Data Portfolio for Strategic Planning

A Focus on Student Success

April 2017

Acknowledgment

We thank the Santa Monica College administration, faculty, staff, students and the external community for their participation throughout the process of collecting data, survey implementation, and interview and listening sessions to ensure we obtained your feedback and input into the strategic planning processes for the upcoming five years. We attentively listened and recorded your comments and suggestions, studied data from the environmental scan of the community and the college, and created planning implications for your consideration as you develop strategic initiatives.

We also appreciate the cooperation and assistance of Dr. Hannah Lawler, Dean of Institutional Research, and her staff in obtaining much of the data needed to provide the Santa Monica College community with this level of in-depth analysis so that you can make the most effective plans for your future.

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ENVIRONMENTAL SCAN

Santa Monica College (SMC) is a two-year community college that offers 75+ comprehensive programs of study to more than 30,000 students for transfer, careers, personal development, and/or lifelong learning. To initiate a sustaining and effective strategic plan to further continue its success and that of its students for the next five years, a careful environmental scan was conducted.

This data report, a profile of the Santa Monica College's community and its students, is presented in five sections:

- External scan (Santa Monica College community, population trends and characteristics, and local economic trends),
- Internal scan (enrollment trends, student characteristics and trends, student achievement, staffing and college operations),
- Student and employee satisfaction, themes from interviews and listening sessions and SCOT analysis (strengths, challenges, opportunities and threats),
- Planning implications (from analysis of data, trends and patterns that the College may want to pay particular attention to as it plans for the future), and
- Appendices (student and staff survey comments on critical areas that the College needs to address as it plans for the next five years; courses, programs, and services that SMC should offer; challenges or issues which SMC should be aware of; and suggestions for improvement).

EXTERNAL SCAN

SERVICE AREA POPULATION AND COMMUNITY CHARACTERISTICS

Data Set 1. Santa Monica College Service Area Population

	2010	2011	2012	2013	2014	2015	Change from 2010 to 2015
City of Santa Monica	88,679	89,153	90,008	90,752	91,619	92,169	4%
City of Malibu	12,794	12,746	12,743	12,751	12,830	12,856	.5%
SMC Service Area	101,473	101,899	102,751	103,503	104,449	105,025	4%
Los Angeles County	9,837,011	-	-	-	-	10,185,478	4%
State of California	37,333,583	-	-	-	-	39,059,809	5%

Source: City data are from the American Factfinder, U.S. Census; County and State data are from the California Department of Finance

- City of Santa Monica population has increased 4% since 2010, whereas, the City of Malibu population has held steady at nearly 13,000.
- SMC service area population growth rate for the last five years is comparable with that of the County of Los Angeles and the State of California.

Data Set 2. Santa Monica College Service Area Population Projections

	Year	City of Santa Monica	City of Malibu	SMC Service Area	County of Los Angeles	State of California
Actual	2010	88,679	12,794	101,473	9,837,011	37,333,583
	2011	89,153	12,746	101,899	-	-
	2012	90,008	12,743	102,751	-	-
	2013	90,752	12,751	103,503	-	-
	2014	91,619	12,830	104,449	-	-
	2015	92,169	12,856	105,025	10,185,478	39,059,809
Projected	2016	92,956	12,844	105,800	-	-
	2017	93,687	12,860	106,547	-	-
	2018	94,418	12,876	107,295	-	-
	2019	95,149	12,893	108,042	-	-
	2020	95,881	12,909	108,789	10,451,759	40,719,999
	2021	96,612	12,925	109,537	-	-
	2022	97,343	12,941	110,284	-	-
Annual Growth Rate		.80%	.09%	.72%	.62%	.91%

Source: Cities data are from the American Factfinder, U.S. Census; County and State projection developed by the California Department of Finance; city projections developed by CBT using linear projection based on 2010-2015 actual population.

- The SMC service area population (consists of the City of Santa Monica and the City of Malibu) is projected to grow slightly faster (.72%) than the County of Los Angeles (.62%), but lower than the State of California (.91%) per year for next three years.

Data Set 3. Santa Monica College Service Area Race/Ethnicity

	2010	2011	2012	2013	2014	2015
City of Santa Monica	88,679	89,153	90,008	90,752	91,619	92,169
African American	4%	4%	4%	4%	4%	4%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	10%	10%	10%	10%	10%	9%
White	71%	71%	69%	68%	68%	67%
Some Other Race	1%	1%	0%	0%	0%	0%
Two or More Races	3%	3%	4%	4%	4%	4%
Hispanic Origin (any race)	12%	12%	14%	14%	15%	15%
City of Malibu	12,794	12,746	12,743	12,751	12,830	12,856
African American	1%	2%	2%	1%	1%	2%
American Indian/Alaskan Native	1%	1%	1%	0%	0%	0%
Asian	5%	4%	4%	6%	5%	4%
White	82%	84%	85%	82%	84%	85%
Some Other Race	0%	0%	0%	0%	0%	0%
Two or More Races	5%	4%	3%	4%	3%	2%
Hispanic Origin (any race)	7%	6%	6%	7%	7%	8%
SMC Service Area	101,473	101,899	102,751	103,503	104,449	105,025
African American	4%	4%	4%	3%	4%	4%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	9%	9%	9%	9%	9%	9%
White	72%	72%	71%	70%	70%	69%
Some Other Race	1%	0%	0%	0%	0%	0%
Two or More Races	3%	3%	3%	4%	4%	4%
Hispanic Origin (any race)	11%	11%	13%	13%	14%	14%
Los Angeles County	9,758,256	9,787,747	9,840,024	9,893,481	9,974,203	10,038,388
African American	9%	8%	8%	8%	8%	8%
American Indian/Alaskan Native	0%	0%	0%	0%	0%	0%
Asian	14%	14%	14%	14%	14%	14%
White	28%	28%	28%	28%	27%	27%
Some Other Race	0%	0%	0%	70%	0%	0%
Two or More Races	2%	2%	2%	2%	2%	2%
Hispanic Origin (any race)	47%	48%	48%	48%	48%	48%

Source: American Factfinder, U.S. Census

- The largest population for the two cities within the SMC service area is the White population (three-fourths for the City of Santa Monica and more than four-fifths for the City of Malibu).
- White population within the City of Santa Monica has decreased four percentage points within the last five years. The Hispanic population has increased steadily at three percentage points.
- The race/ethnic distribution for the City of Malibu has change little among the various groups; however, the White population has increased three percentage points since 2010.

Data Set 4. Santa Monica College 2015 Service Area Population vs. 2015-16 Student Population

	African-American	Asian/ Pacific Islander	Hispanic	White	Other	Two or More Race	Unreported
City of Santa Monica	4%	9%	15%	67%	0%	4%	0%
City of Malibu	2%	4%	8%	85%	0%	2%	0%
SMC Service Area	4%	9%	15%	69%	0%	4%	0%
SMC Student Body	10%	15%	37%	29%	0%	4%	5%

Source: American Factfinder, U.S. Census

- SMC student population is more diverse than that of the community's residents, with 69% of the service area being White compared to 29% of 2015-16 students.

2015 Service Area Population vs. 2015-16 Student Population
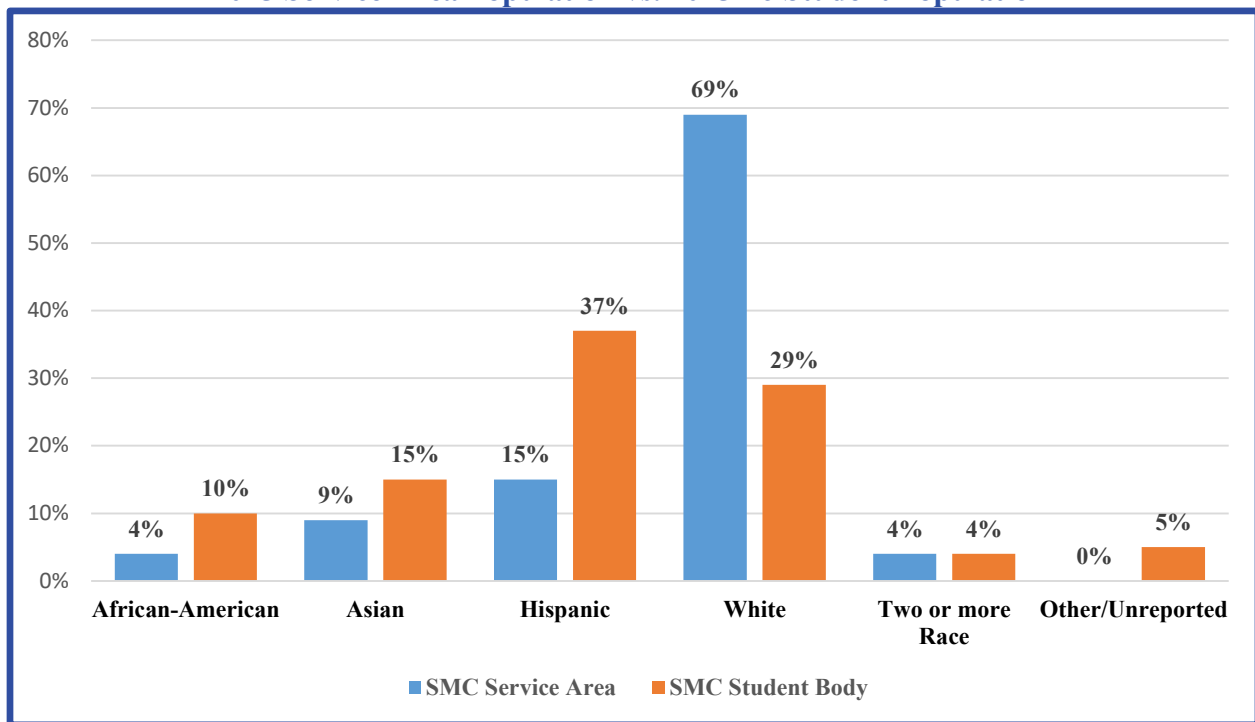
Data Set 5. Santa Monica College Service Area, Age Distribution and Median Age

