board of Trustees, in their Annual Goals 2024-2025 and Ongoing Priorities, has directed that the college produce a new Strategic Plan following the publication of this Master Plan for Education, and that the strategic plan should document for SMC a set of prioritized, time-bound objectives that are aligned with the college's mission, vision, and values.

Second, SMC is confronting a historic budget shortfall, which will require that any program expansion, facilities investment, or new student support initiative be carefully evaluated for fiscal sustainability. In all, the following recommendations should position the college well to capitalize on its strengths, develop new programs and student populations, and enable the college to meet them with advanced, flexible learning spaces built for the 21st century.

Over the next 5-15 years, SMC should endeavor to do the following:

- 1. Strengthen Transfer Leadership While Expanding "Transfer +" Pathways**

Continue to invest in and sustain SMC's world-renowned transfer pipeline; at the same time, accelerate the integration of career education credentials, including applied learning opportunities, so students earn both transfer readiness and marketable workforce skills.

- 2. Support Equity in Course Success and Completion**

Continue intentional work to reduce equity gaps in student course and program completion, such as, for example, embedding culturally relevant pedagogy, expanding ZTC/OER adoption, and scaling equity-minded faculty professional development.

- 3. Address Enrollment Declines in Selected Disciplines**

Stabilize or reimagine academic programs with persistent enrollment declines through labor and transfer market analysis, curriculum redesign, strategic scheduling, and clearer advertisement of career pathways based on careful market analysis.

- 4. Prioritize High-Growth, High-Demand Programs for Expansion**

Direct resources toward programs projected for enrollment and labor market growth, including but not limited to such fields as Computer Science, Registered Nursing, Film Production, Psychology, and Cosmetology.

- 5. Address Labor Market Supply Gaps with Valuable Credentials**

Focus on stackable credentials in high-demand fields, including but not limited to Accounting, Business, Administration of Justice, and Health, where supply-demand mismatches exist.

6. Develop New Programs in Emerging Fields

Launch new programs identified by Kennedy & Company and Centers of Excellence to attract students and meet workforce demand in such fields as, for example, Public Health, Social Work, Systems Science, and Biomedical Sciences.

7. Scale Work-Based Learning and Employer Partnerships

Leverage SMC's location in the Los Angeles area to expand internships, apprenticeships, and applied learning in entertainment, technology, aquaculture, and nonprofit management sectors, ensuring stronger connections between coursework and employment.

8. Support Adult Learners and Working Students

Expand evening, weekend, and hybrid scheduling options. Further develop fully online degrees and enhance supports for adult learners balancing work and study.

9. Expand Online and Hybrid Program Offerings with Quality Assurance

Expand SMC's online offerings through the CVC-OEI Exchange, as well as international markets, while ensuring consistency in course design and faculty training by developing in-house instructional design support.

10. Invest in Faculty and Staff Capacity in Digital and AI Tools

Provide ongoing professional development and IT infrastructure to address artificial intelligence (AI), data analytics, and cloud platforms as they impact teaching and student services.

11. Ensure Sustainability of High-Cost Programs

Monitor resource-intensive programs (e.g., Nursing, STEM labs, Studio Arts) for efficiency and sustainability, while ensuring they remain competitive and aligned to transfer and workforce needs.

12. Strengthen Program Marketing and Navigation Tools

Make all academic programs keyword-searchable online and gamify program exploration to reduce decision paralysis for Gen Z learners.

PLANNING RECOMMENDATIONS

The implementation of SMC's Master Plan for Education will require sustained, coordinated action by stakeholders across the college. To facilitate the success of that implementation, the following steps are recommended.

1. Establish a Structured Implementation Framework for the Master Plan for Education and the Strategic Plan

Develop a clear implementation timeline that identifies short-term (1–2 years), medium-term (3–5 years), and long-term (5–10 years) actions. Each recommendation should be assigned to specific responsible units, with measurable milestones and annual reporting to ensure accountability and progress.

