



A meeting of the Santa Monica Community College District Planning and Advisory Council (DPAC) was held on Wednesday, September 28, 2022. This meeting was conducted via Zoom Conference.

- I. Call to Order -3:04 p.m.
- II. Members Present
 - Mike Tuitasi Administration, Chair
 - Jamar London, Academic Senate President, Vice-Chair
 - Jason Beardsley, Administrative Representative
 - Lisa Rose, Management Association Representative
 - Dione Carter, Management Association Representative
 - Stephanie Amerian, Academic Senate Representative
 - Peter Morse, Faculty Association Representative
 - Elaine Roque, Faculty Association Representative
 - Cindy Ordaz, CSEA President
 - Martha Romano, CSEA Representative
 - Kamiko Greenwood, Associated Students President
 - Francis Yang, Associated Students Representative
- III. The minutes of the DPAC meeting on September 14, 2022 were unanimously approved.
- IV. Public Comments - None
- V. Superintendent/President's Response to DPAC Recommendation - None
- VI. Agenda
 1. DPAC Orientation
 2. Accreditation Update
 - Information Item: Quality Focus Essay

The College's self-study process revealed two areas of effectiveness needing critical attention over the next few years: (1) adjustments to the College's planning structure that lead to the development of the next Master Plan for Education, one that will ultimately inform plans that focus on more specific aspects of the college such as budget, staffing, technology, facilities, and (2) overhaul of the program review process. The two quality focus essay projects were identified by the Accreditation Steering Committee as mechanisms for ensuring continuous improvement to support student learning, experiences, and success by strengthening the district planning processes. Together, the two proposed projects will ensure that the current assessment and planning processes continue to provide meaningful opportunities for the College to engage in critical self-reflection, planning, and improvement both at the macro-level (institutional) and on the ground (programmatic).
 3. Adopted Budget 2022-2023
View: Budget Report

4. SLO/Program Review Task Force: The discussion addressed the timing and recommended format of the Program Review report presentation to DPAC. Several years ago, the schedule for developing the Annual Action plans was revised so they can be incorporated into the annual budget cycle. DPAC considers and discusses input from other planning bodies and reports during the fall to develop the Annual Action Plans and finalizes them by December to be forwarded to Fiscal and the Budget Committee in January. The Program Review report to be forwarded to DPAC should be an executive summary of overarching/institution wide priorities, and not department level/operational issues. It was suggested that themes specific to departments could be forwarded to DPAC Planning Subcommittees for discussion, where appropriate. A top-level Executive Summary will be prepared and presented to DPAC in Fall 2023.

III. Adjournment – 4:13 p.m.

Meeting schedule for 2022-2023 (second and fourth Wednesdays each month at 3 p.m.)

October 26	January 11, 25, 2023
November 9, (23 cancelled)	February 8, 22
December 14	March 8, 22
	April 12, 26
	May 10, 24
	June 14, 28

College History

On September 10, 1929, just 49 days before Wall Street crashed, plunging the nation into the Great Depression, “Santa Monica Junior College” opened its doors on the second floor of Santa Monica High School with 153 students. Evolving missions led to new names: “Santa Monica City College” and eventually “Santa Monica College,” to reflect the College’s service to the Westside, and to the larger community of Los Angeles. Today, enrollment is roughly 40,000 students annually (2020-2021), and the College operates on a 38-acre campus at 1900 Pico Boulevard, and six satellite campuses, including the new Early Childhood Lab School, which successfully opened during the pandemic, and the upcoming Malibu Campus, which will begin offering classes in Spring 2023.

A pioneer of the uniquely American community college movement, the College fulfills the educational needs of the broadest possible cross-section of its community, which extends beyond its district boundaries to the students and employees who come to the College from the surrounding Los Angeles County region, from across the nation, and from all parts of the world. The College also responds to the ideals defined by the state’s Master Plan for Higher Education, as a leading institution in college transfer, job training (with 135 CTE degrees and certificates as of June 2022), lifelong learning through model programs like Emeritus College which offers free classes designed for older adults (and celebrated its 45th anniversary in 2020), and its Continuing Education program which offers low-cost personal interest and professional development classes.

The College’s relationship to the communities it serves—Santa Monica and Malibu—is unequivocally strong. And in resounding support of the College’s value, the voters of these two cities have funded a total of nine bond measures since 1946—four prior to Proposition 13 in 1978 and five post-Proposition 13 to fund facilities improvements. The most recent bond, Measure V, for \$345 million, passed in 2016. Among the Measure V-funded projects completed recently or in construction are the following: the addition of a 112,000 sq. ft. Student Services Building on the main campus; a renovation and expansion of the new Center for Media and Design (CMD), a Satellite campus on Stewart Street, including an addition of a 33,000 sq. ft. building for KCRW and a new 440-space parking structure on the CMD; the demolition of the locker room building, replaced by a 66,000 sq. ft. athletic facility on main campus; a new 14,000 sq. ft. Information Technology and Media Center on campus; and a new math and sciences building on the main campus as well as a new satellite campus in Malibu, both of which are currently under construction.

Santa Monica College (SMC) has enjoyed an extraordinary symbiotic relationship with the local and regional economy. Through every point in its history, the College cultivated a culture that responds quickly to shifts in the local economy and resulting workforce needs and leverages its standing as a trusted higher education partner to inform the creation of new credit and noncredit curriculum and decision-making. Most recently, this was manifested in the creation of the cloud computing certificate program in 2018, which was designed collaboratively by faculty at SMC, subject matter experts from Amazon Web Services (AWS), and other LA-based tech companies. The Westside of Los Angeles—known as “Silicon Beach”—is one of the world’s top three tech hubs, home to about 500 major tech companies and startups such as Google, YouTube, Amazon, Snapchat, Electronic Arts, Hulu, Headspace, and ZipRecruiter. The College positioned itself as a local pathway in this emerging high-demand field by meeting one of the biggest skill gaps in the tech world.

From Challenges to Growth

Since 2016, the College has faced numerous challenges and undergone significant changes. Through it all, the College has responded in ways that are consistent with its mission and goals.

The California Community College system's adoption of a new Student-Centered Funding Formula (SCFF) to allocate funding to districts has introduced threats to SMC's fiscal stability. In the new funding formula, the College is calculated to receive less funding than if funded strictly through FTES apportionment. Furthermore, an analysis of the College's performance on the SCFF metrics revealed that SMC is not receiving credit for all students who are successfully earning awards and/or transferring to four-year institutions. In review of the completion data, the IE Committee found that the SCFF excluded many successful students who completed a degree or certificate or transferred, including students who took a "gap year" prior to transferring or petitioning for an award, students who enrolled in fewer than 12 units in the year prior to transferring, and students who were concurrently enrolled in a two-year institution in the transfer year. The change in methodology has negatively impacted SMC's performance on the metrics for the student success allocation and, as a result, is positioned to receive significantly less revenue than in the previous year.

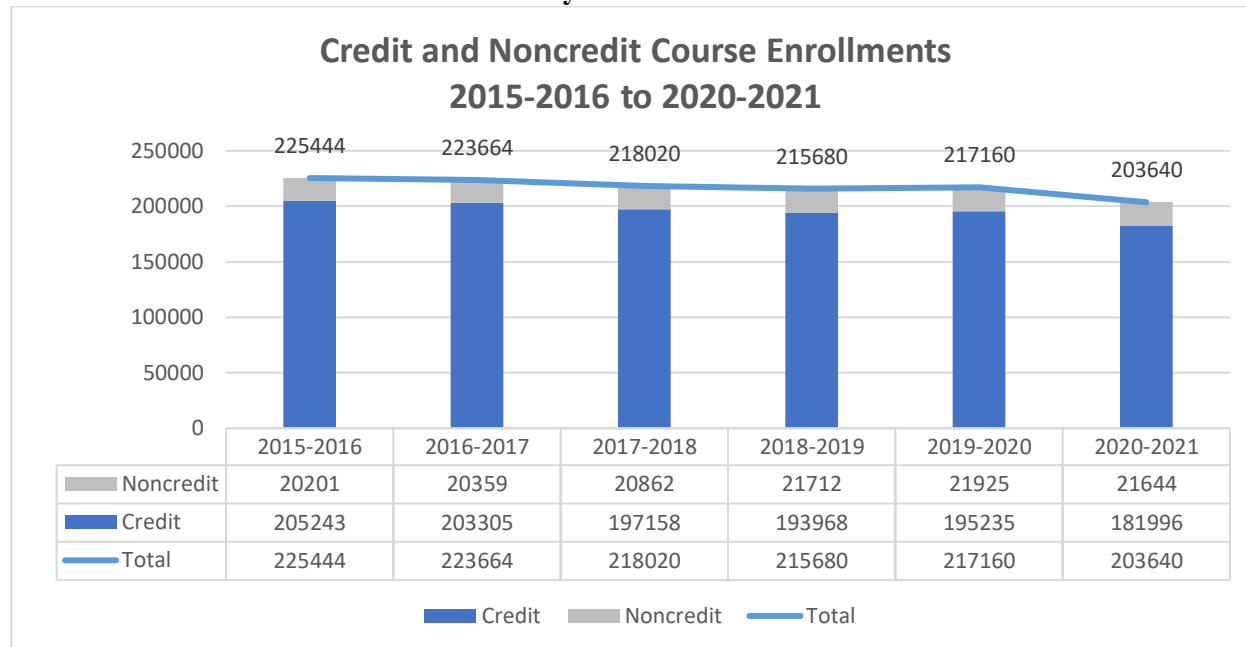
In addition to this shift, the national socio-political climate followed by the COVID-19 pandemic negatively impacted enrollment, particularly for international students who, for a variety of reasons stayed in their home countries. The pandemic also necessitated additional challenges when it came to pivoting personnel and students online. Though the climate is transitioning into a more Covid-endemic society, pandemic-related challenges continue as the College transitions back to campus as far as navigating safety protocols while creating an effective environment for employees and students. Throughout all these circumstances, the College continues to face challenges related to closing the racial equity gaps in students' outcomes produced for the most disproportionately impacted minoritized groups (our Black, Latinx, and LGBTQ+ students).

Excellence Achieved, and a Look Ahead

Amidst the aforementioned challenges, the College has also seen a considerable amount of growth, some of which is related to bond measures and grants. As stated earlier, thanks to Bond Measure V and Measure S, the Malibu campus will begin offering classes in Spring 2023, which furthers the services SMC can offer Malibu residents. Moreover, the College has secured three federal grants since the last accreditation. The College's National Science Foundation (NSF) and Title VI Hispanic Serving Institution STEM grants have built an equity-focused community of practice that improves STEM faculty's ability to close racial equity gaps and implement more innovative, student-centered practices and policies. Along these lines, a second Title VI HSI grant supports the College's efforts to develop and implement students care teams, a dedicated group of practitioners dedicated to support specific cohorts of students within an area of interest (AOI), which enhances the implementation of the College's Guided Pathways work. Most importantly, the College continues to pursue its goal of being #1 in transfer while also emphasizing the importance of career education. This is especially the case given that enrollment trends indicate career readiness as a driving factor in student educational goals.

Student Enrollment Data

Credit and Noncredit Course Enrollments by Academic Year



Source: SMC Office of Institutional Research

Over the last six academic years, the total annual course enrollments decreased by 9.7%, from 225,444 in 2015-2016 to 203,640 in 2020-2021 at Santa Monica College (SMC). During this period, annual credit enrollments experienced a decline of 11.3%; however, noncredit course enrollments experienced an increase of 7.1%. The decline in course enrollments may be partly attributed to the negative impact of the Covid-19 pandemic on college enrollments experienced nationally. However, SMC started experiencing a decline in credit enrollments in the years before the pandemic, and the year-over-year decline has been steady.

The increase in non-credit course enrollments can be partly attributed to the addition of new noncredit career and workforce preparation courses and certificates, such as Bicycle Maintenance, Sustainability Services Technician, and Introduction to Early Childhood Education. As shown in the table below, these courses represent approximately 10.0% (58 out of 575) of all noncredit course section offerings in 2020-2021, an increase of 867 sections over the last six years.

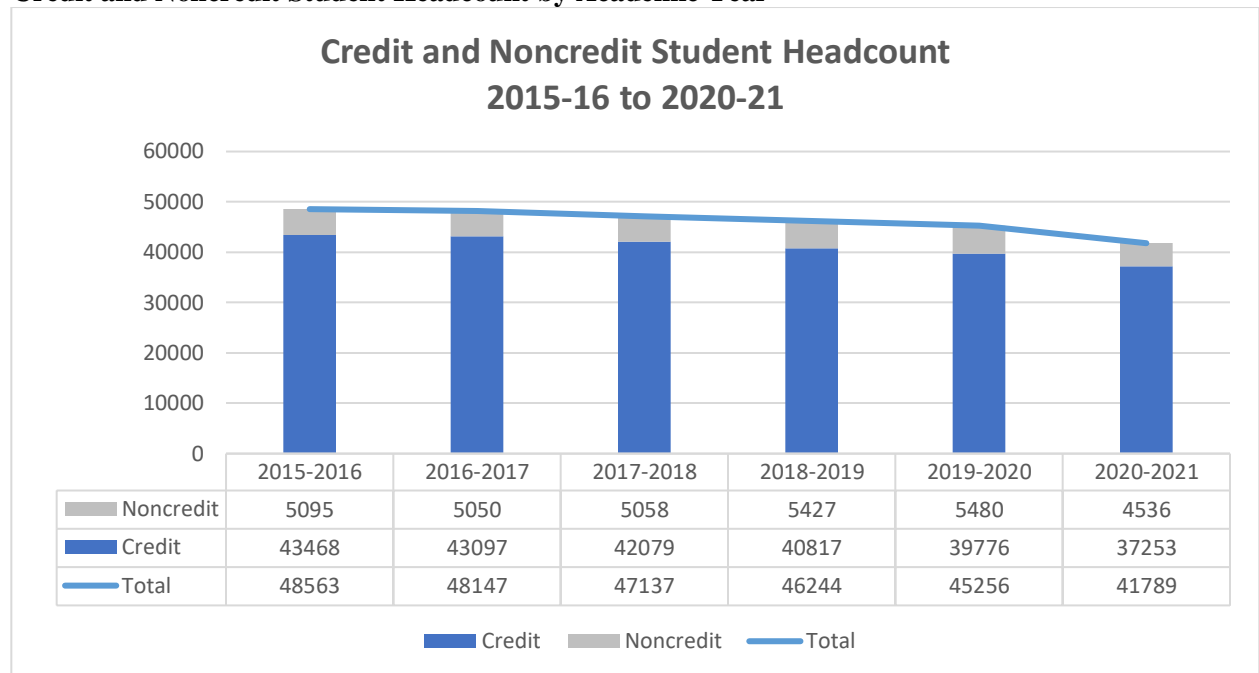
In addition, the College has increased its course offerings through SMC's Emeritus College. These noncredit courses are designed to serve the interests and needs of adults who are in or are preparing for retirement, are dedicated to lifelong learning, and are seeking continued personal growth. In 2020-2021, SMC offered 445 different sections of Emeritus courses, an increase of 68 sections when compared to offerings in 2015-2016.