	2010	2011	2012	2013	2014	2015
City of Santa Monica	88,679	89,153	90,008	90,752	91,619	92,169
• Under 20	15%	15%	16%	16%	15%	15%
• 20-24	5%	6%	6%	6%	7%	7%
• 25-34	20%	19%	19%	19%	19%	20%
• 35-44	18%	17%	17%	16%	16%	16%
• 45-54	15%	14%	15%	15%	15%	15%
• 55-59	7%	8%	7%	7%	7%	6%
• 60+	21%	20%	21%	21%	21%	22%
City of Malibu	12,794	12,746	12,743	12,751	12,830	12,856
• Under 20	27%	24%	24%	22%	20%	19%
• 20-24	10%	8%	8%	9%	8%	5%
• 25-34	6%	6%	5%	6%	7%	6%
• 35-44	11%	11%	12%	11%	9%	9%
• 45-54	18%	19%	17%	16%	16%	18%
• 55-59	8%	9%	10%	11%	12%	12%
• 60+	21%	24%	24%	26%	29%	31%
SMC Service Area	101,473	101,899	102,751	103,503	104,449	105,025
• Under 20	16%	16%	17%	16%	16%	16%
• 20-24	6%	6%	7%	6%	7%	6%
• 25-34	18%	18%	17%	18%	18%	18%
• 35-44	17%	17%	16%	16%	15%	15%
• 45-54	15%	15%	15%	15%	15%	15%
• 55-59	7%	8%	8%	7%	7%	7%
• 60+	21%	20%	21%	22%	22%	23%
Median Age						
• City of Santa Monica	40.3	40.0	40.2	40.2	40.3	40.5
• City of Malibu	42.5	45.7	45.6	46.7	50.2	51.4
• County of Los Angeles	34.3	34.6	34.8	35.1	35.3	35.6
• State of California	34.9	35.1	35.2	35.4	35.6	35.8

Source: American Factfinder, U.S. Census

- City of Santa Monica population median age has held steady at 40-41, within the last four years.
- Though a small proportion of the SMC service area, the population in City of Malibu is aging, with 29% over the age of 55 in 2010 to 43% in 2015, a 14 percentage point increase.
- The median age of residences from the cities of Santa Monica and Malibu are much older (40s and 50s) when compared to the residences of the County of Los Angeles and State of California at mid-30s.

Data Set 6. Santa Monica College Service Area Gender

	2010	2011	2012	2013	2014	2015
City of Santa Monica						
Male	49%	48%	48%	48%	48%	48%
Female	51%	52%	52%	52%	52%	52%
City of Malibu						
Male	48%	50%	51%	50%	49%	49%
Female	52%	50%	49%	50%	51%	51%

Source: American Factfinder, U.S. Census

- The gender distribution for both cities within the SMC community service area has remained constant, with slightly more females than males (two to four percentage points respectively).

Data Set 7. Santa Monica College Service Area Highest Education Attainment, 2015

	City of Santa Monica	City of Malibu	SMC Service Area Population	County of Los Angeles	State of California
Less than high school graduate	5%	2%	4%	22%	18%
High school graduate (includes equivalency)	10%	12%	10%	21%	21%
Some college, no degree	15%	18%	15%	20%	22%
Associate's degree	5%	7%	6%	7%	8%
Bachelor's degree	37%	32%	37%	20%	20%
Graduate or professional degree	28%	28%	28%	11%	12%

Source: American Factfinder, U.S. Census

- Two-thirds of the SMC service area, age 25 and over, has a bachelor's degree or higher, whereas, only one-third of County of Los Angeles and California has obtained the same education levels.
- The educational attainment of the County of Los Angeles' residences mirrors that of the State of California's residences.

Data Set 8. Santa Monica College Service Area Income, 2015

	City of Santa Monica	City of Malibu	County of Los Angeles	State of California
Median Household Income	$76,580	$119,659	$56,196	$61,818
Mean Household Income	$115,020	$238,399	$82,941	$87,877
% Family Below Poverty	4.8%	6.5%	14.3%	12.2%

Source: American Factfinder, U.S. Census

- The median household income and mean household income for both cities within the SMC service area are much higher than those for the Los Angeles County and the State of California.
- The percent of families below poverty level for Santa Monica and Malibu is much lower than those for County of Los Angeles and the State.

Median Household Income Comparisons
Service Area, County of Los Angeles and State of California
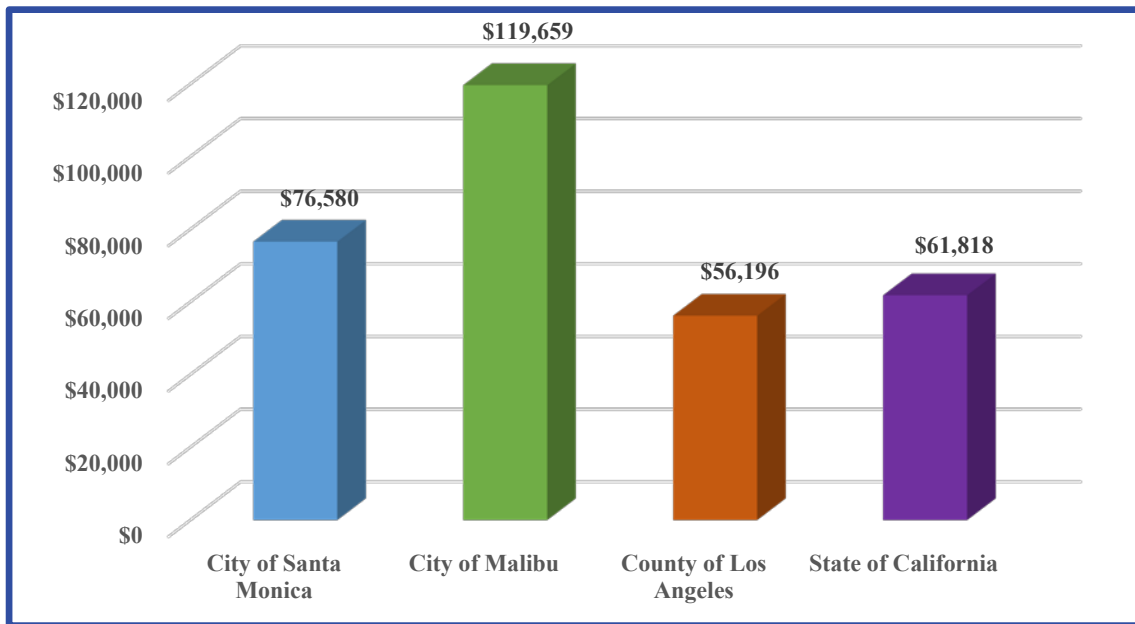
Data Set 9. Santa Monica College Feeder High School Graduates Enrollment

	Class of 2010-2011	Class of 2011-2012	Class of 2012-2013	Class of 2013-2014	Class of 2014-2015
Santa Monica High					
• Graduates	689	680	733	663	684
• # Enrolled at SMC	236	266	277	240	280
• % Enrolled at SMC	34%	39%	38%	36%	41%
Malibu High					
• Graduates	172	169	171	175	144
• # Enrolled at SMC	31	31	20	20	35
• % Enrolled at SMC	18%	18%	12%	11%	24%
Olympic High					
• Graduates	24	33	24	21	15
• # Enrolled at SMC	0	0	0	0	0
• % Enrolled at SMC	0%	0%	0%	0%	0%
Other					
• Graduates	31	16	2	21	5
• # Enrolled at SMC	10	0	0	0	0
• % Enrolled at SMC	32%	0%	0%	0%	0%
Total Graduates from SMMUSD	916	898	930	880	848
Enrolled at SMC within one Year	277	297	297	260	315
High School Capture Rate	30%	33%	32%	30%	37%

Source: California Department of Education Data Quest and Management Information System (MIS)

- The number of Santa Monica High School graduates has remained steady for the past four years, and the percentage of those graduates matriculating to SMC is increasing, at 41% in 2014-15.
- SMC "captures" about one-third of Santa Monica-Malibu Unified School District (SMMUSD) high school graduates within one year of graduation.
- There has been a steady increase of seven percentage points of SSMUSD graduates coming to SMC since the Class of 2010-11.