2. Prepare the Strategic Plan as Directed by the Board of Trustees

As a matter of Board policy, the college is expected to create a new Strategic Plan immediately following publication of the Master Plan for Education. The Strategic Plan should distill Master Plan for Education and other planning recommendations into prioritized, time-bound institutional objectives with clear lines of responsibility and the expectation of annual progress updates for college-wide transparency and accountability.

3. Develop a Participatory Governance and Planning Handbook

Complete a clear, accessible handbook that documents SMC's participatory governance structures, planning cycle, and decision-making processes. The handbook should explain how faculty, staff, students, and administrators contribute to institutional planning, budget development, and implementation of college plans. Having such a guide will improve transparency, strengthen trust in governance, orient new members of the college community, and ensure consistent participation across cycles of planning and accreditation.

4. Develop Data Infrastructure for Academic Planning

Better align course enrollment, program participation, program completion, transfer, and employment outcomes data enhance the college's ability to monitor programs and make evidence-based decisions in alignment with labor and transfer markets.

FACILITIES IMPROVEMENT PLAN SEQUENCE (2025-2035)

The facilities sequencing recommendations are based on the combined insights of Santa Monica College's Master Plan for Education 2025-2030 and the 2024 Main Campus Master Plan Update. Traditionally, facilities planning follows the adoption of an education master plan; in this case, due to the pandemic and leadership changes, the sequence was reversed, with the campus facilities update completed prior to the Master Plan for Education. As a result, the recommendations below represent a synthesis of both efforts: They link the academic program priorities identified in the Master Plan for Education with the long-range physical plant development strategies established in the Main Campus Master Plan Update. Together, these recommended phases see SMC modernizing and sequencing capital projects across the next decade, ensuring that facilities development directly supports program growth, emerging disciplines, and student success while addressing deferred maintenance and optimizing existing assets.

Phase 1: Priority Developments

Health and Nursing Expansion

- Registered Nursing remains one of SMC's largest programs, with projected growth of ~300 students by 2033.
- Facilities upgrades needed for simulation labs, clinical training, and expanded allied health programs (in Respiratory Care and, potentially, Public Health).

Computer Science & Information Systems/Cloud Computing

- Rapid enrollment growth (+150% over 8 years) and strong regional labor demand in software development, AI, data science, and cybersecurity.
- Requires modern labs, high-performance computing space, and collaborative project hubs.
- Pending Bachelor's Degree in Cloud Computing will demand dedicated space, if approved.

Business, Global Trade & Logistics, Entrepreneurship

- High market demand in operations management, logistics, and marketing; strong enrollment rebound post-pandemic.
- Facilities upgrades should include flexible classrooms with movable furniture, collaboration studios, and outdoor/indoor networking and event space for advisory boards and student clubs.

Cosmetology

- Projected to break into SMC's top 10 programs by 2033.
- Needs state-of-the-art salon and esthetics labs to meet industry regulations and rising student demand.

Phase 2: Emerging Needs

Film, Media, and Communication

- Film Production projected to grow in both enrollment and job opportunities; requires new studio, editing, and production facilities.
- Journalism and Media Studies need reinvestment to modernize outdated spaces and integrate digital storytelling, podcasting, and broadcasting labs.

Art and Design Technology

- Studio Art growth and integration of digital fabrication (3D printing, textiles, AR/VR, AI in creative practice) will strain current spaces.
- Future “Create Space” maker labs, gallery upgrades, and community-facing exhibition facilities will extend program impact across SMC and Silicon Beach partnerships.

Athletics and Kinesiology

- New programs in Yoga and Pilates instructor training may spur growth.
- Facilities modernization for fields, training rooms, and wellness spaces supports student-athlete growth and equity.

Phase 3: Strategic Opportunities

Public Health and Social Work (Emerging/New Programs)

- Consultant Kennedy & Co. identifies both fields as high-growth potential launches.
 - Social Work and Human Services Associate Degree for Transfer (ADT) currently being developed
- Could require new interdisciplinary health/social sciences classrooms and fieldwork labs.