Number of Course Section Offering by Noncredit Course Categories

Noncredit Category	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
English as a Second Language (ESL)	51	54	58	60	57	59
Citizenship for Immigrants	4	4	2	1	4	4
Health and Safety	2	4	4	4	4	3
Courses or Persons with Substantial Disabilities	3	18	19	19	18	6
Courses for Older Adults	377	390	390	415	451	445
Short-Term Career	6	7	8	22	31	48
Workforce Preparation	0	0	11	18	11	10
Total	462	477	492	539	576	575

Source: SMC Office of Institutional Research

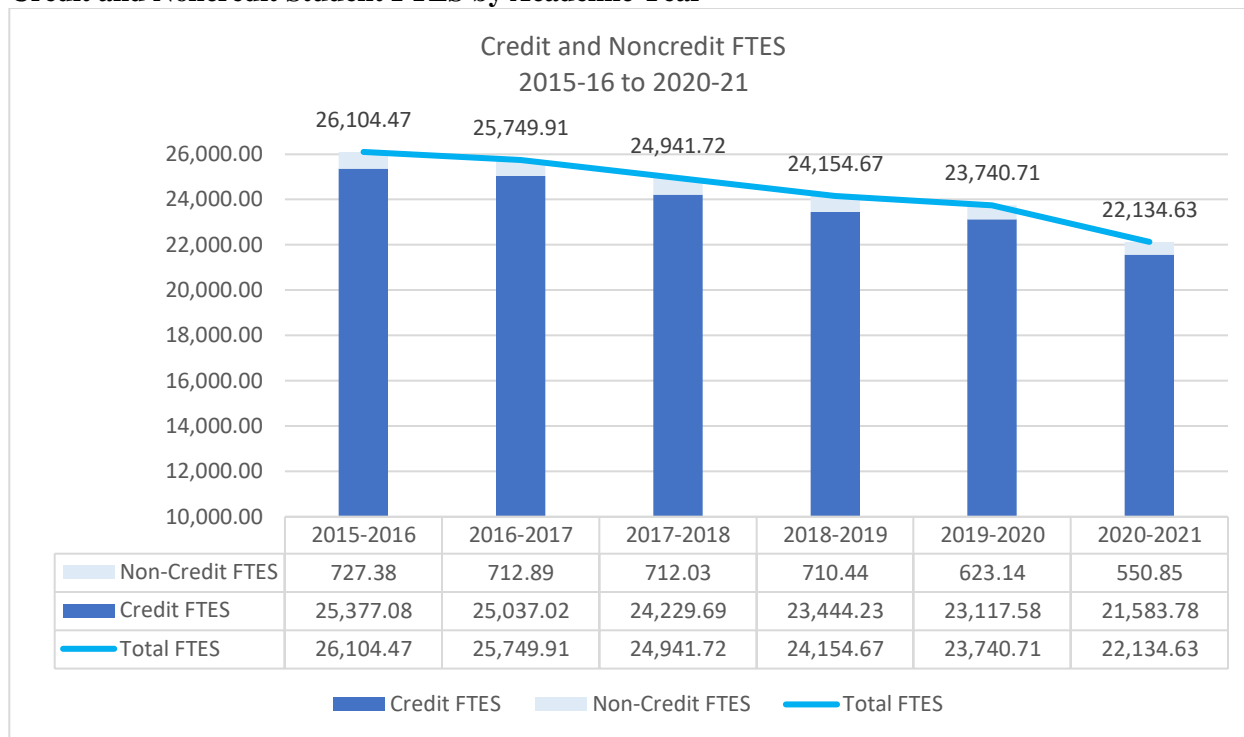
Credit and Noncredit Student Headcount by Academic Year



Source: SMC Office of Institutional Research

Over the last six academic years, the total numbers of students served annually by SMC (unduplicated headcount; credit and noncredit combined) decreased by 6,774 students or 13.9%, from 48,563 students in 2015-2016 to 41,789 in 2020-2021 (see chart on previous page). During the same period, both the noncredit only and credit (includes noncredit students who also enrolled in a credit course) headcounts declined, but the six-year headcount decrease was disproportionately larger for credit students (-14.3%) than noncredit students (-11.0%). While the pandemic likely contributed to the decline in the number of students enrolled at the College, the credit headcount has been steadily decreasing, even before the pandemic.

Credit and Noncredit Student FTES by Academic Year



Source: Chancellor's Office DataMart

Note: The chart's Y-axis starts at 10,000 FTES to better highlight the data trend

The total annual total Full Time Equivalent Students (FTES) has steadily decreased by 15.2% from 26,104 in 2015-2016 to 22,135 in 2020-2021. During this period, the credit FTES decreased by 14.9% (from 25,377 in 2015-2016 to 21,584 in 2020-2021). When compared to the decline in credit FTES, the six-year decline in noncredit FTES is disproportionately larger, 24.3%, despite the additions of noncredit course offerings over the last few years.

The course enrollment, student headcount, and FTES data together suggest that the College is not immune to the steady enrollment decline experienced in higher education nationally. The steepest year-over-year decline in enrollment, headcount, and FTES occurred between 2019-2020 and 2020-2021 which suggests the disproportionate impact of the COVID-19 pandemic on college enrollments. The only growth during this period has been in noncredit course enrollments. The College is currently writing its next five-year Strategic Enrollment Plan which will guide the college in its efforts to improve enrollment, retention, and student success.

Labor Market Data

According to labor market trends, the Information industry is projected to reflect the largest numbers of jobs in 2023 (16,589 jobs) when compared with other industries within Santa Monica College's district boundaries (cities of Santa Monica and Malibu). Subsectors of this industry include Motion Picture and Sound Recording, Data Processing, Hosting, and Related Services, Broadcasting, Telecommunications, and Publishing. The industry is projected have grown by 10% when compared to total jobs in 2018. The table below describes the industries within the district boundaries projected to have the largest number of jobs in 2023.

Other top industries by projected number of jobs in 2023 include the Professional, Scientific, and Technical Services (14,495) and Health Care and Social Assistance (14,448 jobs).

Projected Jobs in 2023 by Industry within District Boundaries

NAIC	Description	2018 Jobs	2023 Jobs	2018-2023 Change	2018-2023 % Change
51	Information	15,024	16,589	1,564	10%
54	Professional, Scientific, and Technical Services	14,170	14,495	325	2%
62	Health Care and Social Assistance	13,152	14,448	1,296	10%
44	Retail Trade	10,162	9,367	-795	-8%
72	Accommodation and Food Services	13,255	9,068	-4,187	-32%
81	Other Services (except Public Administration)	10,065	8,597	-1,468	-15%
90	Government	8,914	8,358	-556	-6%
56	Administrative and Support and Waste Management and Remediation Services	6,815	6,379	-436	-6%
61	Educational Services	4,872	5,029	157	3%
71	Arts, Entertainment, and Recreation	4,558	4,003	-555	-12%
53	Real Estate and Rental and Leasing	3,862	3,779	-83	-2%
23	Construction	3,226	3,425	199	6%
52	Finance and Insurance	3,648	3,289	-359	-10%
31	Manufacturing	4,066	3,055	-1,010	-25%
42	Wholesale Trade	2,284	1,959	-324	-14%
48	Transportation and Warehousing	1,563	1,478	-86	-5%

Source: Lightcast (formerly named Economic Modeling) Industry Report

In Los Angeles County, occupations in the General and Operations Managers classification are projected to have the most job openings by 2028 amongst all occupations requiring a postsecondary certificate, associate degree, or bachelor's degree. The median annual wage for jobs in this occupation (based on 2020 first quarter figures) is \$113,548. Except for Heavy and Tractor-Trailer Truck Drivers, Santa Monica College offers certificates, degree, and transfer programs that would lead to careers in these occupations with the most job openings.

Projected Jobs in 2028 by Occupation – Los Angeles County

SOC	Occupational Title	Total Job Openings (2018-2028)	Median Hourly Wage	Median Annual Wage
11-1021	General and Operations Managers	65,590	\$54.59	\$113,548
29-1141	Registered Nurses	59,280	\$52.09	\$108,346
13-2011	Accountants and Auditors	51,990	\$35.57	\$74,002
53-3032	Heavy and Tractor-Trailer Truck Drivers	48,120	\$23.11	\$48,073
31-1014	Nursing Assistants	46,410	NA	NA
31-9092	Medical Assistants	35,630	\$17.42	\$36,229
13-1161	Market Research Analysts and Marketing Specialists	34,970	\$32.23	\$67,042
13-1111	Management Analysts	30,100	\$44.38	\$92,306
25-3098	Substitute Teachers	27,860	NA	NA
25-2021	Elementary School Teachers, Except Special Education	27,660	NA	\$86,519

Source: Local Employment Projections, California Employment Development Department

The occupations expected to grow the fastest between 2018 and 2028 include Occupational Therapy Assistants (32.5%), Athletic Trainers (29.6%), and Actuaries (28.6%). All occupations on the fastest growing occupations list in Los Angeles County are expected to grow by over 25% between 2018 and 2028. The College’s faculty, staff, and administrators leading the career technical programs regularly monitor the labor market data to inform revisions and development of new career courses and programs to meet labor market demand.

Fastest Growing Occupations – Los Angeles County

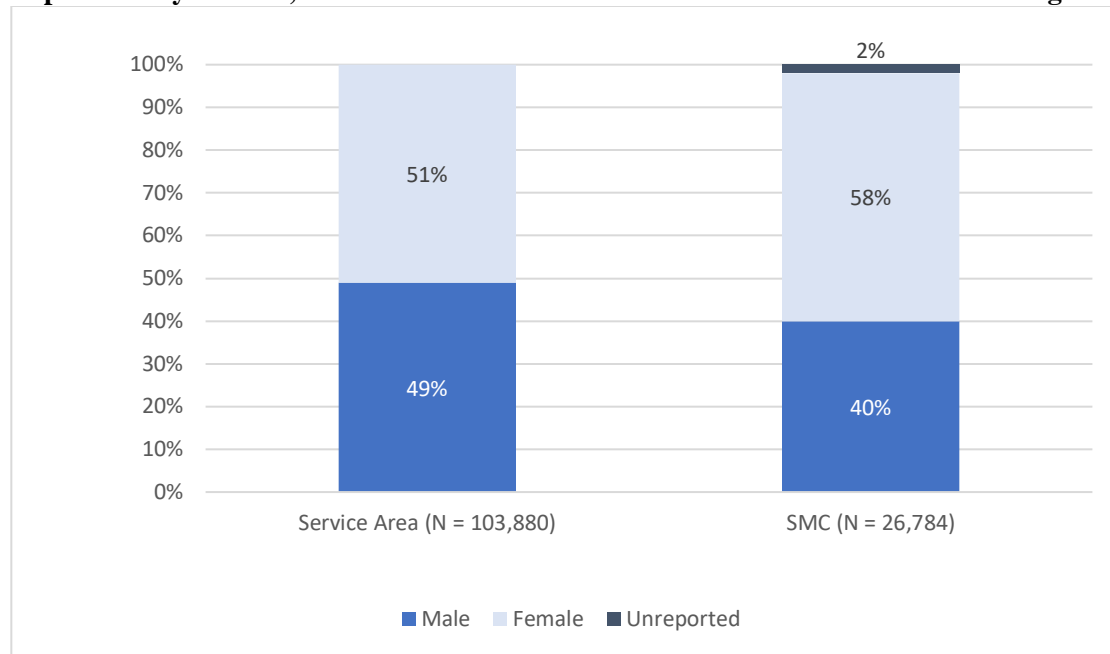
SOC	Occupational Title	2018 Employment Estimate	2028 Employment Estimate	Percentage Change
31-2011	Occupational Therapy Assistants	400	530	32.5%
29-9091	Athletic Trainers	540	700	29.6%
15-2011	Actuaries	420	540	28.6%
31-2021	Physical Therapist Assistants	1,330	1,700	27.8%
15-2031	Operations Research Analysts	2,400	3,110	27.5%
21-1018	Substance Abuse, Behavioral Disorder, and Mental Health Counselors	9,750	12,390	27.1%
15-1132	Software Developers, Applications	19,930	25,310	27.0%
15-1122	Information Security Analysts	1,860	2,360	26.9%
29-1126	Respiratory Therapists	4,900	6,290	26.1%
17-3025	Environmental Engineering Technicians	900	1,130	25.6%

Source: Local Employment Projections, California Employment Development Department

Demographic and Socio-Economic Data

The service area of Santa Monica College includes the beachside communities of Santa Monica and Malibu, California, and unincorporated areas of West Los Angeles County. The Santa Monica and Malibu residential population combined is approximately 105,000 (2020). In comparison, the College enrolls approximately 38,000 students, 89% of whom live outside of the district service area (Fall 2021). As a result, the demographics of the service area and the college population differ in terms of gender, race/ethnicity, age, and socioeconomic status.

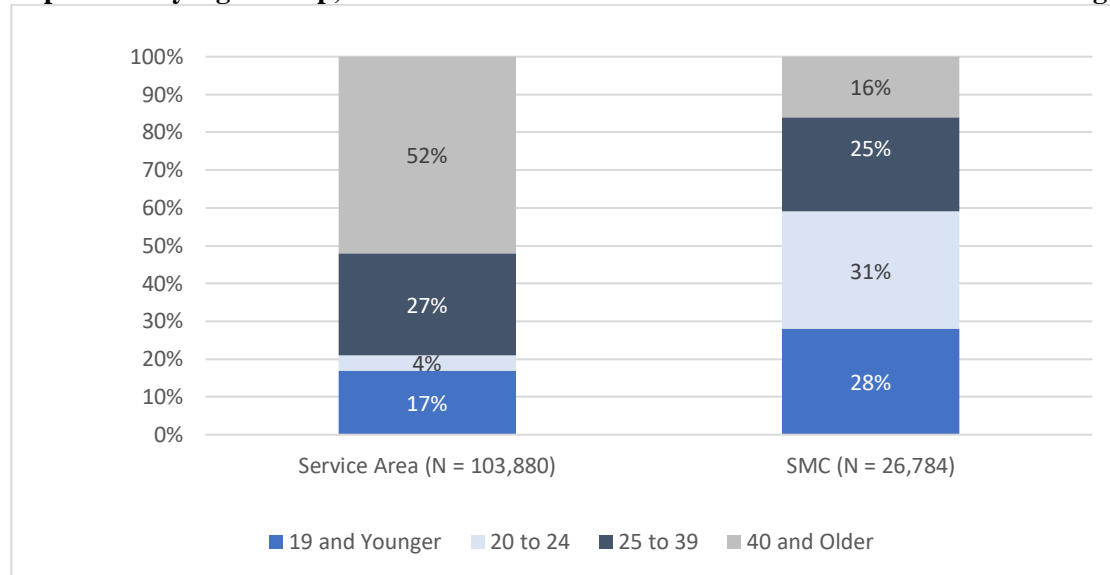
Population by Gender, 2020 District Service Area vs. Fall 2021 Santa Monica College



Source: SMC Office of Institutional Research and U.S. Census

Women make up a slight majority of the population in SMC’s service areas of Santa Monica and Malibu (51%). When compared to the gender distribution of the service area, women are overrepresented in the college population (58%). This data follows the national trends; according to the National Student Clearinghouse, female students make up nearly 60% of enrollment in universities and colleges.