**Santa Monica College
Local High School Graduates Enrollment at SMC**
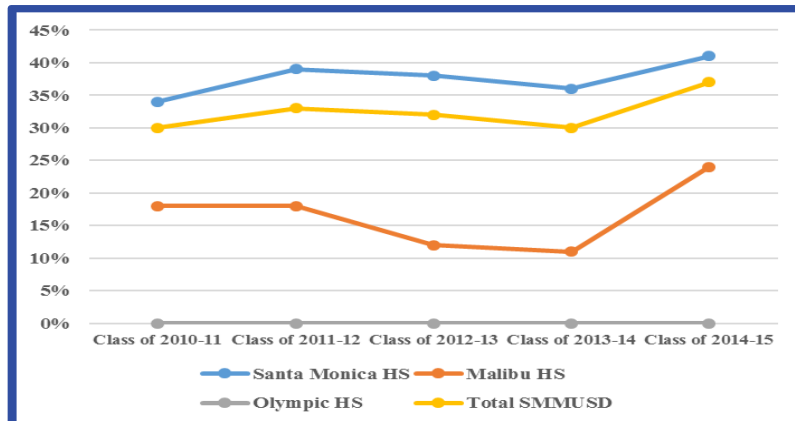
Data Set 10. Santa Monica College Nearby High School Graduates Enrollment

Nearby High School	Class of 2013-2014	Enrolled at SMC within One Year	% Grads Attending SMC
Alexander Hamilton Senior High	563	156	28%
Crenshaw Senior High	249	28	11%
Foshay Learning Center	181	27	15%
Hawthorne High	420	35	8%
Los Angeles Center for Enriched Studies	204	29	14%
University Senior High	366	116	32%
Beverly Hills High	435	242	56%
Culver City High	461	160	35%
El Segundo High	291	54	19%
Fairfax Senior High	404	81	20%
George Washington Preparatory High	237	22	9%
Inglewood High	306	43	14%
Los Angeles Senior High	252	84	33%
Mira Costa High	551	41	7%
Morningside High	216	15	7%
Susan Miller Dorsey Senior High	237	19	8%
Venice Senior High	410	134	33%
Palisades Charter School	627	64	10%
Total	**6410**	**1350**	**21%**

- In addition to the 260 high school graduates from its feeders Santa Monica High and Malibu High enrolling at SMC within one year of graduation, SMC also gained more than 1300 students from nearby high schools.
- At least one-third of the 2014 graduating class at Beverly High, Culver High, Venice High, University Senior High, and Los Angeles High attended SMC within one year of graduation.

Data Set 11. K-12 Graded Enrollment for Los Angeles County and Surrounding Counties, Actual and Projection, 2011-12 through 2012-2022

		Los Angeles County	Kern County	Orange County	San Bernardino County	Ventura County
Actual	2011-12	1,557,575	175,628	501,763	414,319	141,609
	2012-13	1,563,683	178,487	501,385	412,222	141,599
	2013-14	1,553,608	179,590	499,788	411,670	141,888
	2014-15	1,540,421	180,273	496,407	410,796	141,280
	2015-16	1,523,783	181,364	492,246	408,991	140,280
Projection	2016-17	1,506,447	183,161	488,494	408,392	139,039
	2017-18	1,495,388	185,067	484,790	408,198	138,051
	2018-19	1,480,101	186,662	478,907	407,912	136,727
	2019-20	1,473,008	188,123	475,392	409,026	135,797
	2020-21	1,462,029	189,040	471,238	409,696	134,513
	2021-22	1,452,466	190,020	466,143	410,264	133,184

Source: California Department of Finance

- Los Angeles County's K-12 graded enrollment has experienced a drop in the last five years and is expected to continue to drop 5% (from 2015-16 to 2021-22).
- Neighboring counties of Kern (5%) and San Bernardino (.3%) are expected to grow during the next six years, while counties of Orange and Ventura will drop 5% each.

K-12 Graded Enrollment by County
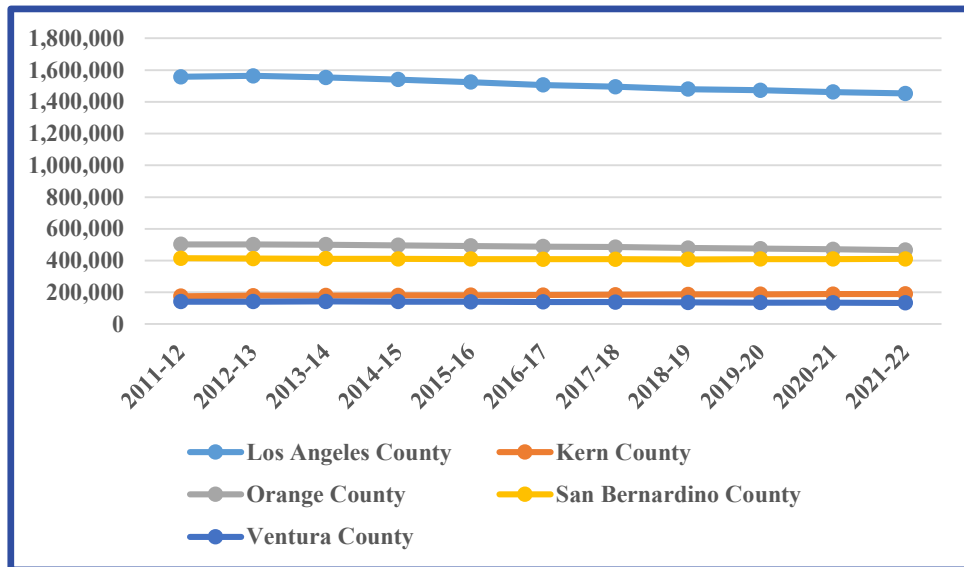
Data Set 12. High School Graduates for Los Angeles County and Surrounding Counties, Actual and Projection, 2011-12 through 2012-2022

		Los Angeles County	Kern County	Orange County	San Bernardino County	Ventura County
Actual	2011-12	105,093	11,045	38,040	28,365	9,637
	2012-13	106,165	11,102	37,614	28,191	9,806
	2013-14	106,271	11,259	37,545	28,003	9,594
	2014-15	105,245	11,506	38,028	28,597	9,551
Projection	2015-16	104,014	11,568	36,543	28,001	9,707
	2016-17	101,082	11,803	36,714	27,877	9,581
	2017-18	102,400	11,749	37,889	27,589	9,732
	2018-19	97,685	12,009	37,158	27,499	9,481
	2019-20	96,878	12,133	36,681	27,317	9,462
	2020-21	97,125	12,130	37,529	27,592	9,630
	2021-22	96,844	12,570	37,344	27,590	9,569

Source: California Department of Finance

- Los Angeles County's K-12 gradates has held steady in the last three years, yet it is expected to drop eight percent in the next seven years.
- Nearby counties will not be experiencing the drastic decrease in high school graduates that Los Angeles County will be experiencing.

Data Set 13. Occupations with the Most Job Openings in Los Angeles and Orange Counties, 2015-2018

Occupation	Total Job Openings 2015-2018	Annual Openings	Median Hourly Wages	Median Annual Wage
Combined Food Preparation and Serving Workers, Including Fast Food	26,802	8,934	$10.53	$21,893
Cashiers	23,823	7,941	$10.09	$20,990
Waiters and Waitresses	22,993	7,664	$11.49	$23,903
Retail Salespersons	22,460	7,487	$11.62	$24,164
Personal Care Aides	22,359	7,453	$13.17	$27,389
Registered Nurses	16,146	5,382	$50.52	$105,090
Office Clerks, General	15,570	5,190	$15.83	$32,923
Laborers and Freight, Stock, and Material Movers, Hand	14,122	4,707	$12.07	$25,094
General and Operations Managers	12,713	4,238	$53.96	$112,243
Stock Clerks and Order Fillers	11,927	3,976	$11.69	$24,319
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	11,397	3,799	$13.07	$27,188
Customer Service Representatives	10,427	3,476	$18.22	$37,905
Cooks, Restaurant	9,342	3,114	$12.73	$26,473
Postsecondary Teachers	9,238	3,079	$41.21	$85,724
Accountants and Auditors	9,178	3,059	$35.34	$73,503
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	8,516	2,839	$19.36	$40,259
Maids and Housekeeping Cleaners	8,424	2,808	$11.19	$23,282
Nursing Assistants	8,315	2,772	$15.61	$32,466
Home Health Aides	7,928	2,643	$15.66	$32,565
Food Preparation Workers	7,616	2,539	$11.13	$23,143

Source: Center of Excellence, Labor Market Information System

- The list of top 20 occupations with the most openings in Los Angeles and Orange counties for upcoming years varies from food preparers to customer service representatives to registered nurses to general and operations managers. Median hourly wage ranges from a low of $10.00 to a high of $50.00.

Data Set 14. Fastest Growing Occupations in Los Angeles and Orange Counties, 2015-2018

Occupation	2015 Jobs	2018 Jobs	Additional Jobs within Next Three Years	Change 2015 to 2018
Home Health Aides	16,178	22,673	6,495	40%
Nurse Anesthetists	224	305	81	36%
Personal Care Aides	68,883	89,279	20,396	30%
Occupational Therapy Assistants	804	982	178	22%
Entertainment Attendants and Related Workers, All Other	169	206	37	22%
Veterinary Technologists and Technicians	2,563	3,105	542	21%
Helpers--Roofers	191	230	39	21%
Physical Therapist Assistants	1,988	2,367	379	19%
Healthcare Social Workers	6,349	7,470	1,121	18%
Wind Turbine Service Technicians	121	142	21	17%
Hydrologists	87	102	15	17%
Hearing Aid Specialists	147	171	25	17%
Nurse Practitioners	3,909	4,552	643	16%
Conservation Scientists	87	101	14	16%
Residential Advisors	3,422	3,972	550	16%
Audiologists	263	305	42	16%
Athletic Trainers	577	666	89	16%
Statisticians	897	1,035	138	15%
Veterinarians	1,919	2,212	294	15%
Rehabilitation Counselors	4,622	5,321	699	15%
Nurse Midwives	170	195	25	15%
Special Education Teachers, Preschool	886	1,016	129	15%
Social and Human Service Assistants	18,283	20,833	2,551	14%
Health Technologists and Technicians, All Other	4,811	5,479	668	14%
Veterinary Assistants and Laboratory Animal Caretakers	3,839	4,367	529	14%
Nursing Assistants	39,768	45,144	5,375	14%

Source: Center of Excellence, Labor Market Information System

- The list of 25 fastest growing occupations (the largest estimated percent change in the numbers of jobs from 2015 to 2018) are mostly health care: home health aides (40%), nurse anesthetists (36%), personal care aides (30%), and occupational therapy assistants (22%).

