Program Review Committee Report to DPAC for Cycle 3 (2025-2026)

Introduction

The 2025-26 academic year saw the third cohort of programs complete the revamped Comprehensive Program Review (six-year). Reports were all due in Precision Campus on April 1, 2026. The programs' assigned mini-teams provided formative feedback over the course of the year, as well as summative feedback in May.

The committee grouped similar programs together, so this cycle included the following programs:

> **Instructional:** Communication and Media Studies, English, ESL, Modern Languages and Culture
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> **Student Support Services:** Center for Disabled Students, High School Programs, International Education Center, Veterans Success Center
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> **Administrative:** Equity, Pathways, and Inclusion (EPI), SMC Foundation and Grants, Information Technology (IT), Institutional Research

Key Findings of Cycle CPR Reports Meta-Analysis (not in ranked order)

Technology

- **Plan and implement ERP (Enterprise Resource Planning) system:** The lifespan of WebISIS, the college's home-grown student information database, has far exceeded its capacity after more than 30 years of use. The legacy system limits innovation, complicates workflows across campus, and requires extensive custom maintenance that is not sustainable. With key IT personnel projected to retire within a few years, it is imperative that we work quickly toward identifying and implementing a comprehensive new ERP system.

- **Increase Data Analytics Capabilities**: Institutional Research highlighted several data-related needs that once implemented have far reaching effects on other campus groups. A transition to an accessible, modernized data environment needs to be prioritized. This includes establishing a secure data warehouse, expanding user-level access for campus analysts to build models, and AI-enabled reporting tools that allow all campus community members to easily interpret and utilize data.

- **Provide AI Training and Integration:** Frequently highlighted across Cycle 3 CPR reports, SMC must establish clear institutional guidelines, comprehensive training, and access to approved, sustainable, supportive AI tools, such as teaching assistants, administrative automations, and productivity software to ensure responsible, effective AI usage across campus. These issues should be addressed in the next Master Plan for Technology.

Workplace Environment and Climate

- **Improve Internal Workplace Dynamics and Institutional Culture:** Many CPRs continue to emphasize operational, departmental, and accountability challenges. Recent layoffs, furloughs, and restructuring have heightened workplace strain. To address these challenges, the District must prioritize community building, workload equity, clear return-to-office expectations, and initiatives that rebuild morale, camaraderie, and shared responsibility within and between all employee groups.

Tracking Previous Meta-Analysis Recommendations

Cycle	Recommendation	Status
2 2024-2025	**Clarify Course Modality Planning and Staffing to Increase On-Ground Options.** Since the Covid-19 pandemic, several instructional departments have significantly shifted to online course modalities, and staffing on-ground courses remains challenging. To ensure that the College can offer on-ground modalities to meet student needs and to respond to enrollment trends and equity data, we recommend Academic Affairs collaborate with departments in creating plans for balancing online, hybrid, and on-ground course offerings and supporting the implementation of them.	DPAC's Annual Action Plan #1 for 26-27 is a step towards cultivating more data-informed scheduling practices. A cross-functional group has joined the Chancellor's Office's project-based SEM Academy to build out the college's strategic, data-informed, student-centered class scheduling capabilities. Staffing on-ground courses remains a challenge to address.
2 2024-2025	**Integrate workplace violence prevention training into the upcoming 2025-2026 DPAC Action Plan as a strategy to foster a districtwide culture of safety and preparedness:** Reports highlighted significant discussion around the need for comprehensive training to help employees recognize early warning signs, de-escalate potentially volatile situations, and respond effectively to incidents of workplace violence. Embedding this initiative into the Action Plan would signal the College's commitment to proactively addressing safety concerns, ensuring all employees feel supported, equipped, and empowered to maintain a secure learning and working environment.	SMC has implemented a two-module online Workplace Violence Prevention Plan (WVPP) training program required for all new hires and annually for all employees. The first module offers a general overview of the workplace violence prevention program and its purpose. The second module focuses on how SMC puts the written plan into practice, including incident reporting procedures, appropriate contacts for different situations, the purpose of the Behavioral Intervention Team, and employee roles and responsibilities. Together, the modules help employees recognize workplace violence concerns, understand how to report those concerns and seek assistance, and fulfill their responsibilities in maintaining a safe campus.
2 2024-2025	**Invest in Sustainable Staffing and Expertise to Meet Student Needs:** Several programs identified staffing shortages or expertise gaps that hinder their ability to respond to emerging student demands. Even in the context of structural budget constraints, the College should prioritize long-term staffing strategies that include:	Santa Monica College has engaged Kennedy & Company to conduct a districtwide staffing assessment across all employee groups, beginning with extensive stakeholder engagement and comparisons with peer institutions. The work will produce current-