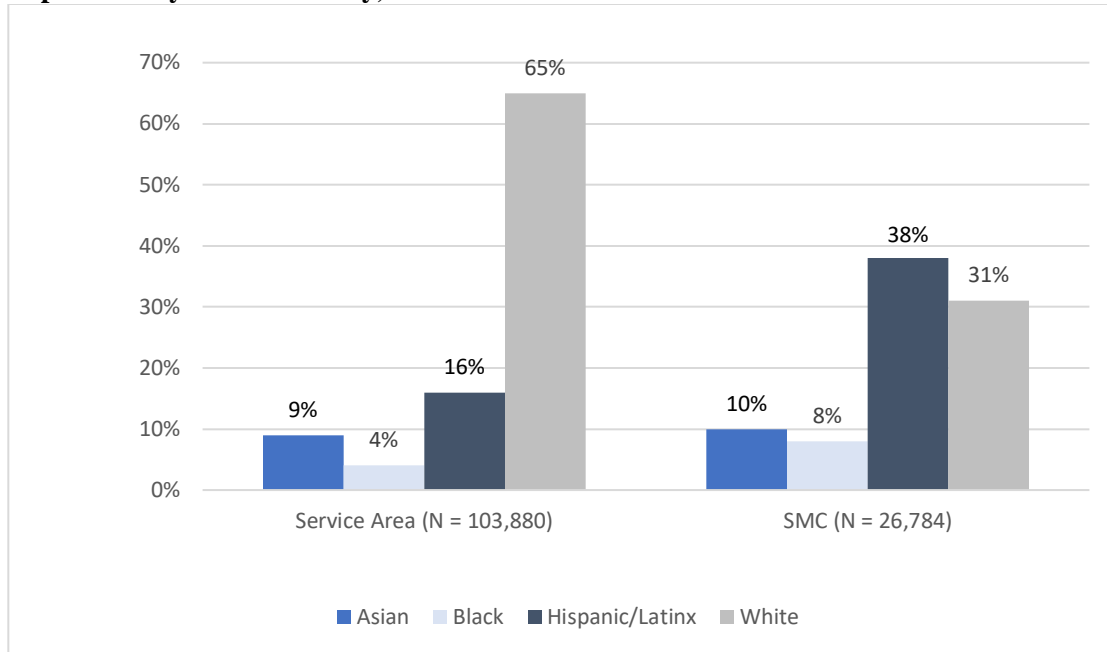
Population by Age Group, 2020 District Service Area vs. Fall 2021 Santa Monica College



Source: SMC Office of Institutional Research and U.S. Census

Over half of the population living in SMC’s service area are 40 years of age and older (52%). The SMC student population, in comparison, is relatively younger with 84% of the population aged 39 years of age or younger. Nearly six in ten SMC students are traditional-aged college students (24 years of age and younger).

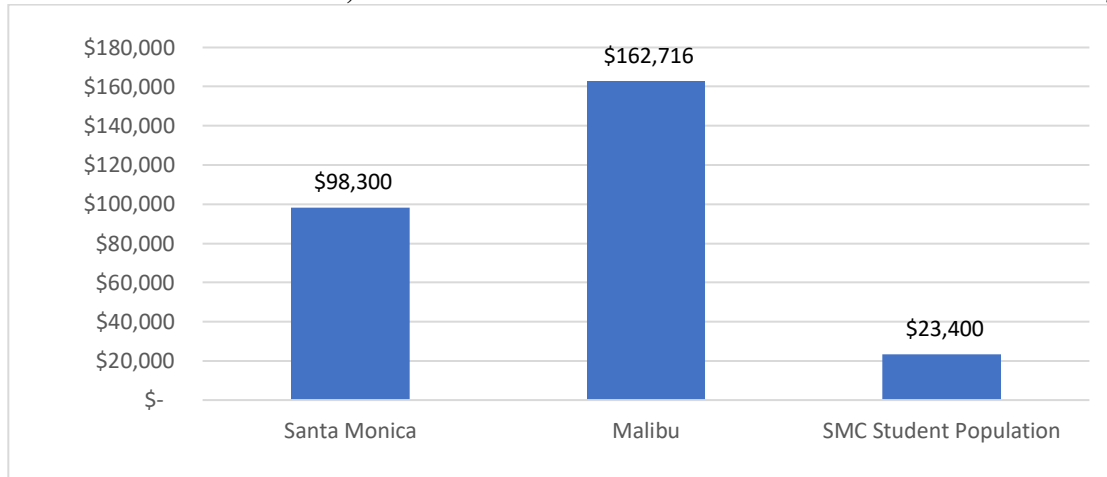
Population by Race/Ethnicity, 2020 District Service Area vs. Fall 2021 Santa Monica College



Source: SMC Office of Institutional Research and U.S. Census

The SMC population is more ethnically and racially diverse than the service area population. The largest racial/ethnic group in the service area population is white (65%), but the largest racial/ethnic group in the SMC population is Hispanic/Latinx (38%). When compared to the service area, disproportionately more SMC students are Black (8% vs. 4% in service area) and Hispanic or Latinx (38% vs. 16% in service area), and Asian students are slightly overrepresented in the SMC population (10% vs. 9% in service area).

Median Household Income, 2020 District Service Area vs. Fall 2020 Santa Monica College

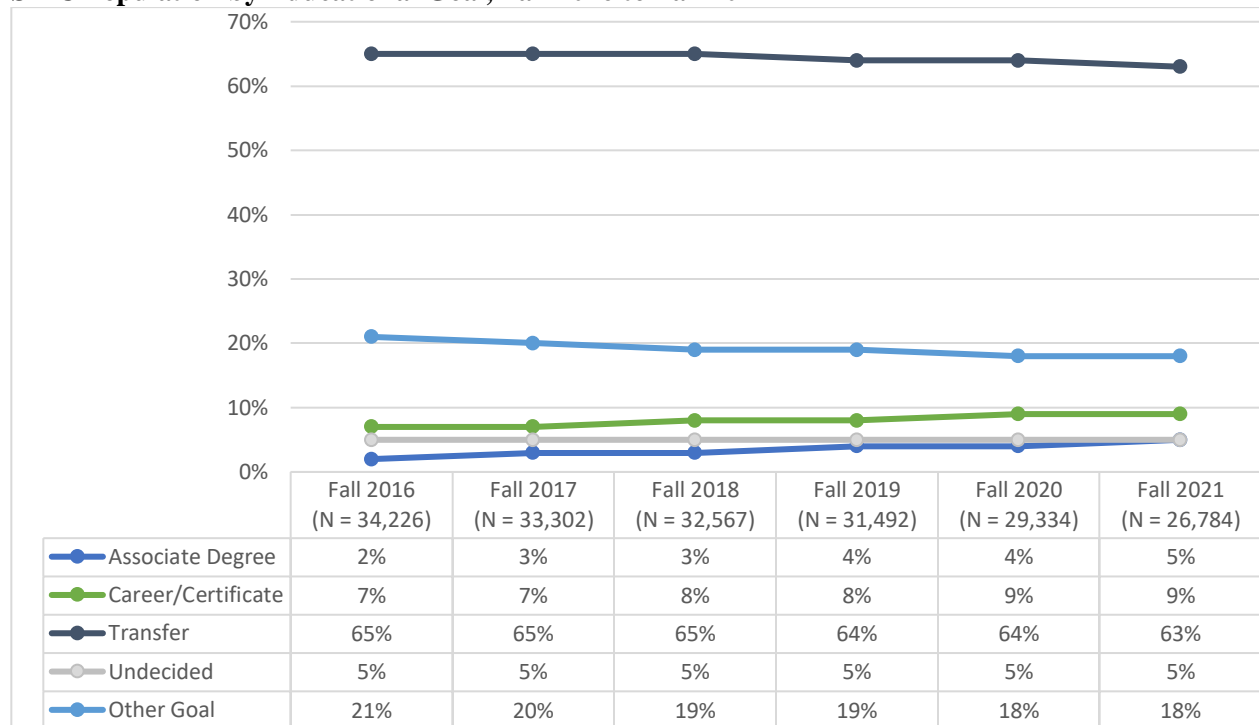


Source: SMC Office of Institutional Research and U.S. Census

In 2020, the median household income of households in Santa Monica and Malibu were \$98,300 and \$162,716 respectively (U.S. Census, 2020). The financial aid data of SMC students indicate the college is serving a needier population in terms of economic status than the immediate district boundary areas as nearly two-thirds of students who apply for financial aid meet the low-income threshold and report a median household income of \$23,400 (Institutional Research, Fall 2020).

The service area demographic data compared to the college population data suggest the critical role SMC plays in providing equitable access to higher education for the racially diverse and low-income population in the larger Los Angeles County area. The College fulfills its mission of providing high quality education for those who seek to advance their careers, earn an associate degree, and transfer to a baccalaureate degree-granting institution (four-year colleges and universities). Furthermore, SMC is the destination for many international students from over 100 countries around the world with degree and transfer goals.

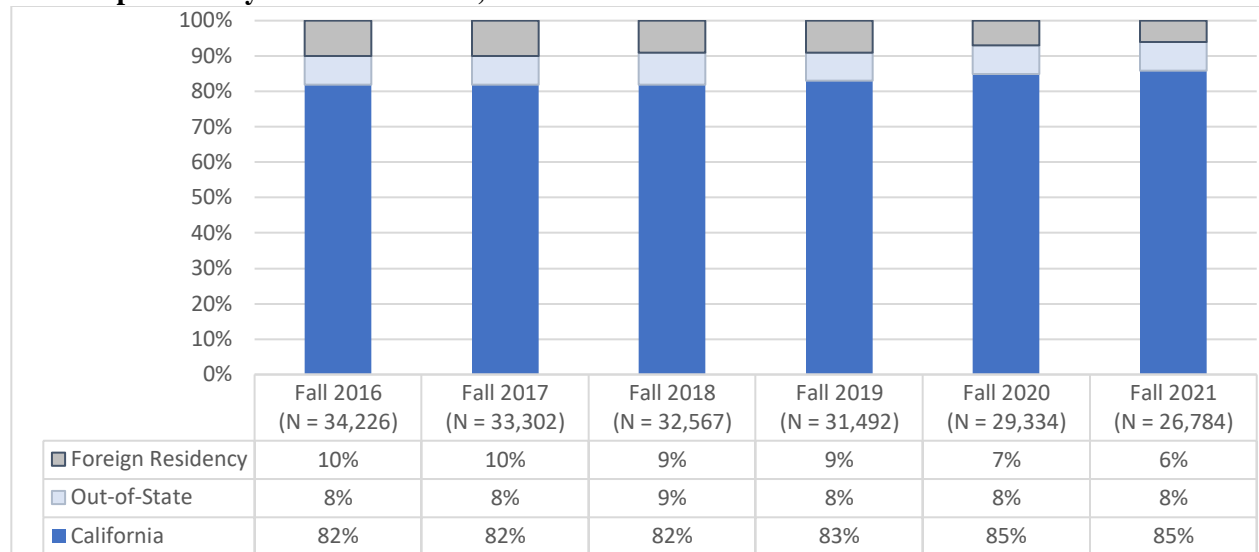
SMC Population by Educational Goal, Fall 2016 to Fall 2021



Source: SMC Office of Institutional Research

Nearly two-thirds of all SMC students (credit and noncredit combined) indicate their ultimate educational goal is to transfer to a four-year institution, and the percentage of students with a transfer goal has remained relatively steady over the last six fall terms. In Fall 2021, 9% of students reported a career or certificate goal, an increase of 2% when compared to the proportion of students who indicated a career/certificate goal in Fall 2018. About two in ten SMC students reported non-career and credential goals, including personal or educational development, moving from noncredit to credit coursework, and fulfilling course requirements as current university/four-year college students.

SMC Population by Residence Status, Fall 2016 to Fall 2021



Source: SMC Office of Institutional Research

Historically, SMC has served a large population of international students. In Fall 2016, international students or students with foreign residency represented approximately 10% of the population (3,401 out of 34,226). The number of enrolled international students has steadily decreased by then; in Fall 2021, a total of 1,7017 international students enrolled at SMC, representing 6% of the SMC population. The decline in international student served is attributed to several factors, including the global COVID-19 pandemic (U.S. Immigration and Customs Enforcement, 2021)¹ and Trump-era policies limiting student visas (Inside Higher Ed, 2020)².

Sites

Santa Monica College provides instruction on its main campus and five satellite sites. Beginning in Spring 2023, the College will begin offering classes at a sixth satellite campus, Malibu Campus.

Main Campus

1900 Pico Boulevard
Santa Monica, CA 90405

Center for Media and Design

1660 Stewart Street
Santa Monica, CA 90404

Performing Arts Center

1310 11th Street
Santa Monica, CA 90401

Airport Campus

2800 Airport Avenue
Santa Monica, CA 90405

Emeritus College

1227 2nd Street
Santa Monica, CA 90401

Bundy Campus

3171 South Bundy Drive
Los Angeles, CA 90066

Malibu Campus (*beginning Spring 2023*)

23555 Civic Center Way
Malibu, CA 90265

¹ <https://www.ice.gov/news/releases/ice-report-international-students-us-details-impact-covid>

² <https://www.insidehighered.com/news/2020/09/25/trump-administration-proposes-major-overhaul-student-visa-rules>

Specialized or Programmatic Accreditation

Three instructional programs at Santa Monica College are currently accredited by a specialized accrediting agency. The Associate of Science Degree in Nursing Program, better known as the “ADN Program”, is accredited by the Accrediting Commission for Education in Nursing (ACEN) and the California Board of Registered Nursing (BRN). The next ACEN accreditation self-study report and accompanying site visit (occurs every 8 years) is expected to occur in Fall 2022. The next BRN self-study report and visit (occurs every 5 years) is expected to also occur in Fall 2022.

Santa Monica College also maintains a long-standing partnership with East Los Angeles College (part of the Los Angeles Community College District) to provide the Respiratory Therapy Program (Associate of Science Degree in Respiratory Care), which is accredited by the Commission on Accreditation for Respiratory Care (CoARC) and last reaffirmed in November 2012. The Program is currently undergoing the next comprehensive evaluation and on-site review and is expected to be reaffirmed in 2022.

Lastly, the Early Childhood Education (ECE) program at SMC is accredited by the National Association for the Education of Young Children (NAEYC). The program was first accredited for the first time in September 2017, and the accreditation term runs through July 2024. The following ECE programs are accredited by NAEYC:

- Associate of Science Degree for Transfer - Early Childhood Education
- Associate of Science Degree – Early Childhood Studies
- Associate of Science Degree – Infant/Toddler Teacher
- Associate of Science Degree – Early Intervention/Special Education Assistant

The College’s Bachelor of Science Degree in Interaction Design (IxD) began enrolling students in Fall 2016 as one of fifteen pilot baccalaureate degree programs offered through the California Community College system. In 2018, the IxD Program was fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) at the same time the College was reaffirmed for the remainder of the accreditation cycle (2017-2023). In October 2021, California Governor Newsom signed into law AB 927, making the pilot bachelor’s degree programs, which had been set to end in 2023 permanent, and expanding the opportunity for more bachelor’s degrees to be offered at any of the 116 colleges in the system.