The following table lists nearly 100 "high-wage, high-skills" target occupations (listed by Standard Occupational Classification) for Los Angeles and Orange Counties have 1) a large number of annual openings (more than 100), 2) good wages ($20.00 or higher median hour earnings), and 3) the educational level (Associate Degree or lower) for which SMC offers programs.

Data Set 15. Target Occupations within Los Angeles and Orange Counties, 2015-2018

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
Associate degree	Paralegals and Legal Assistants	23-2011	12,541	13,234	517	$13.75	$27.94		
	Web Developers	15-1134	9,818	10,804	465	$17.14	$32.34	√	√
	Dental Hygienists	29-2021	7,020	7,575	306	$29.32	$52.74		
	Respiratory Therapists	29-1126	5,663	6,072	277	$26.25	$38.96	√	
	Radiologic Technologists	29-2034	5,470	5,905	254	$19.19	$36.13		
	Computer Network Support Specialists	15-1152	6,870	7,208	203	$19.78	$35.21	√	√
	Physical Therapist Assistants	31-2021	1,988	2,367	192	$19.44	$37.35		
	Electrical and Electronics Engineering Technicians	17-3023	6,103	6,054	175	$18.61	$29.24		
	Architectural and Civil Drafters	17-3011	5,759	5,884	124	$16.86	$27.74		
	Civil Engineering Technicians	17-3022	2,871	2,995	113	$20.56	$36.87		
	Diagnostic Medical Sonographers	29-2032	1,578	1,782	101	$30.43	$47.14		
	Medical and Clinical Laboratory Technicians	29-2012	7,126	7,676	363	$13.38	$21.48		
	Veterinary Technologists and Technicians	29-2056	2,563	3,105	211	$13.95	$20.97		
	Life, Physical, and Social Science Technicians, All Other	19-4099	2,699	2,874	177	$14.43	$23.05		
	Human Resources Assistants, Except Payroll & Timekeeping	43-4161	6,545	6,717	132	$12.47	$20.75		

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Maintenance and Repair Workers, General	49-9071	46,665	49,628	2,273	$11.69	$20.67		
	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	41-4012	65,254	66,488	1,976	$12.10	$24.43	√	√
	Social and Human Service Assistants	21-1093	18,283	20,833	1,245	$11.45	$21.55		
	Self-Enrichment Education Teachers	25-3021	16,703	18,281	859	$13.58	$21.14		
	Production, Planning, and Expediting Clerks	43-5061	21,291	21,494	696	$13.41	$22.28	√	√
	First-Line Supervisors of Personal Service Workers	39-1021	8,498	9,645	564	$12.64	$20.96		
	Photographers	27-4021	9,311	10,131	538	$11.58	$21.43	√	√
	First-Line Supervisors of Office and Administrative Support Workers	43-1011	71,045	73,991	2,106	$16.43	$28.54		√
	Sales Representatives, Services, All Other	41-3099	46,954	49,032	1,727	$11.98	$26.58	√	√
	Police and Sheriff's Patrol Officers	33-3051	30,599	31,553	1,352	$32.14	$48.26		
	Electricians	47-2111	21,105	22,700	872	$14.75	$28.37		
	Insurance Sales Agents	41-3021	22,743	23,271	807	$14.45	$25.28	√	
	Property, Real Estate, and Community Association Managers	11-9141	17,453	18,361	633	$17.48	$27.98	√	√

Educational Level	Occupation	SOC*	2015 Jobs	2018 Jobs	Annual Openings	10th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Fitness Trainers and Aerobics Instructors	39-9031	11,593	12,754	617	$12.05	$25.06		
	Plumbers, Pipefitters, and Steamfitters	47-2152	14,137	15,164	536	$14.06	$25.26	√	√
	Cargo and Freight Agents	43-5011	8,241	8,671	422	$13.58	$21.54	√	√
	Real Estate Sales Agents	41-9022	23,346	23,896	402	$14.49	$20.60	√	√
	Executive Secretaries and Executive Administrative Assistants	43-6011	34,707	34,904	530	$17.56	$28.37		
	Information and Record Clerks, All Other	43-4199	8,559	9,022	383	$13.03	$21.74		
	First-Line Supervisors of Production and Operating Workers	51-1011	23,802	22,866	358	$14.04	$23.80		
	First-Line Supervisors of Construction Trades and Extraction Workers	47-1011	18,097	18,864	492	$20.07	$31.38		
	First-Line Supervisors of Mechanics, Installers, and Repairers	49-1011	13,472	14,029	463	$18.99	$36.15		
	Advertising Sales Agents	41-3011	11,073	11,235	448	$16.00	$30.21	√	√
	First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand	53-1021	8,727	8,831	324	$13.46	$21.71		
	Postal Service Mail Carriers	43-5052	11,472	11,325	335	$15.70	$28.13		
	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	53-1031	7,758	7,988	333	$15.68	$30.24	√	√

Educational Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	First-Line Supervisors of Non-Retail Sales Workers	41-1012	18,612	18,293	302	$15.46	$23.74	√	√
	Payroll and Timekeeping Clerks	43-3051	9,233	9,355	299	$14.02	$22.22		
	Industrial Machinery Mechanics	49-9041	8,689	8,962	324	$16.30	$28.81		
	Claims Adjusters, Examiners, and Investigators	13-1031	10,599	10,315	323	$20.49	$32.66	√	
	Health Technologists and Technicians, All Other	29-2099	4,811	5,479	275	$16.83	$26.06		
	Media and Communication Workers, All Other	27-3099	7,499	7,920	265	$12.11	$23.30		
	Operating Engineers and Other Construction Equipment Operators	47-2073	6,456	6,934	274	$20.53	$37.60		
	Bus and Truck Mechanics and Diesel Engine Specialists	49-3031	6,722	7,114	259	$15.53	$26.25		
	Legal Secretaries	43-6012	14,357	14,532	246	$13.82	$24.35		
	Media and Communication Equipment Workers, All Other	27-4099	6,369	6,501	203	$15.92	$36.22		
	Loan Interviewers and Clerks	43-4131	9,778	9,834	223	$12.55	$21.41		
	Flight Attendants	53-2031	6,216	6,502	219	$14.12	$22.58		
	Tax Preparers	13-2082	5,947	6,143	216	$13.19	$23.13		
	Correctional Officers and Jailers	33-3012	4,537	4,738	196	$24.16	$30.24		
	Opticians, Dispensing	29-2081	3,064	3,424	208	$12.48	$21.11		
	Eligibility Interviewers, Government Programs	43-4061	10,699	10,960	206	$20.11	$23.57		
	Sheet Metal Workers	47-2211	4,147	4,384	177	$12.71	$26.46		

Education al Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
HS diploma or equivalent	Transportation, Storage, and Distribution Managers	11-3071	5,855	5,945	167	$24.74	$40.71	√	√
	Construction and Building Inspectors	47-4011	3,381	3,567	161	$19.51	$38.87	√	√
	Detectives and Criminal Investigators	33-3021	4,246	4,329	132	$37.28	$55.67		
	Healthcare Support Workers, All Other	31-9099	4,154	4,432	190	$12.88	$21.04		
	Mobile Heavy Equipment Mechanics, Except Engines	49-3042	3,643	3,771	131	$17.95	$28.85		
	Electrical Power-Line Installers and Repairers	49-9051	1,770	1,910	123	$28.26	$52.55		
	Telecommunications Line Installers and Repairers	49-9052	3,461	3,610	122	$15.76	$32.22		
	Real Estate Brokers	41-9021	7,268	7,424	119	$17.41	$26.88	√	√
	Procurement Clerks	43-3061	2,936	2,957	120	$11.58	$20.62		
	Community Health Workers	21-1094	1,812	2,046	117	$12.35	$21.66		
	Security and Fire Alarm Systems Installers	49-2098	3,619	3,692	117	$13.31	$22.75		
	Medical Equipment Preparers	31-9093	2,125	2,305	108	$13.41	$21.22		
No formal educational credential	Refuse and Recyclable Material Collectors	53-7081	5,280	5,742	292	$9.47	$21.45		
	Roofers	47-2181	5,292	5,853	284	$12.38	$22.11		
	Entertainers and Performers, Sports and Related Workers, All Other	27-2099	4,194	4,532	253	$14.22	$21.64		
	Musicians and Singers	27-2042	13,256	13,829	600	$14.12	$26.92		
	Cement Masons and Concrete Finishers	47-2051	5,882	6,273	235	$13.45	$26.42		
	Motor Vehicle Operators, All Other	53-3099	2,283	2,409	117	$11.47	$28.83		