Aerospace, Systems Science, Biotech/Bioinformatics (Future Programs)

- High-tech labs and cross-disciplinary spaces support cutting-edge new programs.
- Could be housed in a STEM “innovation center” integrated with engineering and physical sciences.

Student Services and Learning Commons

- To address strain on wraparound services (counseling, student equity centers, tutoring), create flexible spaces for embedded counseling, online learning hubs, and hybrid advising pods.

Sustainability and Climate Tech Facilities

- Anticipated program growth in renewable energy, environmental science, and climate resilience (noted by both Business and STEM departments).
- Labs, greenhouses, and outdoor learning environments would align with employer demand.

Appendix

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REPORTS AND DATA

As part of the development of the Santa Monica College Master Plan for Education 2025–2030, the college engaged in extensive research, data analysis, and broad-based community input. To ensure transparency and provide the SMC community with access to the materials that informed the plan, the complete text of the following supporting documents is available for reading online. [Link here](#). The documents are also available for download (SSO login required).

Summary descriptions of these documents are provided below.

1. Strategic Plan Final Report by Kennedy & Company

This report, prepared by Kennedy & Company, presents an in-depth environmental scan and strategic analysis of Santa Monica College. The report provides insights into enrollment trends, program performance, and labor market alignment, and highlights opportunities for SMC to strengthen its academic offerings, improve efficiency, and position itself competitively in the landscape of higher education. The report served as a cornerstone in framing the strategic context of the Master Plan for Education.

2. Santa Monica College Labor Market Information by TOP Code

This dataset, from the [Center of Excellence](#), compiles detailed labor market information (LMI) for academic programs at SMC, organized by Taxonomy of Programs (TOP) code. The report provides a quantitative view of regional job demand, median wages, projected growth, and educational requirements, to support evidence-based decision-making about program development and alignment with workforce needs.

3. All-Campus Ideation Workshop Data

This document contains the full record of input gathered at SMC’s All-Campus Ideation Workshop held in fall 2024. Faculty, staff, and managers contributed feedback on SMC’s strengths, opportunities for growth, challenges, and indicators of future success. The report includes raw workshop notes, organized feedback, and AI-assisted theming of ideas. These inputs directly shaped the nine institutional priority areas that guided subsequent design workshops and strategic action planning in spring 2025.

4. CCC Online Education Surveys – Student and Faculty Perspectives

These paired survey reports from fall 2024 present the voices of Santa Monica College students and faculty regarding online education. The Student Survey gathered responses from more than 700 SMC students about their experiences with on-campus, online, hybrid, and HyFlex courses. The report provides insights into student preferences, challenges with technology and engagement, and recommendations for improving online learning. The Faculty Survey collected responses from 200 SMC instructors about their teaching experiences across modalities. The report explores faculty perspectives on course design, engagement, support services, use of technology (including AI), and professional development needs.

5. Class Size and Fill Rate Analyses (Fall 2017–Fall 2023)

This pair of documents provides a quantitative picture of classroom use and scheduling efficiency at SMC. “Average Class Size by Academic Discipline” tracks trends in class sizes across all instructional areas, with attention to shifts during the pandemic years and subsequent recovery. “Class Fill Rates by Academic Discipline” presents seven years of data comparing census-date enrollments against maximum section capacity.

6. Santa Monica College Planning Crosswalk – Details by Focus Area

This document is the expanded version of the “Santa Monica College Planning Crosswalk – Summary” included in the Master Plan for Education. This more detailed table shows alignment of goals, objectives, and action items across all of SMC’s active planning documents as of 2025—including the Strategic Enrollment Management Plan, Student Equity Plan 2022-2025, Guided Pathways Workplan, Technology Master Plan, and Facilities Master Plan.

Organized by major focus areas such as Access, Engagement, Success, and Infrastructure, the crosswalk traces how each strategy from these plans connects to the goals of the Master Education Plan. Note that several of the plans are nearing their sunset date and will be reimagined in the year ahead.



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