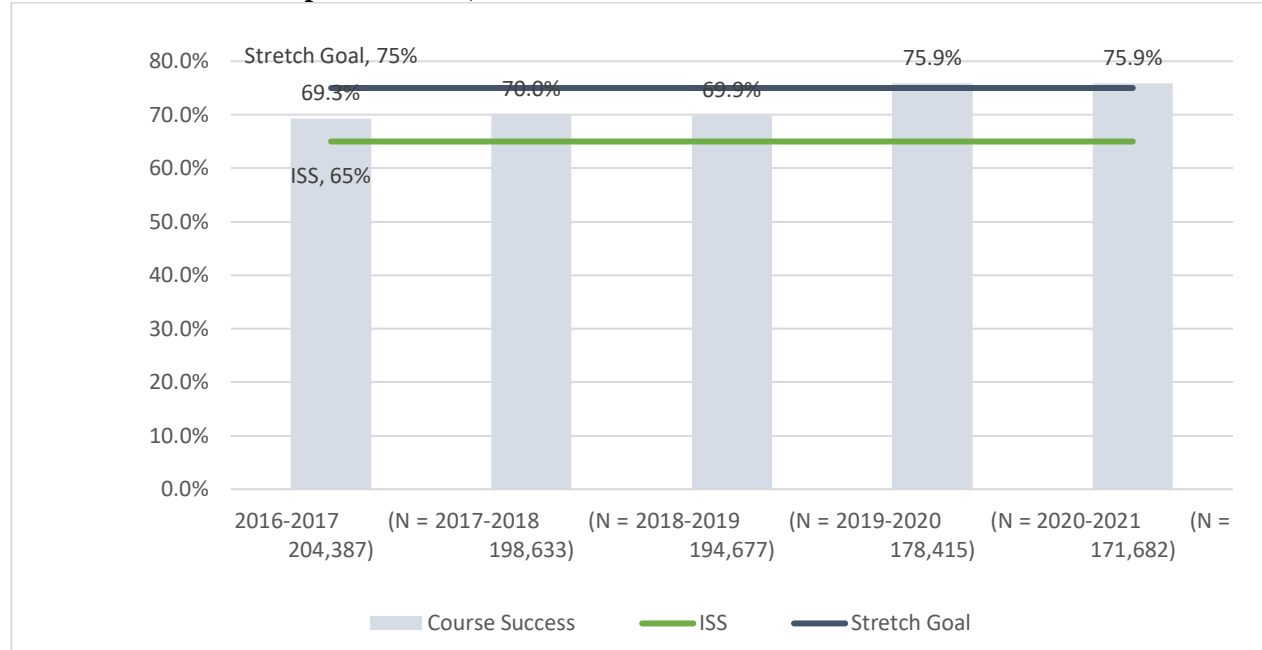
H. Presentation of Student Achievement Data and Institution-Set Standards

Santa Monica College engages in regular review and analyses of the College’s performance on student achievement metrics as part of the ongoing institutional effectiveness process. The body responsible for ensuring continuous monitoring of student success metrics against institution-set standards and stretch (improvement) goals is the Academic Senate Joint Institutional Effectiveness Committee, and its role in the process is documented in the Committee’s scope and functions. The College sets institutional standards on six sets of metrics: successful course completion, degree and certificate completion, licensing exam pass rates, job placement rates for career education programs, and transfer.

Successful Course Completion

The 2021-2022 institution-set standard (ISS) for successful course completion rates (percentage of C or better grades out of all transcribed grades A, B, C, D, F, I, NP, P, W) is 65%, and the stretch goal for the metric is 75%. The five-year data show that SMC meets the “floor” standard in terms of course success and exceeded the stretch goal in 2019-2020 and 2020-2021. The improvement in course success rates for the last two years is likely due to the increase in number of excused withdrawal (EW) grades given due to the COVID-19 pandemic. EW grades are excluded from the calculation of successful course completion, and a large proportion of all withdrawal grades were EWs in 2019-2020 (46.6% of all withdrawal grades) and 2020-2021 (39.8% of all withdrawal grades). As a result, the course success rates were inflated in the pandemic years.

Successful Course Completion Rates, 2016-2017 to 2020-2021



Source: SMC Office of Institutional Research

The course success rates disaggregated by student race/ethnicity indicate that the College produces equity gaps for its racially minoritized groups, including Black/African American, Hispanic or Latinx, Native American or Alaskan Native, Pacific Islander or Hawaiian Native, and multi-racial students when compared to white students. In addition, pre-pandemic, the course success rates of these racially minoritized groups fell below the institution-set standard. Campus-wide discussions of these data trends have informed the areas of inquiry and student equity efforts in recent years.

Course Success Rates Disaggregated by Race/Ethnicity

Race/Ethnicity	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Asian	77.0% (N = 35,684)	78.5% (N = 32,652)	76.8% (N = 26,086)	82.2% (N = 18,973)	82.4% (N = 15,915)
<i>Gap (Compared to White)</i>	+1.5%	+2.1%	+0.2%	+0.1%	+0.1%
Black	56.2% (N = 16,772)	57.2% (N = 16,194)	57.8% (N = 15,712)	63.6% (N = 13,867)	64.6% (N = 12,631)
<i>Gap (Compared to White)</i>	-19.3%	-19.2%	-18.9%	-18.5%	-17.7%
Hispanic or Latinx	63.0% (N = 76,823)	63.6% (N = 75,009)	63.2% (N = 74,188)	69.9% (N = 68,598)	69.4% (N = 67,478)
<i>Gap (Compared to White)</i>	-12.5%	-12.8%	-13.5%	-12.2%	-12.9%
Native Am.	53.6% (N = 343)	59.7% (N = 308)	57.9% (N = 292)	68.1% (N = 317)	61.3% (N = 253)
<i>Gap (Compared to White)</i>	-21.9%	-16.7%	-18.8%	-14.0%	-21.0%
Pacific Islander	62.9% (N = 544)	66.5% (N = 552)	58.7% (N = 332)	69.7% (N = 304)	68.5% (N = 251)
<i>Gap (Compared to White)</i>	-12.6%	-9.9%	-18.0%	-12.4%	-13.8%
Two or More Races	68.5% (N = 8,183)	68.5% (N = 8,841)	68.1% (N = 9,124)	76.5% (N = 7,843)	76.5% (N = 8,363)
<i>Gap (Compared to White)</i>	-7.0%	-7.9%	-8.6%	-5.6%	-5.8%
White (Comparison Group)	75.5% (N = 54,743)	76.4% (N = 52,756)	76.7% (N = 50,442)	82.1% (N = 42,094)	82.3% (N = 45,563)

Source: SMC Office of Institutional Research

Degree and Certificate Completion

The 2021-2022 institution-set standard (ISS) and stretch goals for annual community college bachelor's degrees awarded, associates degrees awarded, and noncredit and credit certificates of completion (Chancellor's Approved only) awarded are:

Metric	Institution-Set Standard (ISS)	Stretch Goals
Bachelor's Degrees	10	25
Associate Degrees	2,500	4,000
Certificates of Completion	3,500	5,000

The five-year trends for degrees and certificates awarded indicate that SMC has consistently met the minimum "floor" standards for the three metrics. The College has experienced an upward trend in the number of degrees and certificates awarded in the most recent years, meeting or getting closer to the stretch goal. The uptick in the number of associate degrees and certificates awarded in 2017-2018 and 2018-2019, respectively, were likely the result of improvements to the award without petition programs in those years. SMC was one of the first colleges in the system to automatically award students degrees and certificates earned without having students initiate the award petition process.

Degrees and Certificates Awarded, 2016-2017 to 2020-2021

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Bachelor's Degrees	NA	13	22	15	26
<i>Met ISS? (N = 10)</i>	NA	Yes	Yes	Yes	Yes
<i># from Stretch Goal (N = 25)</i>	NA	-12	-3	-10	+1
Associate Degrees	2,636	3,823	3,536	3,737	3,934
<i>Met ISS? (N = 2,500)</i>	Yes	Yes	Yes	Yes	Yes
<i># from Stretch Goal (N = 4,000)</i>	-1,364	-177	-464	-263	-66
Certificates	1,456	2,389	5,358	4,893	4,612
<i>Met ISS? (N = 3,500)</i>	No	Yes	Yes	Yes	Yes
<i># from Stretch Goal (N = 5,000)</i>	-3,544	-2,611	+358	-107	-388

Source: SMC Office of Institutional Research

Transfers To Four-Year Institutions

The 2021-2022 institution-set standard (ISS) and stretch goals for annual transfer to four-year institution are 2,618 and 5,000, respectively. The total counts include transfers to University of California (UC), California State University (CSU), in-state privates, and out-of-state institutions in the selected year. The five-year data suggests a declining trend in terms of the annual numbers of students transferring to four-year institutions from SMC. Nevertheless, the College transferred more than the minimum number (2,618) students (set standard) each year.

Transfers to Four-Year Institutions, 2016-2017 to 2020-2021



Source: UC Info Center, CSU Analytics and Reports, Chancellor's Office DataMart

Transfer data disaggregated by institution type suggests that the decrease in total transfers is due to the declining trend of SMC students transferring to in-state and out-of-state privates.

Transfers to Four-Year Institutions by Institution Type

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
UCs	1,196	1,289	1,272	1,263	1,186
CSUs	1,081	1,172	1,122	1,091	1,282
In-State Privates (ISP)	338	291	199	161	152
Out-of-State (OSS)	384	368	360	290	272

Source: UC Info Center, CSU Analytics and Reports, Chancellor's Office DataMart

License Exam Pass Rates

SMC offers three programs that require students to pass industry license exams to acquire employment in the field: Registered Nursing (National Council Licensure Examination or NCLEX-RN), Cosmetology (California Board of Barbering & Cosmetology), and Respiratory Therapy (Respiratory Care Board of California). Over the last five years, SMC has consistently met the institution-set standards for one of the three industry license exams, Registered Nursing. The College's performance on the Respiratory Therapy and Cosmetology state license exams falls below the "floor". In response to these trends, these programs are currently evaluating ways to revamp the program, including re-structuring course lengths and sequences (Cosmetology) and increasing clinical experience opportunities in the curriculum (Respiratory Therapy).

License Exam Pass Rates, 2016-2017 to 2020-2021

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Registered Nursing	96.2%	96.4%	90.0%	94.7%	91.6%
Met ISS? (89%)	Yes	Yes	Yes	Yes	Yes
% from Stretch Goal (100%)	-3.8%	-3.6%	-10.0%	-5.3%	-8.4%
Respiratory Therapy	94.4%	77.3%	81.6%	81.8%	84.0%
Met ISS? (94%)	Yes	No	No	No	No
% from Stretch Goal (100%)	-5.6%	-22.7%	-18.4%	-18.2%	-16.0%
Cosmetology	88.8%	82.5%	73.1%	75.8%	81.1%
Met ISS? (83%)	Yes	No	No	No	No
% from Stretch Goal (100%)	-11.2%	-17.5%	-26.9%	-24.2%	-18.9%

Source: NCLEX, California Board of Barbering & Cosmetology, and Respiratory Care Board of California

Employment Rates

The 2020-2021 institution-set standard for job placement rates for career education programs is 67%, and the stretch goal is 75%. The employment rates information is pulled from the Perkins Core Indicators reports provided by the Chancellor's Office. Only programs with at least 10 graduates in 2020-2021 (TOP 4) are included in the table below. Career education faculty regularly review program-level job placement rates as part of the Perkins funding request and program review processes.

Job Placement Rates Among Certificate/Degree Completers, 2018-2019 to 2020-2021

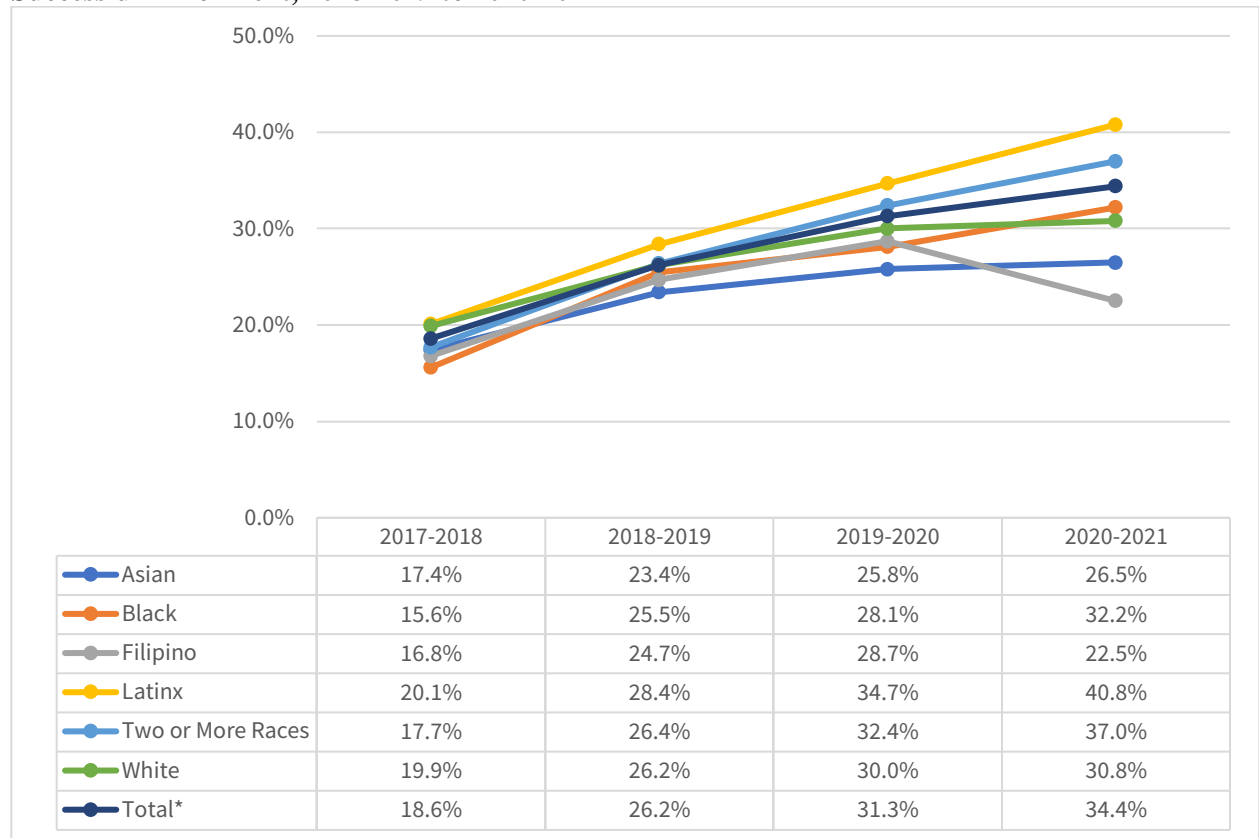
Program	Institution-Set Standard	Stretch Goal	2018-2019	2019-2020	2020-2021
Environmental Tech	67%	75%	100.0%	81.8%	75.0%
Accounting	67%	75%	73.9%	69.9%	78.5%
Business Adm	67%	75%	63.8%	65.5%	75.4%
Business Mgmt	67%	75%	69.2%	--	83.3%
Marketing Distribution	67%	75%	65.5%	69.4%	77.8%
Logistics	67%	75%	--	75.0%	80.0%
Office Technology	67%	75%	66.7%	--	70.4%
Journalism	67%	75%	--	--	80.0%
Radio & TV	67%	75%	81.3%	73.9%	75.0%
Technical Comm	67%	75%	29.4%	72.7%	40.0%
Film Studies	67%	75%	66.7%	55.6%	72.2%
Digital Media	67%	75%	68.9%	64.1%	71.0%
Computer Soft. Dev	67%	75%	66.0%	58.8%	55.5%
Technical Theater	67%	75%	--	--	80.0%
Applied Photography	67%	75%	69.7%	71.4%	69.5%
Graphic Art & Design	67%	75%	60.5%	65.8%	79.1%
Interaction Design	67%	75%	--	--	50.0%
Nursing	67%	75%	88.1%	96.1%	93.9%
Interior Design	67%	75%	75.0%	50.0%	60.0%
Fashion	67%	75%	73.1%	82.4%	69.6%
ECE	67%	75%	68.7%	75.0%	86.9%
Cosmetology	67%	75%	74.3%	69.7%	68.2%

Source: Perkins Core Indicators

The College monitors its performance on dozens of student achievement metrics to assess institutional effectiveness. However, the priority metrics are ones that inform the Student Equity Plan: successful enrollment, term-to-term persistence, transfer-level math completion, transfer-level English completion, vision goal completion, and transfer.