Educational Level	Occupation	SOC	2015 Jobs	2018 Jobs	Annual Openings	10th Hourly Earnings	Median Hourly Earnings	AA/AS Degree Offered	Certificate Offered
Postsecondary nondegree award	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	49-9021	9,212	9,978	408	$12.94	$24.75	√	√
	Medical Records and Health Information Technicians	29-2071	6,993	7,604	370	$12.92	$22.60		
	Library Technicians	25-4031	3,616	3,910	282	$14.16	$21.94		
	Licensed Practical and Licensed Vocational Nurses	29-2061	29,765	32,536	1,845	$16.53	$25.88		
	Audio and Video Equipment Technicians	27-4011	10,135	10,945	475	$14.12	$25.99		
	Firefighters	33-2011	9,986	10,299	401	$26.94	$37.40		
	Telecommunications Equipment Installers and Repairers, Except Line Installers	49-2022	10,655	10,889	210	$15.63	$28.09		
	Aircraft Mechanics and Service Technicians	49-3011	5,553	5,702	184	$17.27	$32.04		
	Sound Engineering Technicians	27-4014	4,166	4,368	168	$16.99	$31.91	√	√
	Surgical Technologists	29-2055	3,511	3,854	152	$20.63	$31.25		
Some college, no degree	Bookkeeping, Accounting, and Auditing Clerks	43-3031	78,161	78,312	1,093	$12.33	$20.32		
	Actors	27-2011	16,995	18,130	1,086	$11.81	$24.48		
	Computer User Support Specialists	15-1151	24,563	26,144	858	$15.92	$28.46		

Source: Center of Excellence, Labor Market Information System

INTERNAL SCAN

Data Set 16. Santa Monica College Annual Unduplicated Headcount by Credit/Non-Credit

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Credit	42,775	42,037	41,553	42,756	43,468	1%
Non-Credit	5,547	5,155	4,856	4,740	4,593	-17%
Total Headcount	48,322	47,192	46,409	47,496	48,061	-0.5%

Source: Management Information System (MIS)

- Credit student headcount declined from 2011-12 to 2013-14, but started a positive trend in 2014-15 and 2015-16. All in all, this is a 1% increase in the last four years.
- Non-credit headcount, which accounts for about 10% of total headcount at SMC, has experienced a gradual but steep decline (-17% in the last four years).
- The proportion of college credit to non-credit headcount remains stable at 90% to 10%. Because credit program headcount is such a large proportion, the impact of the non-credit headcount decrease on total SMC headcount is minimal at -0.5%.

Data Set 17. Santa Monica College FTES Generated by Credit/Non-Credit

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Credit FTES	25,163	24,392	24,726	25,178	25,377	1%
Non-Credit FTES	669	706	608	743	727	9%
Total FTES	25,832	25,098	25,334	25,921	26,104	1%

Source: Management Information System (MIS)
Note: This methodology is not the same as the methodology used in calculating FTES for state apportionment accounting (CCFS-320 report); includes non-resident FTES.

- SMC generates about 26,000+ full-time equivalent students (FTES), mainly from college credit enrollments (approximately 98%).
- Credit FTES increased less than 1% in the last four years, while non-credit FTES increased 9%.

FTES Generated, 2011-12 to 2015-16
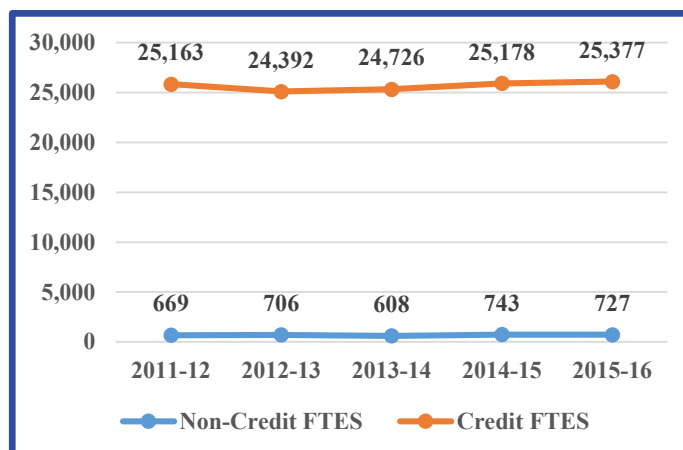
Data Set 18. Santa Monica College Credit Course Sections Offered by Instructional Mode

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Basic Skills	587	514	512	504	487	-17%
Degree Applicable	5524	5592	5960	6322	6492	18%
Distance Education	725	761	843	999	1096	51%
Occupational Category:	1589	1565	1595	1680	1747	10%
• Advanced Occupational	617	584	580	608	610	-1%
• Clearly Occupational	726	766	799	852	896	23%
• Possibly Occupational	246	215	216	220	241	-2%
Transfer Status:	5044	5128	5499	5867	6047	20%
• UC & CSU Transferable	4040	4103	4419	4735	4870	21%
• CSU Transferable	1004	1025	1080	1132	1177	17%
Total Sections Offered	6170	6161	6501	6850	7007	14%

Source: Management Information System (MIS)

SMC offers an array of courses that fulfill many different requirements, those for basic skills to career education to transferrable. In 2015-16, students had more than 7000 course sections to select from, an increase of 14% in the last four years (7,007 vs. 6,170 in 2011-12).

- Basic skills sections make up seven percent of the credit offerings in 2015-16 (487 of 7,007 sections), a drop of 17%.
- The largest type of course sections offered, degree applicable, make up about 90% of SMC offerings, and has continued to steadily increase (5,524 to 6,496 sections).
- Distance Education course sections comprise about 10% of the college credit course offerings. It has increased in number of sections (725 in 2011-12 to 1,096 in 2015-16)
- Occupational course sections, which make up 25% of the credit course sections in 2015-16, also gained steadily, 10% (1589 to 1747 in four years).
- Transferable course offerings have gained 20% in sections.

Number of Course Sections Offered by Instructional Mode
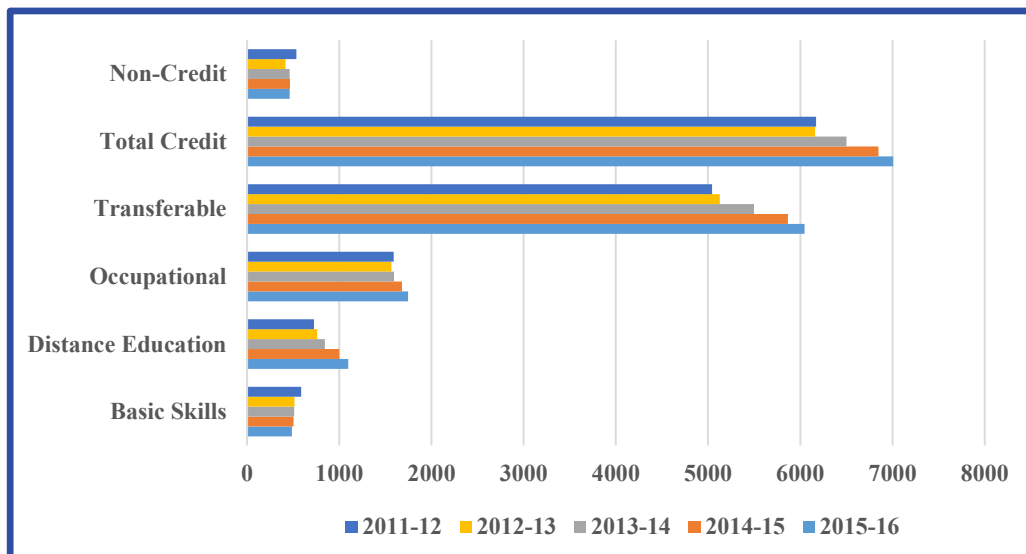
Data Set 19. Santa Monica College Course Sections Offered by Credit/Non-Credit

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Credit Sections	6170	6161	6501	6850	7007	14%
Non-Credit Sections	534	416	461	466	462	-13%
Total Sections	6704	6577	6962	7316	7469	11%

Source: Management Information System (MIS)

- SMC offers nearly 7,500 sections to their students each year, an increase of 11% since 2011-12.
- Credit course sections have increased 14% in the last four years, with 6,170 sections in 2011-12 to 7,007 sections since 2015-16.
- Non-credit course sections offered have decreased 13%, from 534 in 2011-12 to 462 in 2015-16. Non-credit courses comprised 8% of the total sections offered in 2011-12, compared to 6% of total sections offered in 2015-16.

Course Sections Offered, 2011-12 to 2015-16
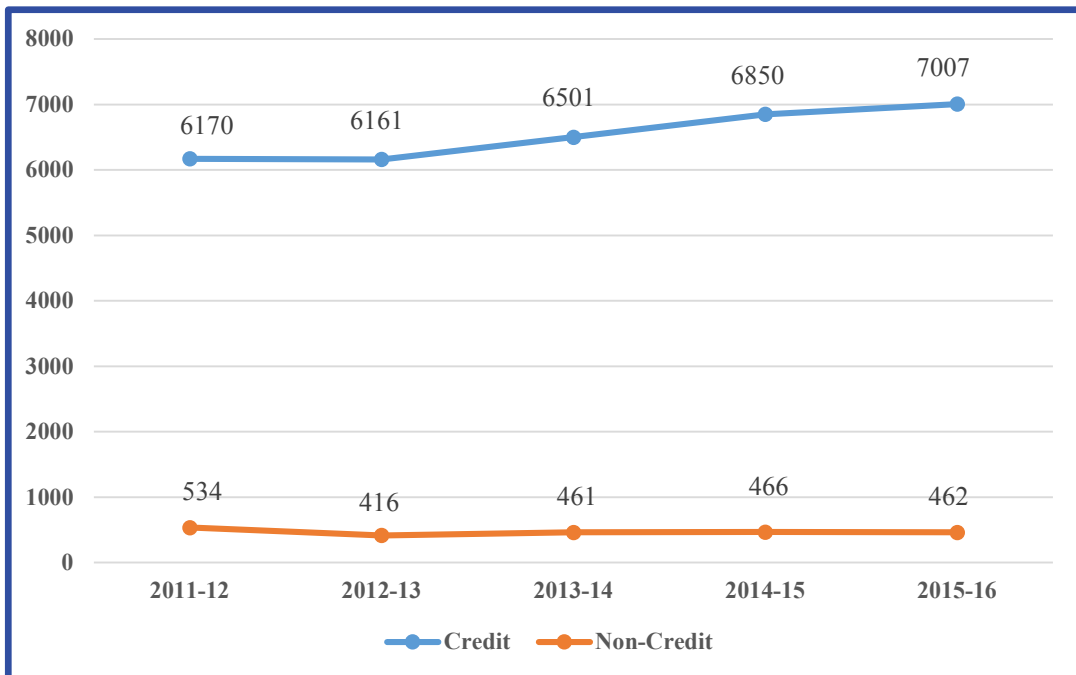
Data Set 20. Santa Monica College Non-Credit Course Sections Offered by Course Type