	a. Stabilizing critical roles by converting temporary or grant-funded positions into permanent ones where ongoing need exists; b. Streamlining hiring processes to reduce delays in filing vacancies and avoid disruptions to instruction and student support; c. Building succession planning into staffing strategies to ensure continuity as experienced employees retire or transition; d. Explore staffing models that maximize flexibility and efficiency, such as cross-training, shared positions across departments, or cohort-based professional development.	state assessments, restructuring recommendations backed by cost-benefit and risk analyses, and a comprehensive staffing plan with phased implementation roadmaps, with updates shared throughout the process.
2 2024-2025	**Develop a Cross-College Strategy for Ethical and Equitable Use of AI in Teaching, Learning, and Student Support:** As AI tools become more prevalent in higher education, instructional programs and Distance Education have expressed a need for clear guidance, professional development, and shared strategies for integrating AI into support services, student engagement, and instruction in ethical and discipline-specific ways. We suggest the College develop a campuswide framework that includes: a. Professional development for faculty and staff on using AI to enhance instruction and student services without increasing surveillance or exacerbating racial equity gaps. b. Guidelines for faculty and student AI tool usage grounded in equity, inclusive excellence, academic integrity, and student-centered learning practices.	**Instructional Technology and AI Committee (Academic Senate)** drafted and shared faculty guidelines for AI syllabus policies and data security and privacy when using AI tools in instruction. Curates and promotes AI related PD opportunities for faculty. **AI Work Group (DPAC Tech Planning)** is onboarding the college into the Google Accelerator Program and developing AI-related BP and ARs and an institutional process for evaluating and adopting AI tools. **Strong Workforce AI Literacy and Innovation Project** is funding a cohort of peer AI coaches to support CE programs and creates two communities of practice groups for faculty. **Strategies for Optimal AI Resilience (SOAR Academy)** was a faculty PD project on generative AI in teaching. 30 faculty from across disciplines, full-time and part-time.

		Half trained as AI Coaches for one-on-one and small group support. Outcome was 27 faculty completed projects, and most students said activities helped them understand AI as a learning tool in post-surveys.
1 2023-2024	**Districtwide Sustainability Culture and Initiatives:** At present, sustainability is the purview of one program. But to support the Board of Trustees' "Resolution for Climate Change and Sustainability," a districtwide culture of sustainability should be fostered. Develop a strategic inter-departmental plan and timeline to "green" existing practices in impactful areas, such as facilities planning, maintenance and operations, events, and human resources.	**Led to DPAC Annual Action Plan 1 for 2025-2026:** Develop a Climate Action Plan. The Climate Action Plan shall establish a framework for achieving the climate and sustainability goals that the college and Chancellor's office have committed to, and that state and local laws require. The plan will also help the District to reduce costs, improve building occupant comfort, reduce liabilities, decrease equity gaps, address student's basic needs, provide environmental literacy, and drive enrollment. Flexibility within the plan will allow departments to choose the pace and actions they will take to meet goals and laws, and will provide for unforeseen changes, while maintaining integrity of the proposal's vision and goals. The plan will include the need for an Integrated Energy Master Plan and staff to achieve goals.
1 2023-2024	**Districtwide Safety Culture:** At present, safety is the purview of a limited number of programs on campus. A districtwide culture of safety should be developed, where each employee feels supported and accountable for ensuring a safe environment for our shared campus community. Assess current employee perceptions and knowledge related to safety practices to identify priorities in creating a strong safety culture on campus. As noted above, this must prioritize workplace violence issues.	**Led to DPAC Annual Action Plan 2 for 2025-2026:** Campus Safety – Conduct a comprehensive college-wide safety audit to create a strong campus safety culture. An audit will include: Conducting a safety training survey; Identifying a new emergency communications system; Developing a college-wide safety plan to include organizational structure, tabletop exercises, and trainings

1 **2023-2024**	**Data-Informed Scheduling:** Instructional programs report challenges meeting their enrollment goals and a decline in overall enrollment. Furthermore, some departments report that students take classes in other districts because they cannot get into the classes they need at the times they want. Instructional programs need access to robust, dynamic class scheduling tools to optimize efficiency to meet student demand. a. **This issue also came up again in reports from Cycle 2.** For example, it is evident that more sections of Ethnic Studies classes need to be scheduled as there are extremely long wait lists. Additionally, instructional departments want to gather input and feedback from students who drop courses so they can better understand and address the challenges students face in enrolling and staying enrolled in the department's classes. A systematic survey process to understand and respond to student scheduling needs is suggested.	**Led to DPAC Annual Action Plan 1 for 2026-2027:** Advance Santa Monica College toward a more strategic, coordinated, and data-informed approach to course scheduling and enrollment management. By participating in the 2026 Chancellor's Office SEM Academy, a cross-functional cohort of SMC personnel will strengthen their knowledge and skillset about course schedule planning.