Successful Enrollment

Successful Enrollment, 2018-2019 to 2020-2021



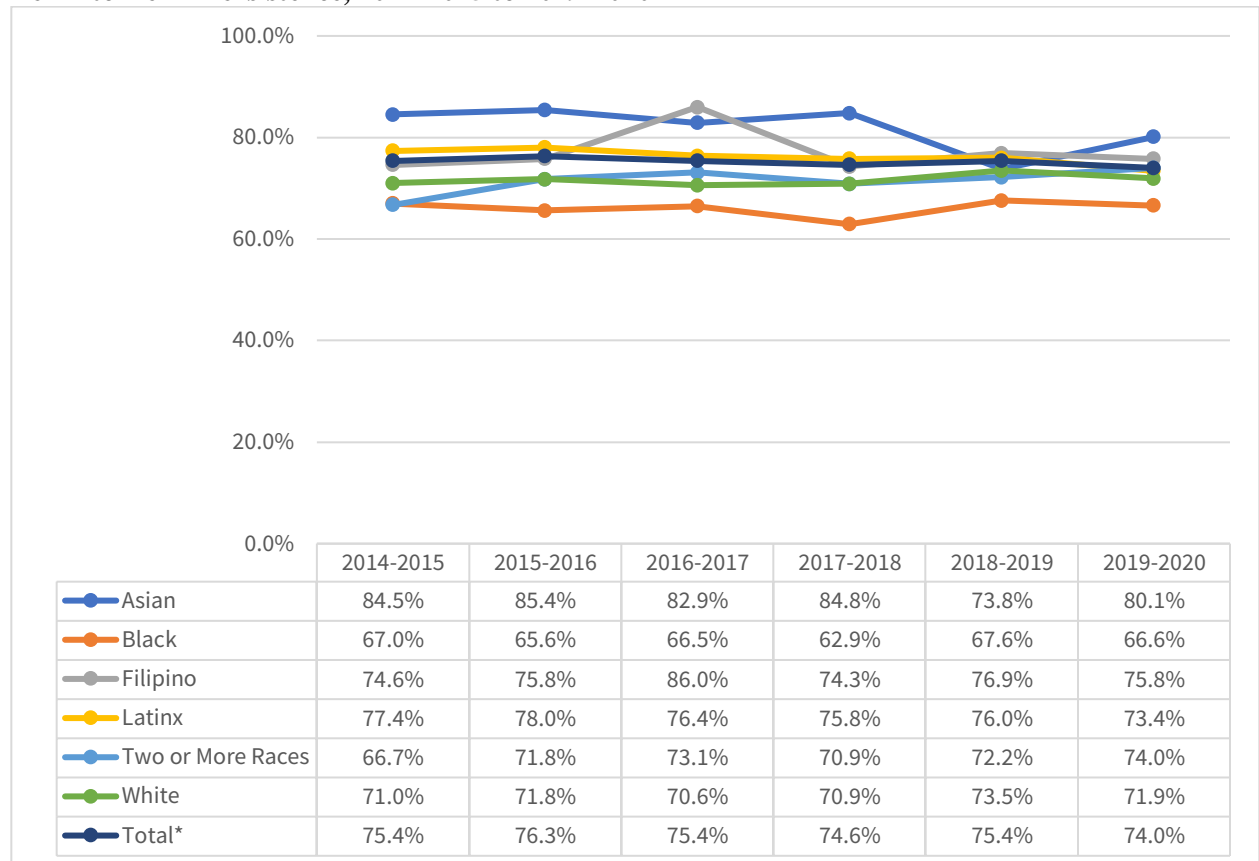
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Successful Enrollment metric measures the percentage of first-time-in college students who applied to and subsequently enrolled at SMC in the selected year. Overall, SMC's performance on this metric has improved over the last three years, from 18.6% in 2017-2018 to 34.4% in 2020-2021. However, the gaps produced for Filipino, Asian, and Black students for this metric has widened during the same period. In 2020-2021, Latinx or Hispanic students had the highest successful application to enrollment ratio, 40.8%. When compared to Latinx students, the College produced gaps of 18.3%, 14.3%, and 8.6% for Filipino, Asian, and Black students, respectively. Black students, who are the most disproportionately impacted, are the foci of the 2022-2025 Student Equity Plan for this metric.

Term-to-Term Persistence

Term-to-Term Persistence, 2014-2015 to 2019-2020



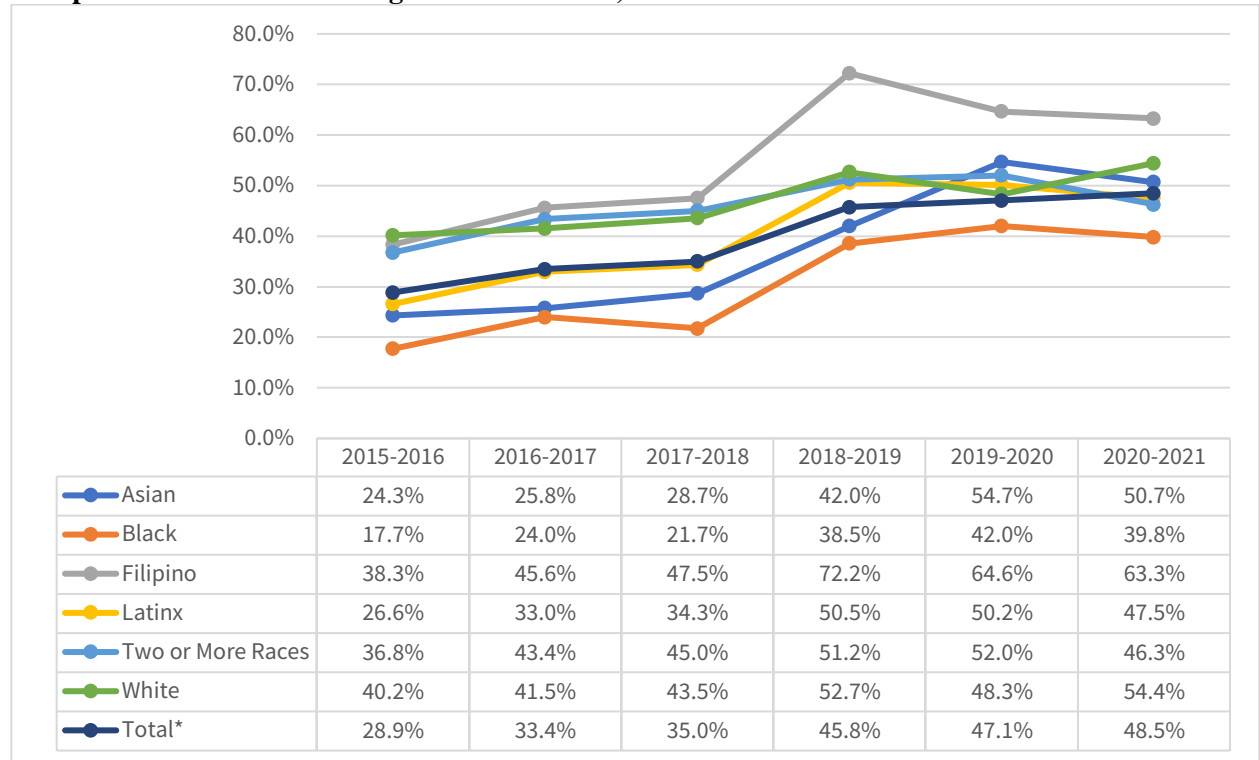
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Term-to-Term Persistence metric measures the percentage of first-time-in college students in an academic year who persisted from their first primary term of enrollment to the subsequent primary term. Overall, SMC's performance on this metrics has remained relatively stable; approximately three-quarters of first-time-in college students persist from their first to second semesters each year. However, the disaggregated data suggest that the College is producing the largest gaps in terms of persistence for Black students each year. In 2019-2020, Asian students persisted at the highest rates (80.1%). In comparison, Black students persisted at a rate of 66.6% leading to an equity gap of 13.5%. This population, in addition to Latinx students, is the focus of our efforts in the 2022-2025 Student Equity Plan for this metric.

Transfer-Level English Completion in First Year

Completed Transfer-Level English in First Year, 2015-2016 to 2020-2021



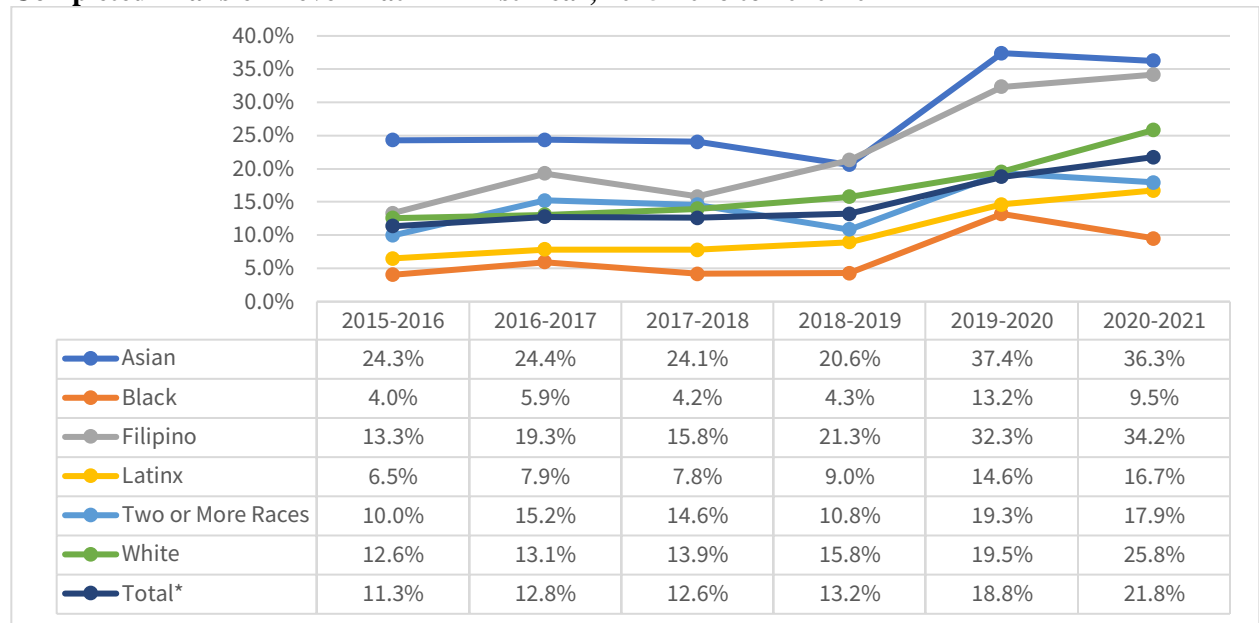
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Completed Transfer-Level English metric measures the percentage of first-time-in-college students who completed transfer-level English at SMC in their first year. Over the last six years, the overall College performance on this metric improved from 28.9% in 2015-2016 to 48.5% in 2020-2021. The improvement on this metric can be attributed to the implementation of AB 705 and the practice of placing most students directly into transfer-level English starting in Fall 2018. While all racial/ethnic groups experienced an increase in performance over the last six years, the equity gaps produced for Black, Latinx, and multi-racial students continue to persist. In 2020-2021, Filipino students completed transfer-level English in the first year at the highest rate (63.3%). When compared to Filipino students, SMC produced gaps of -23.5%, -17.0%, and -15.8% for Black, multi-racial, and Latinx students, respectively. These groups are the foci of the action plans addressed in the 2022-2025 Student Equity Plan for this metric.

Transfer-Level Math Completion in First Year

Completed Transfer-Level Math in First Year, 2015-2016 to 2020-2021



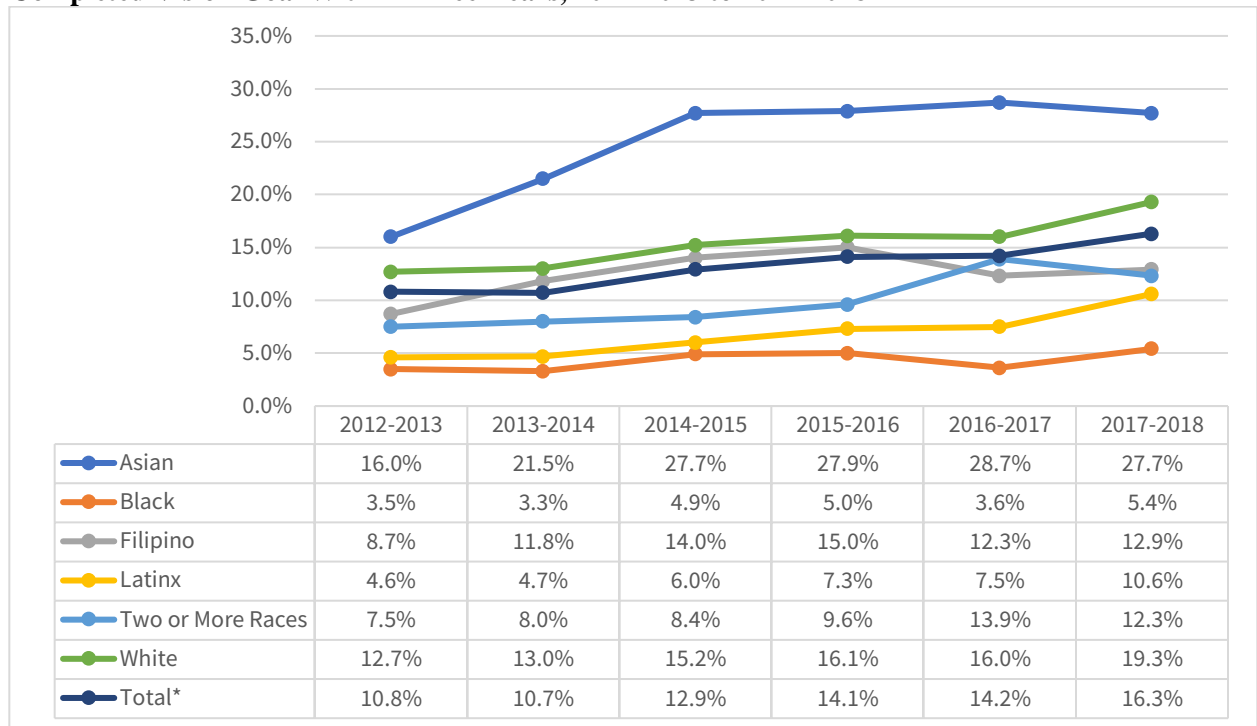
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Completed Transfer-Level Math metric measures the percentage of first time-in college students who completed transfer-level math at SMC in their first year. Over the last six years, the rate of math completion nearly doubled, from 11.3% in 2015-2016 to 21.8% in 2020-2021. The improvement on this metric can be attributed to the implementation of AB 705 and the practice of placing most students directly into transfer-level math starting in Fall 2019. While all racial/ethnic groups experienced an increase in performance over the last six years, the equity gaps produced for Black and Latinx students widened during the same period. In 2020-2021, Asian students completed transfer-level math in the first year at the highest rate (36.3%). When compared to Asian students, SMC produced gaps of -26.8% and -19.6% for Black and Latinx students, respectively.