	2011-12	2012-13	2013-14	2014-15	2015-16	Change from 2011-12 to 2015-16
Emeritus	448	348	382	381	377	-16%
ESL	48	39	43	49	51	6%
Basic Skills	0	0	0	1	2	-
Parenting	3	0	0	0	0	-
Other	35	29	35	35	32	-9%
Total Sections Offered	534	416	461	466	462	-13%

Source: Management Information System (MIS)

- SMC offers nearly 500 sections to their non-credit students each year. However, the number of sections has steadily declined 13% in the last four years.
- Emeritus courses, which consist of more than 80% of the non-credit sections, have declined 16% (448 sections in 2011-12 to 277 in 2015-16).
- English as a second language sections make up the second largest type of courses offered in non-credit, and it has increased 6%.

Data Set 21. Santa Monica College Zip Codes of Student Residency, Fall 2016

			Credit N=30,830		Non-Credit & Emeritus N=3,396	
In-District		Malibu	1512		78	
		Santa Monica	2942		1142	
	TOTAL		3093	10%	1220	36%
Out-of-District	Los Angeles City	90034	1191		125	
		90066	1138		218	
		90025	1080		194	
		90064	836		130	
		90019	784		21	
		90016	641		9	
		90011	563		4	
		90018	499		8	
		90035	484		44	
		90045	467		56	
		90024	455		114	
		90006	432		1	
		90037	377		2	
		90049	371		245	
		90044	361			
		90036	360		22	
		90004	354		4	
		90020	352		6	
		90043	348		13	
		90005	322		6	
		90008	296		6	
		90062	296			
		90046	288		13	
		90007	266		3	
		90003	265			
		90047	253		4	
		90057	210			
		Other*	2513		114	
	TOTAL		15802	51%	1362	40%
	Los Angeles County	Inglewood	1003		19	
		Beverly Hills	747		66	
		Culver City	746		91	
		Marina Del Rey	473		144	
		Venice	447		96	
		Hawthorne	406		4	
		Pacific Palisades	270		214	
		Torrance	234		4	
		Van Nuys	232			
		North Hollywood	208		2	
		Other**	4967		142	
	TOTAL		9733	32%	782	23%
	Other California Counties	Orange	288		4	
		Ventura	208		8	
		San Bernardino	162			
		Riverside	144		1	
		San Diego	126			
		Other***	613		0	
	TOTAL		1541	5%	13	0%
	Out-of-state/Unknown		661	2%	19	0%

*less than 200 credit students per zip code within City of Los Angeles
**less than 200 credit students per city within County of Los Angeles
***less than 200 credit students per county within State of California

- The majority of the students reside outside of the SMC service area (90% of credit students and 64% non-credit/emeritus students).

Data Set 22. Santa Monica College Credit Student Ethnicity/Race

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
African-American	10%	10%	10%	10%	10%
Asian & Pacific Islander	17%	15%	15%	15%	15%
Caucasian	31%	29%	29%	28%	29%
Hispanic	33%	34%	35%	37%	37%
Two or More Ethnicities	4%	4%	4%	4%	4%
Unreported	5%	8%	8%	6%	5%

Source: Management Information System (MIS)

- SMC has a diverse student body, with a mostly Hispanic enrollment which is growing steadily now at 37%, followed by Caucasian at 29%, Asians at 15%, and African-American at 10%, and nearly 5% each of "two or more ethnicities" or "unreported.
- As the Hispanic enrollment grows, Caucasian and Asian enrollments decline slightly.

Data Set 23. Santa Monica College Credit Student Age

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Under 20	30%	29%	29%	28%	28%
20 to 24	40%	40%	41%	42%	41%
25 to 29	13%	14%	13%	14%	14%
30 to 39	10%	10%	10%	9%	10%
40 to 49	4%	4%	4%	4%	4%
50 & Older	3%	3%	3%	3%	3%
Average Age	23	23	23	23	23

Source: Management Information System (MIS)

- The SMC credit enrollment is young, with nearly 70% under the age of 25.
- Though the average age remains the same, at 23 years-of-age for the last four years, there is a loss of two percentage points of students under 20 years of age and a gain of same two percentage points between age of 20 through 29.
- Students over the age of 40 remain steady at 7% of the credit student enrollment.

Data Set 24. Santa Monica College Credit Student Gender

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Female	54%	53%	53%	53%	54%
Male	46%	47%	47%	47%	46%

Source: Management Information System (MIS)

- SMC enrolls more female students in the college credit programs.
- The proportion of female to male population at SMC has remained relatively the same over the last four years at 54% to 46% respectively.

Data Set 25. Santa Monica College Credit Student Stated Educational Goals*

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Transfer	65%	67%	68%	67%	66%
Associate Degree	6%	7%	7%	7%	3%
Certificate	1%	1%	1%	2%	2%
Career Objective	7%	7%	6%	6%	7%
4-Year Student	7%	6%	6%	6%	7%
Educational Development	7%	6%	6%	6%	6%
Other	1%	1%	1%	1%	1%
Undecided	6%	5%	5%	5%	8%

Source: Management Information System (MIS)
* Educational goal is identified based on a students' most recently reported goal in an academic year

- Two-thirds of SMC credit students stated transfer to the four-year university as their educational goal.

Data Set 26. Santa Monica College Credit Student Full-time/Part-Time Status*

	2011-2012 N=59,493	2012-2013 N=59,563	2013-2014 N=59,339	2014-2015 N=59,565	2015-2016 N=60,146
Full-Time	36%	34%	35%	35%	36%
Part-Time	64%	64%	65%	65%	64%
Average Unit Load	8.90	8.79	8.89	8.80	8.82

Source: Management Information System (MIS)
*Only fall and spring semester in the academic year were included in the analyses; multiple observations of the same student within both fall and spring terms of an academic year are counted as independent observations. Therefore, the size of the observed population (N) does not reflect the unique student headcount for each academic year

- More than one-third of SMC credit students are enrolled full-time (12 units or more per semester) and the remaining two-thirds enrolled in less than 12 units per semester.
- The average unit load per student has also held steady at 8.79 units (in 2012-13) to 8.90 (in 2011-12).

Data Set 27. Santa Monica College Credit Student Enrollment Status*

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
First-Time Freshmen	19%	19%	19%	18%	17%
First-Time Transfer	19%	18%	18%	19%	19%
Returning	17%	17%	17%	16%	17%
Continuing Student	43%	45%	44%	45%	44%
Special Admit High School	1%	1%	2%	2%	3%

Source: Management Information System (MIS)
*Students are assigned enrollment status based on their first enrollment within an academic year

- The distribution of enrollment statuses among SMC credit students remains steady, with nearly 60% of SMC credit students returning or continuing and an even distribution of those who are first-time transfer (19%) and first-time freshmen (17%).
- There is a shift among first-time freshmen (2 percentage points drop) and special admit high school (2 percentage points gain) student statuses.

Data Set 28. Santa Monica College Credit Student Residency

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
California Resident	84%	84%	84%	84%	83%
Out-of-State Resident	6%	6%	6%	6%	7%
Resident of a Foreign Country	10%	10%	10%	10%	10%

Source: Management Information System (MIS)

- California residents account for 83% of SMC's 2015-16 college credit students, while 7% are out-of-state residents, and 10% are from foreign countries.
- The proportion of residency mix has not changed in the last four years, with the exception of 2015-16 with one percentage point increase in out-of-state residents and a drop in those from California.

Data Set 29. Santa Monica College Credit Student Characteristics

	2011-2012 N=42,775	2012-2013 N=42,073	2013-2014 N=41,553	2014-2015 N=42,756	2015-2016 N=43,468
Economically Disadvantaged	55%	48%	46%	46%	48%
Received Financial Aid	44%	50%	52%	51%	49%
First Generation College Student	52%	54%	54%	54%	53%
Disability Reported	3%	3%	3%	3%	3%
Veteran Status	2%	2%	2%	2%	2%

Source: Management Information System (MIS)

- About half (46% to 55%) of the college credit students are identified as "economically disadvantaged," based on: CalWORKs/TANF/AFDC, Supplemental Security Income (SSI), general assistance program (GA), BOG waiver status, Pell Grant status, as well as other guidelines provided in the "California State Plan for Vocational & Technical Education,"
- The percentage of SMC credit students receiving financial aid has varied from 44% of total enrollment in 2011-2012 to a high of 52% in 2013-2014.
- More than half (52% to 54%) of SMC students are first-generation college students, as determined by students' parent's/guardian's highest education level.
- The proportion of students who reported a disability (at least once during the academic year, regardless of if they receive DSPS services or not) are low, holding steady at 3% of the student credit student population.
- Only 2% of SMC credit students are identified as being a veteran, regardless of whether they utilize the Veterans Center services on campus or not.