Vision Goal Completion Within Three Years

Completed Vision Goal Within Three Years, 2012-2013 to 2017-2018



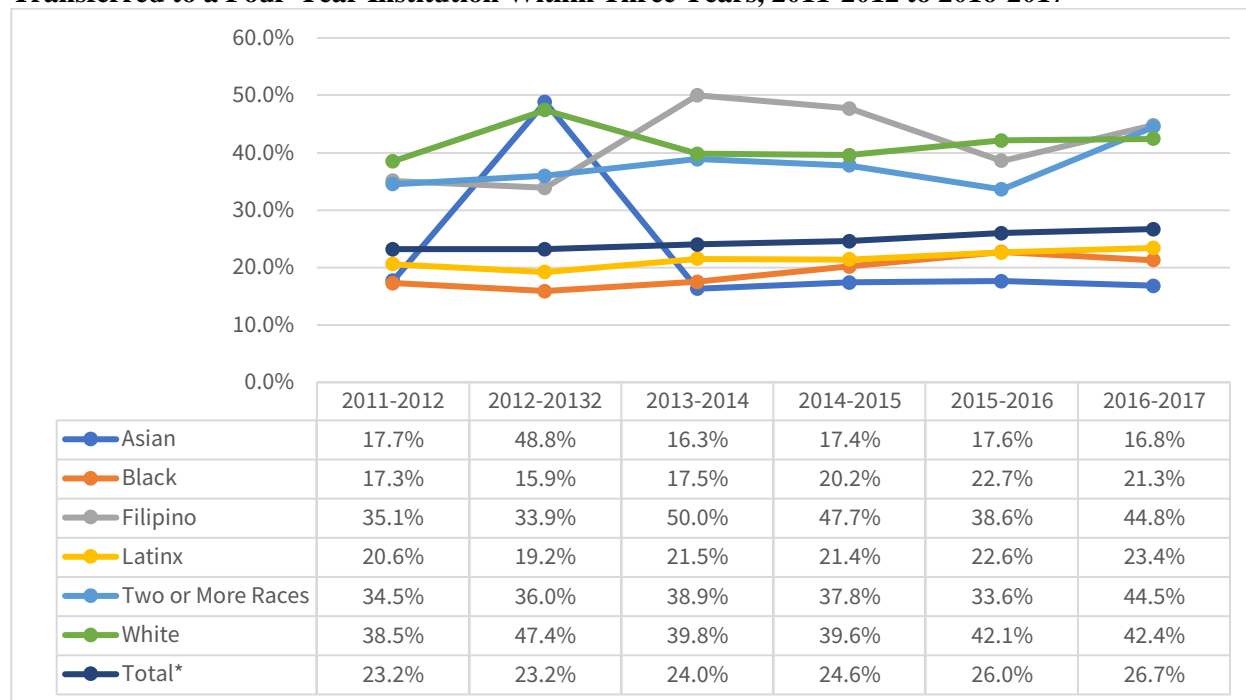
Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Vision Goal Completion metric measures the percentage of first time-in college students who completed a credit certificate or associate degree or community college bachelor's degree in the system within three years. The College has improved in terms of Vision Goal Completion in the last six years, from 10.8% in 2012-2013 to 16.3% in 2017-2018. The increase in completion may be partially attributed to the implementation of awards without petition starting in 2014-2015 (piloted in 2014-2015 and expanded in subsequent years). Although the College has seen improvement on this metric, the equity gaps for this metric continue to persist for Black and Latinx students. Among first-time students in 2017-2018, disproportionately more Asian students completed a degree or certificate in three years (27.7%) when compared to other racial/ethnic groups. When compared to the performance of Asian students, SMC produces equity gaps of 22.3% and 17.1% for Black and Latinx students, respectively. These two groups are the foci of the equity efforts in the 2022-2025 Student Equity Plan for this metric.

Transfer Within Three Years

Transferred to a Four-Year Institution Within Three Years, 2011-2012 to 2016-2017



Source: Chancellor's Office LaunchBoard

*Total includes smaller racial ethnic groups, including Native American/Alaskan Native, Pacific Islander and Hawaiian Native, and unreported

The Transfer metric measures the percentage of first-time in college students in an academic year who earned 12 or more units within three years, exited the community college system by end of year three, and in the fourth year after the first year, enrolled in any four-year institution. The College has slightly improved in terms of Transfer in the last six years, from 23.2% in 2011-2012 to 26.7% in 2016-2017. However, the equity gaps produced for Asian, Black, and Latinx students continued to persist during the same period. Among first-time in college students in 2016-2017, Filipino students transferred at the highest rates (44.8%). When compared to Filipino students, SMC produced gaps of 28.0%, 23.5%, 21.4% for Asian, Black, and Latinx students, respectively. These groups are the foci of the equity efforts in the 2022-2025 Student Equity Plan.

I. Organization of the Self-Evaluation Process

Planning for Santa Monica College's Self Evaluation report began Spring 2021, when the Accreditation Liaison Officer (ALO) and the Accreditation Faculty Chair met during a Leaders meeting to assemble an initial roster of faculty to serve in the roles of Institutional Self Evaluation Report (ISER) Co-Editors, Standard Co-Chairs, and Sub-Standard Co-Leads. In holding with the College's longstanding tradition of appointing a faculty member and an administrator as co-chairs of each committee and subcommittee, the Superintendent/President, Vice President of Academic Affairs/ALO, and the Dean of Academic Affairs/Administrative Self-Evaluation Co-Chair selected administrative and classified participants also in collaboration with Classified School Employees Association (CSEA) leadership.

After the retirement of Vice President of Academic Affairs/ALO, Dr. Jennifer Merlic, new Vice President of Academic Affairs, Dr. Bradley Lane, was appointed as the ALO by Superintendent/President, Dr. Kathryn Jeffery, in Fall 2021.

The first event associated specifically with the current ISER process was the ACCJC-led training on April 23, 2021, held virtually via zoom. This was followed by a virtual orientation with the Accreditation Leadership Team on September 14, 2021. Soon after, the Accreditation Co-Chairs began to develop an official timeline with the assistance of the Co-Editors and as the Standard Co-Chairs began the work in earnest to gather, assess, and document with evidence, how and to what extent the College was meeting each of the standards.

Accreditation standard and sub-standard groups began identifying key college individuals to contribute to the ISER and soliciting volunteers to serve where additional expertise was deemed necessary. Outreach was made to administrators and managers, classified staff, faculty, and students.

To assess progress and plan next steps, Accreditation Co-Chairs, Co-Editors, and Standard Co-Chairs met frequently via Zoom and communicated via e-mail as well as Microsoft Teams. Standard Co-Chairs regularly met with their sub-standard groups throughout Fall 2021 and continuing through Spring 2022.

In February 2022, Standard Co-Chairs submitted initial drafts of their standard to Co-Editors, and in March 2022 co-chairs received initial edits and feedback from Co-Editors. After another round of back and forth with the Standard Co-Chairs, the Co-Editors then went on to submit Standards I, II, and III and IV May 2022.

The Steering Committee provided feedback for each standard and met in June 2022 with Co-Editors, Accreditation Co-Chairs, and Standard Co-Chairs to discuss this feedback. During this meeting, the Steering Committee discussed the ISER's introduction and Quality Focused Essay (QFE). The initial draft of the QFE was completed in August 2022 with an overall focus on institutional planning and resources.

After the resignation of Vice President of Academic Affairs/ALO, Dr. Bradley Lane, in July 2022, Dean of Academic Affairs/Accreditation Co-Chair, Dr. Dione Carter, was appointed ALO by Superintendent/President, Dr. Kathryn Jeffery.

Throughout the process, the Accreditation Co-Chairs provided regular updates to the College's District Planning and Advisory Council (DPAC) as a standard reporting item included in the agenda of each DPAC meeting generally held twice a month.

Status on the College's ISER efforts were also announced monthly at virtual Management Association and Academic Senate meetings. The ALO, Accreditation Co-Chairs, and Co-Editors also met with the Superintendent/President regularly to discuss the progress of the ISER and QFE.

Communicating the findings of the ISER has been a top priority for the College. The final draft of the ISER was presented to and accepted by the Board of Trustees at the public meeting on October 4, 2022, and presented to all constituency groups shortly thereafter. The Accreditation Steering Committee and the SMC Community are looking forward to preparing for the ACCJC's external evaluation site visit in Fall 2023.

In summary, the ISER is an accurate appraisal of Santa Monica College, a chronicle of where the College has been and a vision of where the College intends to go. The following timeline summarizes the key dates of the evaluation process.

Santa Monica College
Accreditation ISER Timeline 2021 – 2023

Spring 2021

- On March 16th, ACCJC training for the Board of Trustees.
- On April 23rd, ACCJC training for the Accreditation Leadership Team and DPAC members.
- By spring or summer, Superintendent/President, Vice President of Academic Affairs, and Academic Senate President appointment of faculty, administrators, classified staff, and students as Accreditation Co-Chairs, ALO, Co-Editors, Standard Co-Chairs, Sub-Standard Co-Chairs, and Steering Committee members.

Fall 2021

- By September 14th, Accreditation Kickoff Meeting.
- By September 30th, Finalize Steering Committee members.
- By October 12th, ALO, Accreditation Co-Chairs, and Co-Editors check-in with the Standard Co-Chairs.
 - By October 15th, Standard Co-Chairs meet with their standard groups to interpret the standards.
 - By October 22nd, ALO hosts first Steering Committee meeting.
 - By October 31st, Standard Co-Chairs and Sub-Standard Co-Chairs determine what evidence is needed.
 - By November 9th, Co-Editors present their guidelines to the Accreditation Leadership Team.
 - By December, Standard groups conduct interviews and assemble key evidence.
 - By December 8th, Sub-Standard Co-Leads begin to organize and submit evidence to Standard Co-Chairs.
 - If evidence does not exist, Sub-Standard Co-Leads will identify new ways to either prove the standard or ways to improve.
 - On December 14th, Standard Co-Chairs meet with the ALO, Accreditation Co-Chairs, and Co-Editors to review evidence thus far.

Winter 2022

- By Feb 1st, Sub-Standard Co-Leads submit evidence to Standard Co-Chairs.
- By Feb 21st, Standard Co-Chairs submit initial rough draft of their standard to the Co-Editors.

Spring 2022

- By March 14th, Co-Editors submit edits/feedback to Standard Co-Chairs.
- By March 31st, Standard Co-Chairs submit revised draft of their standard to the Co-Editors.
- By May 20th, Co-Editors submit Standards I, II, and III of the draft ISER to the Steering Committee for review.
 - By May 27th, Standard IV submitted to Steering Committee.
- By June 8th, Steering Committee completes review of drafts and provides feedback via Microsoft Forms to the Co-Editors and Accreditation Co-Chairs.
- By June 13th, the Co-Editors and Accreditation Co-Chairs meet to discuss the major feedback areas and themes.

- By June 14th, Steering Committee discussion of edits, introduction, and the QFE facilitated by the Co-Editors and Accreditation Co-Chairs.
- By June 30th, Co-Editors and Standard Co-Chairs collaborate on feedback in order for Standard Co-Chairs to submit a final draft. The evidence must be saved in an electronic folder and labeled correctly.

Summer 2022

- By July 11th, Co-Editors and Standard Co-Chairs finalize draft ISER and evidence.
- By July 18th, Co-Editors email draft ISER to the VPAA/ALO for review.
- By August 1st, Accreditation Co-Chairs and Co-Editors present the draft ISER and QFE outline to the Superintendent/President for her review and edits.

Fall 2022

- By August 31st, draft ISER feedback received by the Accreditation Co-Chairs and Co-Editors from the Superintendent/President.
- By September 11th, Co-Editors make edits to the draft ISER and prepare for hard copies to be sent by the President's Office to the Board of Trustees for their review.
- Between September 12th and September 23rd, the Board of Trustees reviews the draft ISER.
 - On October 4th, Accreditation Co-Chairs, the ALO, Co-Editors, and Standard Co-Chairs present the ISER to the Board of Trustees.
 - Between October 5th and early November, final edits to the ISER to be completed by the Co-Editors followed by a final review by the Steering Committee.
 - In November (or, early Spring 2022), Accreditation Co-Chairs, the ALO, Co-Editors, and selected Standard Co-Chairs present the ISER as a review (not discussion) item to the Academic Senate, Associated Students, CSEA, and Management Association.
 - By December 15th, Accreditation Co-Chairs, the ALO, and Co-Editors submit final ISER to the ACCJC.

Spring 2023

- Winter through mid-March, the Co-Editors, Accreditation Co-Chairs, ALO, and Superintendent/President prepare for the ACCJC Visiting Team.
- In February or March (if not done in November 2022), Accreditation Co-Chairs, the ALO, Co-Editors, and selected Standard Co-Chairs present the ISER as a review (not discussion) item to the Academic Senate, Associated Students, CSEA, and Management Association.
 - On or by March 23rd, ACCJC Visiting Team ISER review.
 - In late March/early April, SMC receives Core Inquiries from the ACCJC Team.
 - By April 1st, the Steering Committee and Standard Co-Chairs prepare responses to the Core Inquiries.

Summer 2023

- By June 15th, the Steering Committee and Standard Co-Chairs with the support of the Co-Editors finalize responses to the Core Inquiries for the Superintendent/President's review.

Fall 2023

- During the week of September 25th, Focused Site Visit organized by the Superintendent/President and ALO in partnership with the ACCJC.
- By October 1st, ACCJC Focused Team Visit, October – focus on Core Inquiries

SMC 2023 Accreditation Leadership Team Institutional Self Evaluation Report (ISER)

Accreditation Self Evaluation Co-Chairs <ul style="list-style-type: none">• Jamar London, Academic Senate President, Math• Dione Carter, Dean, Academic Affairs
Accreditation Self Evaluation Co-Editors <ul style="list-style-type: none">• George Davison, English• Mitchell Heskell, Dean of Education Enterprise
Accreditation Liaison Officer <ol style="list-style-type: none">1. Jennifer Merlic, Vice President, Academic Affairs (Spring 2021 – August 2021)2. Bradley Lane, Vice President, Academic Affairs (August 2021 – July 2022)3. Dione Carter, Dean, Academic Affairs (August 2022 – Present)
Standard I: Mission, Academic Quality, Institutional Effectiveness and Integrity <ul style="list-style-type: none">• Elisa Meyer, English• Teresita Rodriguez, Vice President, Enrollment Development Standard IA: Mission <ul style="list-style-type: none">• Marisol Moreno, History• Maria Muñoz, Interim Dean, Equity, Pathways and Inclusion Standard IB: Assuring Academic Quality and Effectiveness <ul style="list-style-type: none">• Stephanie Amerian, History• Hannah Lawler, Dean, Institutional Research Standard IC: Institutional Integrity <ul style="list-style-type: none">• Greg Brookins, Accounting and Business• Kiersten Elliot, Dean, Community and Academic Relations
Standard II: Student Learning Programs and Services <ul style="list-style-type: none">• Sal Veas, Business• Michael Tuitasi, Vice President, Student Affairs Standard IIA: Instructional Programs <ul style="list-style-type: none">• Lea Hald, Psychology (Fall 2021)• Sheila Cordova, (Winter 2022)• Jason Beardsley, Interim Vice President, Academic Affairs Standard IIB: Library and Learning Resources <ul style="list-style-type: none">• Bren Antrim, Library• Steve Hunt, Interim Director, Library and Information Services Standard IIC: Student Services <ul style="list-style-type: none">• Jose Cue, Counseling• Janet Robinson, Interim Dean, Counseling

Standard III: Resources

- Guido Davis DelPiccolo, Philosophy and Social Sciences
- Christopher Bonvenuto, Vice President, Business and Administration

Standard IIIA: Human Resources

- Andrew Nestler, Mathematics
- Tre'Shawn Hall-Baker, Dean, Human Resources

Standard IIIB: Physical Resources

- Judith Marasco, ESL
- Devin Starnes, Director, Facilities Maintenance and Operations

Standard IIIC: Technology Resources

- Steven Sedky, Business
- Marc Drescher, Chief Director, Information Technology

Standard IIID: Financial Resources

- Alex Tower, Life Sciences
- Kim Tran, Chief Director, Business Services

Standard IV: Leadership and Governance

- Nathaniel Donahue, Art
- Donald Girard, Senior Director, Government Relations and Institutional Communications

Standard IVA: Decision Making Roles and Processes

- Eric Oifer, Political Science
- Dr. Patricia Ramos, Dean, Academic Affairs

Standard IVB and IVC: Chief Executive Officer and Governing Board

- Vicenta Arrizon, Counseling
- Sherri Lee-Lewis, Vice President, Human Resources

Accreditation Steering Committee

Steering Committee Chair, Accreditation Liaison Officer

- Bradley Lane, Vice President, Academic Affairs (August 2021 – July 2022)
- Dione Carter, Dean, Academic Affairs (August 2022 – Present)

Accreditation Co-Chairs

- Dione Carter
- Jamar London

Accreditation Co-Editors

- George Davison
- Mitchell Heskell

Academic Affairs and Standard Representatives

- Nathaniel Donahue
- Hannah Lawler
- Elisa Meyer

Academic Affairs and Student Support Services Classified Representatives

- Luis Jauregui
- Lindsay Poland

Equity and Standard Representative

- Maria Munoz

Student Representative

- Joshua Elizondo

Student Support Services Representatives

- Laurie Guglielmo
- Tracie Hunter
- Pressian Nicolov
- Esau Tovar

- Focus Essay

J. Organizational Information

[Insert organizational charts for each major function/division or department at the institution, with a listing of the names of individuals holding each major position. For institutions with a corporate structure, the relationship of the corporation to the accredited college, including roles and responsibilities of both entities, must be included in this section.]

Santa Monica College Management, September 2022

SENIOR ADMINISTRATIVE STAFF

1. Kathryn E. Jeffery, Superintendent/President
2. Christopher Bonvenuto, Vice-President, Business/Administration
3. Donald Girard, Senior Director, Government Relations/
4. Institutional Communications
5. Jason Beardsley, Interim Vice-President, Academic Affairs
6. Sherri Lee-Lewis, Vice-President, Human Resources
7. Robert Myers, Campus Counsel (consultant)
8. Teresita Rodriguez, Vice-President, Enrollment Development
9. Michael Tuitasi, Vice-President, Student Affairs
10. (Vacant), Special Assistant to Superintendent/President
11. (Vacant) Executive Vice-President

DEANS

12. Rob Bailis, Artistic Director, The Broad Stage/PAC
13. Jason Beardsley, Academic Affairs
14. Dione Carter, Academic Affairs
15. Kiersten Elliott, Community and Academic Relations
16. Tre'Shawn Hall-Baker, Human Resources
17. Mitchell Heskell, Education Enterprise
18. Hannah Lawler, Institutional Research
19. Nick Mata, Special Programs (Interim)
20. Lizzy Moore, SMC Foundation/Institutional Advancement
21. Maria Muñoz, Equity, Pathways, and Inclusion (Interim)
22. Pressian Nicolov, International Education
23. Patricia Ramos, Academic Affairs
24. Janet Robinson, Counseling (Interim)
25. Scott Silverman, Noncredit and External Programs (Interim)
26. Esau Tovar, Enrollment Services

ASSOCIATE DEANS

27. Thomas Bui, Student Life (Interim)
28. Wendi DeMorst, Student Instructional Support (Interim)
29. Susan Fila, Health and Well-Being (Interim)
30. Jose Hernandez, Outreach, Onboarding/Student Engagement (Int)
31. Tracie Hunter, Financial Aid/Scholarships
32. Denise Kinsella, International Education
33. Sasha King, Career/Technical Education (Interim)
34. Linda Sullivan, Facilities Programming
35. Tammara Whitaker, Online Services and Support (Interim)
36. Eric Williams, Health Sciences (Interim)

DIRECTORS (Academic)

37. Walter Butler Library and Information Services
38. Reggie Ellis, Athletics
39. Maral Hyeler, Instructional Services/External Programs
40. Lina Ladyzhenskaya, Student Judicial Affairs
41. Deirdre Weaver, Outreach and Onboarding Initiatives
42. Catherine Weir, International Development
43. (Vacant), Academic Computing

ASSISTANT DIRECTORS

44. Lydia Ayala, Athletics

PROJECT MANAGERS*

45. Deyadra Blye, Student Care Teams
46. Nancy Cardenas, LA HI Tech Student Support (50%)
47. Carrion-Palomares, Silvana Carrion, NSF Grant
48. Bonita Cooper, Upward Bound
49. Shari Davis, Special Assignments (nte 75%)
50. Jeffrey Gordon, IxD (50%)
51. Eartha Johnson, SEAP
52. Ferris Kawar, Sustainability
53. Aimee Lem, Pico Partnership (50%)
54. Maria Leon-Vasquez, Workforce Development
55. Jeannette Lopez, Child Care Access Means Parents in School
56. Sharlyne Massillon, Basic Needs
57. Ashley Mejia, Non-Credit (Adult Education) Programs
58. Debbie Ostorga, Hispanic Serving Institution STEM Grant
59. Vanan Yahnian, STEM
60. (Vacant) Pathways
61. (Vacant) Dream Resource Liaison (50%)
62. (Vacant), Student Equity Center

*Temporary management positions - categorically funded

CLASSIFIED ADMINISTRATORS

1. Johnnie Adams, Chief of Police
2. Marc Drescher, Chief Director of Information Technology
3. Jennifer Ferro, Director, Radio Station KCRW
4. Matthew Kiaman, Director, Network Services
5. Carol Long, Director of Classified Personnel
6. Kim Tran, Chief Director, Business Services

CLASSIFIED MANAGERS

7. Rebecca Agonafir, Director, Marketing and Communications
8. Cherry Aquino, Accounts Payable Supervisor
9. Anthony Barlow, Custodial Operations Supervisor
10. Tracy Beidelman, Director, Grants, SMC Foundation
11. Dennis Biddle, Assistant Director, Facilities Operations
12. Leisa Biggers, Director of Human Resources
13. Chiquita Brown, Campus Police Sergeant
14. Justin Carter, Custodial Operations Supervisor
15. Nyla Cotton, Director, Procurement, Contracts & Logistics
16. Lisa Davis, Warehouse and Mail Services Manager

17. David Dever, Director of Auxiliary Services
18. Veronica Diaz, Director, Budget
19. Mark Engfer, Network Communications Manager
20. Ian Fraser, Payroll Manager
21. Jaime Gonzalez, Accounting Supervisor (Auxiliary)
22. Darryl Gray, Custodial Operations Supervisor (WOC)
23. John Greenlee, Director of Facilities Finance
24. Irma Haro, Controller
25. Denise Henninger, DSPS Manager
26. Jose G. Hernandez, Admissions and Records Supervisor
27. Felicia Hudson, Custodial Operations Supervisor
28. Michael Hudson, Assistant Director, Human Resources (Temp)
29. Elease Juarez, Campus Store Manager
30. Stacey Jones, Assessment Center Supervisor
31. Terry Kamibayashi, Asst. Director, Facilities Maintenance
32. Ann Le, Accounting Manager
33. John Linke, Supervising Personnel Analyst
34. Wendy Liu, Manager, Management Information Services
35. Yu-Ngok Lo, Assistant Director, Facilities Planning
36. Debra Locke, EOPS/CARE Supervisor
37. Brant Looney, Instructional Technology Services Manager
38. Stacy Neal, Director, Financial Aid and Scholarships
39. Mike Newport, KCRW Radio Station Operations Manager
40. Daniel Phillips, Director, Safety and Risk Management
41. Jamie Recinos, Campus Store Assistant Manager
42. Dan Rojas, Information System Security Officer
43. Jere Romano, Campus Police Captain
44. Robert Rudolph, Production Manager, Facilities Programming
45. Grace Smith, Director of Public Information
46. Jose Tostado, Construction Maintenance Supervisor
47. Paul Trautwein, Director of Web and Social Media Strategy
48. Robert Villanueva, Custodial Operations Supervisor
49. Bryan Wilson, CC Police Sergeant
50. Lisa Winter, Asst. Director, HR, Compliance/Title IX Administrator
51. Charlie Yen, Director, Facilities Planning and Construction
52. (Vacant), Technology Logistics Manager
53. (Vacant), KCRW Radio Station Assistant Director
54. (Vacant), Accounting Manager, Fiscal
55. (Vacant), Child Care Services Supervisor
56. (Vacant), Grounds and Landscape Supervisor
57. (Vacant), Campus Police Sergeant
58. (Vacant), Classification and Compensation Manager
59. (Vacant), Asset Manager, Purchasing
60. (Vacant), Facilities Maintenance Supervisor
61. (Vacant), Director of Public Information
62. (Vacant), Director, Facilities Management

CLASSIFIED CONFIDENTIALS

1. Diana Askew, AA III, V.P., Student Affairs
2. Leticia Kilian AA IV, Superintendent/President
3. Alan Kuykendall, HR Analyst, Employee/Labor Relations
4. Diana Pennington, AA III, V.P., Human Resources
5. Olinka Rodriguez, AA III, V.P., Business/Administration
6. Lisa Rose, Coordinator, District/Board of Trustees Office
7. Linda Subias, HR Analyst-Employee/Labor Relations
8. Rebecca Weiland, AA III, V.P., Academic Affairs

K. Quality Focus Essay

The College's self-study process revealed two areas of effectiveness needing critical attention over the next few years: (1) adjustments to the College's planning structure that lead to the development of the next Master Plan for Education, one that will ultimately inform plans that focus on more specific aspects of the college such as budget, staffing, technology, facilities, and (2) overhaul of the program review process. The two quality focus essay projects were identified by the Accreditation Steering Committee as mechanisms for ensuring continuous improvement to support student learning, experiences, and success by strengthening the district planning processes. Together, the two proposed projects will ensure that the current assessment and planning processes continue to provide meaningful opportunities for the College to engage in critical self-reflection, planning, and improvement both at the macro-level (institutional) and on the ground (programmatic).

Action Project #1: Planning

Introduction and Rationale

A critical priority for the College is to ensure the planning processes move beyond compliance to serve as an integral role in shaping its innovations and practices. The future revamp of these planning processes would culminate in a new Master Plan for Education, and many of the plans that come out of this Master Plan.

As a result of its institutional self-evaluation analysis, the College concluded that the existing comprehensive Master Plan for Education (MPE) was outdated and ineffective in facilitating the current and emerging needs of the College. In 1997, the College created its initial Master Plan for Education (MPE) with the intention of rewriting the plan every five to ten years. In practice, the comprehensive MPE has largely been unchanged since its development; instead, the College created short-term objectives each year and provided annual updates to the master plan. The master plan received annual updates from 1999-2000 to 2016-2017. SMC must now complete a new comprehensive Master Plan for Education. This is an especially opportune time given the recent critical milestones for California Community Colleges. These milestones include the following:

- The new Student-Centered Funding Formula
- The Chancellor Office's Visions for Success Framework
- Integration of the Student Success & Support Programs (SSSP), Basic Skills Initiative (BSI), and the Student Equity Plan (SEP) into one plan, the Student Equity & Achievement Program (SEAP)
- AB 705 Implementation
- Guided Pathways Redesign
- The COVID-19 Pandemic

Any college in the last few years, regardless of the planning documents and processes that were in place, is seeing a need to re-evaluate the principles and structures that were in place as various sociopolitical and environmental factors continue to reshape our everyday reality, particularly the sectors of economy and education.

Furthermore, the SMC's framework for college planning has evolved during the last several years. Historically, the responsibility of college planning lay within a single existing administrator position, a position that also included other duties and functions (for example, Executive Vice President or Dean of Academic Affairs). While this structure has served the college well in the past, the College seeks a college planning process that increases active collaboration across areas of the college and shared responsibility and accountability for developing and implementing college plans. The findings of an external consultant's assessment of the College's planning processes support the rationale for revising college planning structures, policies, procedures, and practices. In 2016-2017, the consultants (Collaborative Brain Trust or CBT) that existing college plans at SMC were not integrated and coordinated, and that no plan was connected explicitly to a master plan (p. IP-6). In addition, it was asserted that a Master Plan for Education was needed "in order to comprehensively and cohesively review and update programs and services that have been developed and in place over many years' time (p.90)" and "to guide enrollment management, human resources, technology, and assessment (p.SI-8)".

The focus of the first quality focus essay includes addressing foundational issues that need attention prior to developing a new Master Plan for Education, including:

1. **CLARIFY MISSION, VISION, GOALS:** Clarifying the college mission, vision, and goals to reflect the current and emerging conditions and factors affecting the institution
2. **REVISE PLANNING STRUCTURES:** Reviewing and revising the current planning structures, procedures, and practices, including the role of DPAC, to ensure college plans are meaningful connected and reflective of the comprehensive needs and priorities of the college, and institutional accountability for implementation and monitoring of progress of plans exists
3. **ADDRESS ORGANIZATIONAL CULTURE:** Develop a culture of personal and institutional responsibility for college plans.

On the latter bullet point, historically, the planning processes are perceived by employees as employing a traditional "top down" approach. For example, in a 2018 employee satisfaction survey, senior administrators were perceived to be most involved in planning and decision making (average rating of 3.86; 1 = not involved at all to 4 = more than just enough) and staff were perceived to be least involved (average rating of 2.29). A more recent employee survey administered in 2022 supports this sentiment – only 58% of all employees said they were aware of the College's goals and strategic priorities. Disproportionately more faculty and managers reported being aware (60%) than Classified staff (less than 50%).

Anticipated Impact on Student Learning and Achievement

For the College to be a dynamic educational institution, alignment of priorities must be in place to optimize the roles of all employee constituents so the College can actualize its vision and mission. In doing so, the College will have a tremendous impact on student experience and success while creating a thriving and innovative workplace. The impacts on student learning and achievement will manifest in the following ways:

- **CLARIFY MISSION, VISION, GOALS:** A deeper constituent commitment to the College’s vision and mission will allow the College to make that mission a reality for students, especially minoritized students, which will improve their learning, student experience, and achievement of success outcomes.
- **REVISE PLANNING STRUCTURES:** Clarification and improvement of the College’s planning structure and responsible parties outside of DPAC will lead to a more effective integration of programs and services that align with the vision and mission, and tie directly to the Board goals. Consequently, the programs and services become more intentional offerings that effectively meet students’ needs.
- **ADDRESS ORGANIZATIONAL CULTURE:** Collaboration that actualizes a collective racial-equity-centered vision focused on dismantling and rebuilding the culture and student experience will lead to a transformation of individuals and the institution. As a result, the campus climate will be a positive, caring place where students feel they belong.