Data Set 30. Santa Monica College Credit Student Freshmen English and Math Placement Levels

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
English Placement:	n= 4,456	n=4,338	n=4,300	n=4,619	n=4,249
• Basic Skills	65%	63%	64%	66%	69%
• Transfer Level	35%	37%	36%	34%	31%
Math Placement:	n= 5,104	n=5,047	n=5,164	n=5,626	n=4,262
• Basic Skills	57%	55%	54%	54%	53%
• Degree Applicable, Nontransferable	12%	12%	12%	11%	13%
• Transfer Level	31%	34%	34%	34%	34%

Source: Management Information System (MIS), SMC Office of Institutional Research, and Santa Monica College's Student Information System.
The most recent placement event before the first two weeks of the first fall semester were used to determine first-time freshmen's English and math preparedness level.

- About 4,500 freshmen take the English placement test every fall semester. Data shows small variations from year to year, ranging from 63% (Fall 2013) to 69% (Fall 2016) being placed in basic skills English.
- Thereby, the number of freshmen being placed into transfer level English has steadily declined from 37% in Fall 2013 to 31% in Fall 2016.
- The number of freshmen taking the math placement test has dropped 16% (from 5,104 students in Fall 2012 to 4,262 in Fall 2016).
- Of those who took the math placement test, the percent of students being placed into basic skills math has steadily declined from 57% to 53% in the last four years and the percent of students placed into transfer level math has increased three percentage points for the same time period (31% in Fall 2012 to 34% since Fall 2016).

Data Set 31. Santa Monica College International Student by Country of Origin

Country of Origin	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Change from Fall 2013 to Fall 2016
China	1027	1193	1374	1405	37%
South Korea	530	464	389	324	-39%
Sweden	496	455	378	281	-43%
Japan	196	165	152	194	-1%
Saudi Arabia	102	147	132	116	14%
Hong Kong	130	105	91	90	-31%
Turkey	73	78	84	82	12%
France	61	55	62	75	23%
Indonesia	84	79	71	68	-19%
Taiwan (Republic of China)	49	48	54	64	31%
Brazil	27	33	51	62	130%
Norway	8	18	38	55	588%
Russia	34	45	46	51	50%
Italy	22	30	30	30	36%
Tunisia	19	23	27	27	42%
Canada	26	20	14	24	-8%
Kazakhstan	24	28	31	23	-4%
Morocco	15	18	25	22	47%
Vietnam	-	16	13	22	-
Germany	18	14	12	18	0%
Malaysia	17	20	15	18	6%
Ukraine	4	9	13	16	300%
United Kingdom	12	17	16	16	33%
Mexico	16	11	15	14	-13%
Other Africa countries	33	38	46	51	55%
Other Central America countries	21	18	16	23	10%
Other Europe countries	79	58	66	64	-19%
Other Middle East countries	75	65	53	60	-20%
Other Asian countries	110	109	108	79	-28%
Oceania countries	9	9	11	7	-22%
Other South America countries	36	35	25	28	-22%
Other Caribbean countries	2	3	5	4	100%
Total International Students	3355	3426	3463	3413	2%

Source: Office of the Vice President of Enrollment Development

- The number of international students enrolling at SMC increased 2%.
- SMC has attracted many international students from Asian countries.
- The highest number of students is from China.
- Though still relatively small in numbers, the number of students from Norway has increased nearly 600% in three years. On the other hand, the percent decrease of students from the countries with the highest numbers of students coming to SMC, South Korea, Sweden and Japan has declined significantly.

Data Set 32. Santa Monica College Credit Course Completion by Department

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Art	73%	72%	73%	72%	70%
Athletics	86%	83%	89%	87%	87%
Business	68%	69%	70%	68%	69%
Communication	81%	81%	80%	80%	79%
Cosmetology	67%	72%	70%	72%	71%
Counseling	71%	69%	69%	71%	71%
CSIS	68%	69%	70%	68%	69%
Dance	77%	71%	68%	68%	70%
Design Tech	71%	72%	74%	72%	72%
Disable Stu Ctr	73%	67%	73%	66%	70%
Earth Science	69%	69%	67%	68%	66%
Education/ECE	80%	79%	82%	81%	81%
English	72%	70%	71%	69%	70%
ESL	69%	68%	62%	63%	62%
Health Science	84%	86%	80%	87%	89%
History	71%	69%	67%	66%	64%
Kinesiology	79%	77%	79%	78%	78%
Library	75%	76%	73%	68%	81%
Life Science	67%	68%	66%	66%	66%
Math	50%	48%	48%	49%	47%
Modern Language/Cul	69%	69%	70%	69%	68%
Music	72%	72%	74%	75%	74%
Philosophy/Socio	68%	68%	69%	70%	70%
Photo-Fashion	63%	68%	66%	68%	66%
Physical Science	64%	64%	61%	62%	63%
Psychology	69%	67%	65%	64%	65%
Student Life	73%	69%	70%	70%	61%
Theatre Arts	79%	79%	78%	77%	77%
Total	69%	68%	68%	68%	68%

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

- The programs with the highest passing rates include Health Science (89%) and Athletics (87%). However, they are relatively small departments (less than 800 enrollments).
- English, the largest department at SMC, has passing rates over the past four years varying from 69% to 72%. This is higher than the College's average of 68% passing rate.
- Though it is the fourth largest department, Math has the lowest passing rates, which have also dropped three percentage points in four years.

Data Set 33. Santa Monica College Credit Course Completion and Retention Rates

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Successful Course Completion	69%	68%	68%	68%	68%
Course Retention	85%	83%	83%	83%	83%

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

- The proportion of students receiving a passing grade (A, B, C, CR or P) in credit courses is relatively consistent over the last four years at 68%.
- The retention rate (those who received a grade of A, B, C, CR, P, D, F, NC, I, NP) has also held steady at 83%.

Data Set 34. Santa Monica College Transfers to Four-Year Universities

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Change from 2010-11 to 2014-15
Universities of California	1007	1074	1059	1059	1085	8%
California State Universities	1054	1100	854	1022	1195	13%
California Privates Colleges	397	351	402	343	473	19%
Out-of-States Colleges	347	330	357	391	365	5%
Total Transfers	2805	2855	2672	2815	3118	11%

Source: CSU Analytics Studies website, UC Office of the President, and California Community College Chancellor's Office (CCCCO) Data Mart

- The number of students transferring to four-year universities has increased 11% in the last four years. Universities of California and California State Universities admit nearly three-fourths of SMC transfers (35% and 38% respectively).
- Students transferring to the University of California campuses have slightly increased from 1007 in 2010-11 to 1085 in 2014-15.
- CSU transfers have increased 13% (1054 to 1195) during the same period of time.
- More SMC students are also attending California private colleges (19% increase).

Data Set 35. Santa Monica College Certificates of Achievement & Associate Degrees Awarded

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Certificates of Achievement	1505	1373	1528	1515	1499
Associate in Science for Transfer (A.S.T.) Degree	3	54	84	176	252
Associate in Arts for Transfer (A.A.T.) Degree	0	23	26	111	247
Associate of Science (A.S.) degree	1	52	331	362	480
Associate of Arts (A.A.) degree	1225	1078	993	1573	2383

Source: Management Information System (MIS)

- The number of traditional associate degrees awarded to students has more than doubled in four years (1,226 in 2011-12 to 2,863 in 2015-16).
- In 2011-12, SMC started awarding associate for transfer degrees, which has sharply increased to nearly 500 within four years.
- The number of certificates of achievement has remained stable at about 1,500 each year.

STUDENT SUCCESS SCORECARD

To ensure transparent accountability for the California Community College System, the Board of Governors convened a Student Success Task Force to identify benchmarks to demonstrate progress of students' successful completion from the system. A wide representation of the community colleges stakeholders, including faculty and researchers, identified a set of benchmarks (detailed below), that each time students progress to each metric, they are more likely to be successful. Earning a certificate, a degree, transfer to the four-year university, or obtaining skills or jobs are examples of success as a result of a community college education. The data below present data for students who initiate their college education at Santa Monica College. There are seven metrics:

- Student achievement
- Completion of at least 30 units
- Student persistence rate
- Basic skills education progress
- Career technical education
- Skills builder
- Career development and college preparation

Because students come to our colleges with different skill sets, students are tracked from two groups: those who are college prepared (students whose initial enrollment is into transferable level math or English) and those who need remedial (students whose initial enrollment is into below transferable Math or English) coursework.

Data Set 36. Santa Monica College Student Completion Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Completion Rate Overall	51%	52%	48%	48%	50%	50%
• Prepared students	76%	76%	74%	74%	75%	75%
• Remedial students	38%	41%	37%	37%	39%	38%

Source: California Community College Chancellor's Office (CCCCO), http://scorecard.cccco.edu/scorecard.aspx

The <u>completion rate</u> tracks first-time students with a minimum of six units earned who attempted any math or English in the first three years and earned a Chancellor's Office-approved credit certificate, an associate's degree, transferred to a four-year university, or achieved "transfer readiness" status (students who earn 60 UC/CSU transferable units with a grade point average of 2.0 or above) within six years of initial enrollment at Santa Monica College.
- The overall completion rates for the five cohorts range from 48% to 52%, with an average of 50%.   The prepared students performed at 74% to 76%, with an average of 75%. Remedial students' completion rates are also stable at 37% to 41%, with an average of 38%.
- Prepared and remedial groups show variation from year to year, with a drop in performance for the 2007-08 and 2008-09 cohorts, but an increase in 2009-10 cohort.
- The completion rate for the prepared students is almost twice as high as the rates for remedial student groups (75% vs. 38% respectively).