Outcome Measures

Successful implementation of planning improvements will lead to the following changes:

- **CLARIFY MISSION, VISION, GOALS:** SMC’s mission, vision, and goal statements will more accurately reflect the current values and purpose of the institution. Campus constituents will report alignment between the revised mission and vision statements and future direction of the college.
- **REVISE PLANNING STRUCTURES:** Lines of authority and responsibility for planning will be clearly delineated. College Plans will align to board approved goals, directly support the mission and vision, be interrelated to one another, and ultimately respond to a Master Plan for Education (MPE). Campus constituents will perceive college plans to be relevant and useful in guiding their daily work.
- **ADDRESS ORGANIZATIONAL CULTURE:** An increased proportion of campus constituents will report being aware of the goals and priorities of the college of the college plans and an increase sense of ownership/involvement in the master planning process.

Project Action Plan

Under the aegis of the Superintendent/President, the College will form a taskforce/committee to evaluate the current campus-wide planning processes at SMC and make recommendations for improvement.

Option #1 (This was the initial draft; however, current feedback seems to be moving away from this option and more towards the second option. I think we should temporarily leave this here until the presentation to DPAC, so that there is a point of reference.)

Activity	Responsible Party	Resources Required	Timeline
Activity #1: Assess and revise mission and vision to align with current and emerging priorities of the College			
Create cross-campus taskforce to review Vision and Mission and create language	District Planning and Advisory Council (DPAC), with Superintendent/President (or designee)	Personnel (time and effort)	Fall 2022
Submit proposed language revisions to appropriate groups and receive approval from shared governance groups, and then the Board of Trustees.	Newly formed Mission/Vision Statement Taskforce	Personnel (time and effort)	Winter 2023
Update Mission and Vision statements in all public documents, including Web.	Communication/Marketing, Academic Affairs	Personnel (time and effort)	Spring 2023
Activity #2: Identify and hire someone (NOT SURE IF THIS IS INTERNAL OR EXTERNAL) to help the College with reimagining the College's planning by evaluating the function of DPAC (both in process and composition) and make recommendations for improvement both to DPAC and as far as larger organizational responsibility.			
Conduct a consultant search and receive pitches (for lack of a better word) from those groups.	DPAC? The Taskforce from Activity 1? Both?	Personnel (time and effort)	April – May 2023
Identify the consultant group and vote on a proposal	(Same party as the previous step)	Personnel (time and effort)	June 2023
Consultant conducts inquiry and makes recommendations to the college	External Consultant	Personnel (time and effort); Budgetary allocation for consultant contract	September 2023– February 2024
Activity #3 Implementation of the recommendations			

Option #2

Activity	Responsible Party	Resources Required	Timeline
Activity #1: Assess and revise mission and vision to align with current and emerging priorities of the College			
Create cross-campus taskforce to review Vision and Mission and create language	District Planning and Advisory Council (DPAC), with Superintendent/President (or designee)	Personnel (time and effort)	Fall 2022
Submit proposed language revisions to appropriate groups and receive approval from shared governance groups, and the Board of Trustees	Newly formed Mission/Vision Statement Taskforce	Personnel (time and effort)	Winter 2023
Update Mission and Vision statements in all public documents, including Web.	Communication/Marketing, Academic Affairs	Personnel (time and effort)	Spring 2023

In consultation, additional activities were identified; however, at this time further inquiry is needed to make sure that transformational change occurs. These broader activities include but are not limited to the following:

Activity #2: Clarify the role of DPAC and other responsible parties in the revision of the College's planning structure.
Activity #3: Identify campus group or external organization, if determined necessary, to facilitate a thorough assessment of SMC planning needs in terms of structure, procedures, and practices.
Activity #4: Create timeline for the evaluation and then implementation of the new planning processes and structures.
Activity #5: Creation of a timeline for the drafting and roll out of a Master Plan for Education
Activity #6: Conduct listening tour of campus constituents and findings from tour will inform a campus engagement and learning plan to create campus awareness and shared commitment to college plans

Action Project #2: Revamping Program Review

Introduction and Rationale

Over the last decade, Santa Monica College has periodically reviewed and refined the process of program review, including implementing the curriQunet online system for archiving program reviews, introducing an annual review in 2013-2014, and refreshing the annual review template in 2018-2019. However, substantial changes to the comprehensive (six-year) review template and the overall program review process have not been made since 2012. Moreover, recent feedback from programs undergoing comprehensive program review suggests that improvements to the existing program review processes and accompanying template are necessary to meet the current and emerging needs of programs.

These suggestions for improvement were documented in a report written by the Collaborative Brain Trust, consultants hired to facilitate the 2017-2022 strategic planning process, which expressed that the current program review processes limits the College's ability to integrate planning processes (p.IP-6) and recommended that the College "improve the program review process to better utilize results" to meet the College's strategic initiatives objective of "fostering institutional effectiveness and innovation by improving long-term and integrated planning linked to resource allocation" (p. SI-9). These findings, as well as the results of the reflective sense-making that occurred while writing the last accreditation midterm report (Fall 2020), prompted the College to begin exploring ways to revise the structure and related processes, policies, and practices of program review. *The College seeks to transform program review into a college planning process that is an effective vehicle for meaningful self-reflection and integrated planning activities at the program, departmental, and institutional levels.*

Results from the Program Review Feedback Survey

The Program Review Committee, with support from Institutional Research, surveyed College personnel responsible for completing the self-evaluation reports for program review for their respective areas, including department chairs, other faculty leaders, and managers. Nearly 50 survey respondents provided essential feedback. The key survey findings suggest that the current program review process is not meeting the needs of programs and departments:

- ***The current process doesn't lead to program improvement*** - Only 25% of the survey respondents said the current program review process was "very effective" or "moderately effective" in leading to program improvement and increasing program efficiency and effectiveness.
- ***The current process doesn't foster effective analyses of outcomes data*** – Only 33% of program leaders who participated in the survey said the current process effectively fostered analyses of outcomes data for course, program, or departmental improvement.
- ***The current process doesn't prompt meaningful dialogue*** – Fewer than 35% said that program review was effective in prompting meaningful dialogue regarding program improvement, and even fewer (31%) said program review prompted meaningful dialogue about student equity.
- ***The current process doesn't lead to alignment with college priorities and initiatives*** – Fewer than 35% of respondents indicated that the process was very or moderately effective in better alignment of program goals with the college's priorities and initiatives.
- ***The executive summary and feedback provided by the Program Review Committee is not useful*** – Fewer than half of survey respondents said that the executive summary, a written summary of the findings of the program reviews, was very or moderately useful.

The themes across the open-ended survey questions provided additional evidence for the urgency of revising the program review process. Some qualitative themes that emerged include the following:

- The current comprehensive program review process is cumbersome and doesn't promote the robust and meaningful program evaluation, planning, and improvement activities programs seek.
- The connection between the program review and the College's resource allocation processes is weak.
- The program review template is too long and contains redundant questions.

- The adopted technology for program review, curriQunet, was difficult to navigate and led to high levels of user frustration.
- Because program types (i.e., administrative, career education, instructional, and student services) use a common template, some questions in the program review are irrelevant.
- Programs and departments need more support, including training, coaching, and sustained guidance on the program review process.

Preliminary Work

In Fall 2020, a taskforce made up of representatives from the Program Review, Curriculum, and Institutional Effectiveness committees, Academic Senate, department chairs, Guided Pathways, and administration (PR Taskforce) was formed to work collaboratively with the Program Review Committee (PRC) to review and revise the program review process. To date, the PR Taskforce and PRC have accomplished the following tasks in their efforts to revamp the program review process:

Timeline	Task Completed
Fall 2020	<ul style="list-style-type: none"> • Developed draft of an SLO coordinator position <i>Program review was determined as the primary means to ensure SLO and PLO assessments were being used to revise curriculum, classroom practices, etc. A dedicated faculty SLO coordinator position is needed to support programs articulate meaningful learning outcomes, regularly assess outcomes, and use assessment results for improvement.</i> • Administer the Program Review Feedback Survey <i>Worked with Office of Institutional Research to develop and administer survey to programs and departments who are required to undergo review</i>
Spring 2021	<ul style="list-style-type: none"> • Paused Program Review <i>Senate resolution passed to “pause” the six-year, comprehensive program review for the 2021-2022 and 2022-2023 academic years to provide the PR Taskforce and PRC ample time to revise the process and onboard the new process</i> • Researched Other Program Review Processes <i>Gathered information about program reviews at other institutions in the CCC system</i> • Changed Program Review Software <i>Transitioned from curriQunet to new software, Precision Campus for the 2021 annual program reviews</i>
Fall 2021	<ul style="list-style-type: none"> • Brainstorm – Program Review Questions <i>The PRC engaged in discussions to determine the broad categories to be included in the new program review templates. The PRC began drafting the new program review questions.</i>
Spring 2022	<ul style="list-style-type: none"> • Drafted Program Review Template <i>The PRC members developed three different templates for the three program types that undergo review (instructional, student support services, administrative/operational).</i> • Focus Groups to Receive Feedback on Draft Templates <i>The Office of Institutional Research conducted focus groups with leaders responsible for completing program review to gather input and feedback on the draft templates. The focus groups will continue through Fall 2022.</i> • Identification of Three Processes of Program Review <i>Based on input from the district’s planning body (DPAC) and the senior administration, the PR Taskforce and PRC propose three components of the program review:</i> <ol style="list-style-type: none"> 1. <i>Resource Allocation Requests (annual, as needed)</i> 2. <i>Progress Report (every two years)</i> 3. <i>Comprehensive Report (every six years)</i>

Looking ahead, the work will primarily involve revising the program review structure and procedures, piloting the new process, gathering feedback, and tweaking the process, when necessary.

Anticipated Impact on Student Learning and Achievements

“Not everything that is faced can be changed. But nothing can be changed until it is faced” – James Baldwin

An effective program review facilitates meaningful self-reflection that brings to light the areas of a program needing improvement and prompts programs to act upon these insights and develop a plan to ensure continuous improvement. By strengthening the existing program review process, the College will ensure that all programs have the opportunity to improve their curriculum, practices, policies, structures, etc., and ultimately positively impact student learning, experience, and achievement.

A revision of the existing program review will be an opportunity for the College to better align the process with the current and emerging campus wide priorities. Several statewide and college initiatives have been implemented since the program review process was last updated in 2012, most notably, the Chancellor’s Office Vision for Success and SMC’s commitment to addressing racial equity in student outcomes and experiences. By better aligning the program review prompt questions to these initiatives and related metrics, the link between program review and student learning, success, and equity, will be clarified for programs, which will result in more intentional program planning.

Outcome Measures

Successful implementation of the program review revision project will lead to the following changes in programs:

- Programs will begin the self-evaluation and writing processes earlier in the cycle (i.e., earlier in than the semester before report is due)
- Programs will report improved attitudes and perceptions about the value and efficacy of the program review process (re-administer the items from the 2020 Program Review Feedback Survey)
- Programs will report feeling more supported in the program review process
- Programs will report better alignment between the resource allocation process and program review

Project Action Plan

Activity	Responsible Party	Resources Required	Timeline
Conduct focus groups and incorporate feedback into Comprehensive Program Review templates	Office of Institutional Research and Program Review Committee	Personnel (time and effort)	September-December 2022
Finalize list of programs undergoing review by category; update program review calendar (Cycles 1 – 6)	Program Review Taskforce	Personnel (time and effort)	September 2022
Develop program review timelines (Resource Allocation, Progress, and Comprehensive)	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	October – November 2022
Develop Comprehensive Program Review rubric	Program Review Committee	Personnel (time and effort)	October – December 2022
Develop training materials on new program review	Program Review Committee; Program Review Taskforce	Stipends for faculty to work during intersession	January – February 2023
Train programs and departments in new Comprehensive Program Review process	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	February 2023 – March 2023

Programs due for Comprehensive Program Review in 2023-2024 begin writing self-study (Cycle 1)	Programs Undergoing Review	Course remission (if applicable)	March 2023 – September 2023
Revise Progress Program Review templates, gather feedback, and incorporate input	Office of Institutional Research and Program Review Committee	Personnel (time and effort)	March 2023 – June 2023
Create Resource Allocation Request Form	<ul style="list-style-type: none"> • Program Review Committee • Program Review Taskforce • DPAC Budget Subcommittee • Business Administration 	Personnel (time and effort)	March 2023 – June 2023
First (formative) Comprehensive Program Review draft due to PRC (Cycle 1)	Programs Undergoing Review	Course remission (if applicable)	September 2023
Provide coaching and feedback on formative draft of Comprehensive Program Review based on rubric (Cycle 1)	Program Review Mini-Teams (members of Program Review Committee will be assigned to support two to three programs)	Personnel (time and effort)	September 2023 – December 2023
Train programs and departments in new Progress Review and Resource Allocation Request processes	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	September 2023 – December 2023
Last (summative) Comprehensive Program Review draft due to PRC and VPs (Cycle 1)	Programs Undergoing Review	Course remission (if applicable)	January 2024
Annual Resource Allocation Request and Progress Reviews due to VPs (non-Cycle 1)	Programs Undergoing Review	Personnel (time and effort)	March 2024
VPs use information from submitted Resource Allocation Requests and Progress Reviews to inform areas budgets and strategic priorities for 2024-2025	Area Vice Presidents	Personnel (time and effort)	March 2024 – June 2024
Prepare executive summary reports of Comprehensive Reviews (Cycle 1)	Program Review Committee	Personnel (time and effort)	February 2024 – May 2024
Train programs and departments in new Comprehensive Program Review process (Cycle 2)	Program Review Committee; Program Review Taskforce	Personnel (time and effort)	February 2024 – March 2024
Programs due for Comprehensive Program Review in 2024-2025 begin writing self-study (Cycle 2)	Programs Undergoing Review	Course remission (if applicable)	March 2024 – September 2024
Administer surveys to assess outcomes measures; conduct focus groups to gather qualitative feedback about new processes	Office of Institutional Research	Personnel (time and effort)	June 2024
Prepare Summary Report to DPAC (Cycle 1 Comprehensive and Progress Reports)	Program Review Committee Chair/Vice Chair	Personnel (time and effort)	June 2024 - August 2024
Present Broad Themes from Progress and Comprehensive Reviews (Cycle 1)	Program Review Committee Chair/Vice Chair	Personnel (time and effort)	September 2024
First (formative) Comprehensive Program Review draft due to PRC (Cycle 2)	Programs Undergoing Review	Course remission (if applicable)	September 2024
Provide coaching and feedback on formative draft of Comprehensive Program Review based on rubric (Cycle 2)	Program Review Mini-Teams (members of Program Review Committee will be assigned to support two to three programs)	Personnel (time and effort)	September 2024 – December 2024
Last (summative) Comprehensive Program Review draft due to PRC and VPs (Cycle 2)	Programs Undergoing Review	Course remission (if applicable)	January 2025