Santa Monica College
Student Completion Rate

Data Set 37. Santa Monica College Student Completion of at Least 30 Units

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Percent of Students Who Earned at Least 30 Units	67%	69%	68%	68%	70%	68%
• Prepared students	73%	73%	76%	75%	77%	75%
• Remedial students	64%	66%	64%	65%	67%	65%

Source: California Community College Chancellor's Office (CCCCO), http://scorecard.cccco.edu/scorecard.aspx

A second benchmark, percentage of <u>students completing at least 30 units</u>, tracks first-time students with a minimum of six units earned who attempted any Math or English in the first three years and earned at least 30 college units, at any California community college.

- Prepared students completing at least 30 units within six years range from 73% to 76%, with an average of 75%.
- The overall (both prepared and remedial) percentage of students who earned at least 30 units increased slightly for the five cohorts, ranging from 67% to 70%, for an average of 68%.
- The gap for the completion metric between the prepared students and remedial students average ten percentage points (75% and 65% respectively).

Santa Monica College
Student Completion of at Least 30 Units
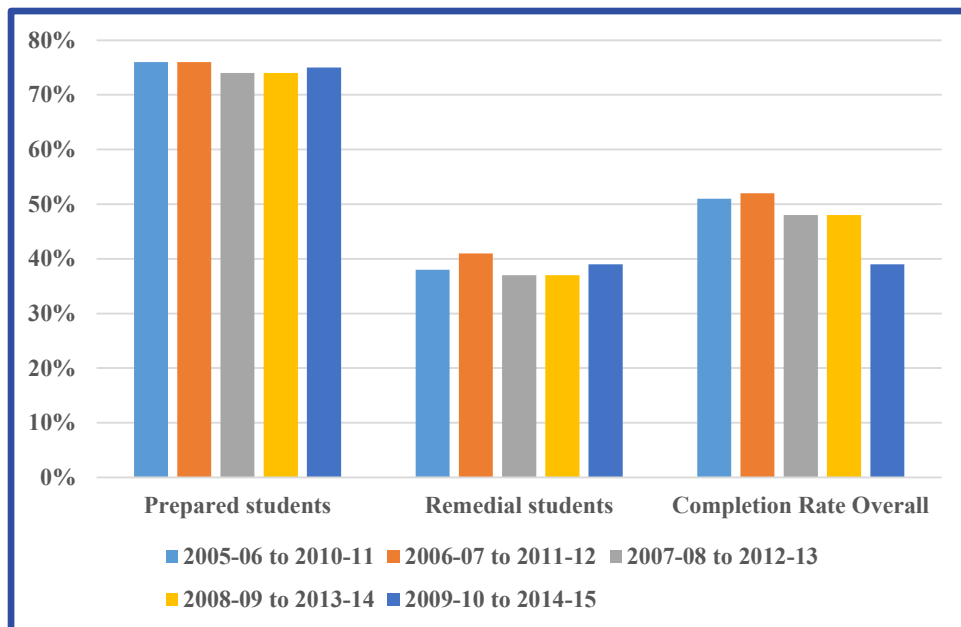
Data Set 38. Santa Monica College Student Persistence Rate

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Persistence Rate Overall	67%	69%	72%	71%	76%	71%
• Prepared students	70%	71%	72%	72%	77%	72%
• Remedial students	66%	68%	72%	71%	76%	71%

A third benchmark of the Student Success Scorecard is the persistence rate that tracks 1)first-time students with a minimum of six units earned who attempted any math or English in the first three years and enrolled in first three consecutive primary semester terms (fall and spring) within a six-year time period anywhere in the California Community College System.

- SMC's overall persistence rate has increased nine percentage points for the five cohorts, ranging from 67% to a high 76% with an average rate of 71%.
- Persistence rates for prepared students have been relatively stable at 70% to 72%, but increased last year to 77%.
- Remedial students' persistence rates have steadily increased from 66% to 76%, with an average rate of 71%.
- The persistence rates gap between prepared and remedial students has narrowed, from four percentage points to one percentage point.

**Santa Monica College
Student Persistence Rate**

Data Set 39. Santa Monica College Basic Skills Education Progress

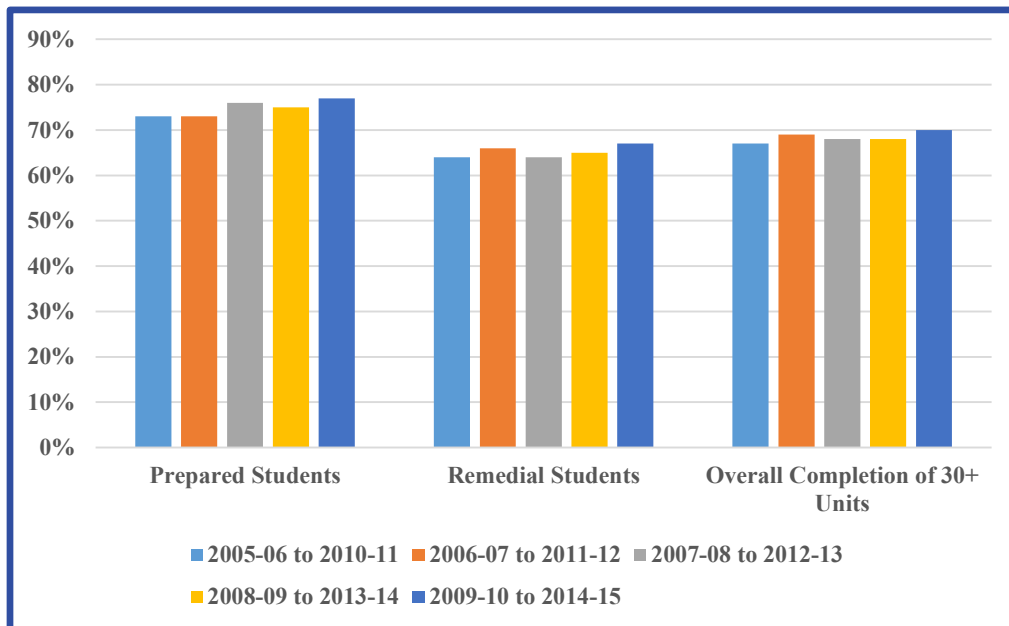|	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
• Basic Skills English • Basic Skills Math • Basic Skills ESL	43% 28% 62%	44% 29% 62%	43% 29% 59%	42% 27% 66%	47% 28% 51%	44% 28% 60%

Source: California Community College Chancellor's Office (CCCCO), http://scorecard.cccco.edu/scorecard.aspx

A fourth benchmark, the basic skills education progress rate is the percentage credit students who 1) attempted for the first time a course designated at "levels below transfer" in English, Math or ESL within six years and 2) successfully completed a college-level course in the same discipline. Santa Monica College serves a large portion of remedial students and so progress through the remedial sequence is an important metric to monitor.

- The basic skills English progress rates held steady for the first four years, 42% to 44%, and increased five percentage points to 47% last year.
- Basic skills Math progress rates are the lowest of the three basic skills studied and held steady at 27% to 29%, averaging at 28%.
- Though basic skills ESL students performed at the highest for progress rates at 51% to 66%, with an average of 60%, it also took the largest drop of nearly nine percentage points in the five cohorts studied.

Santa Monica College
Basic Skills Education Progress

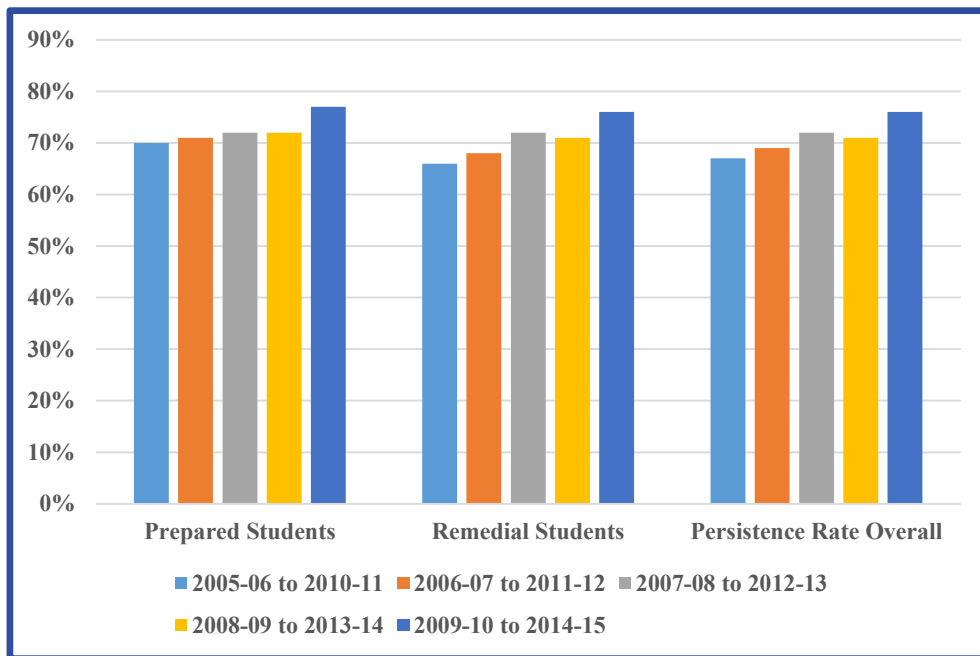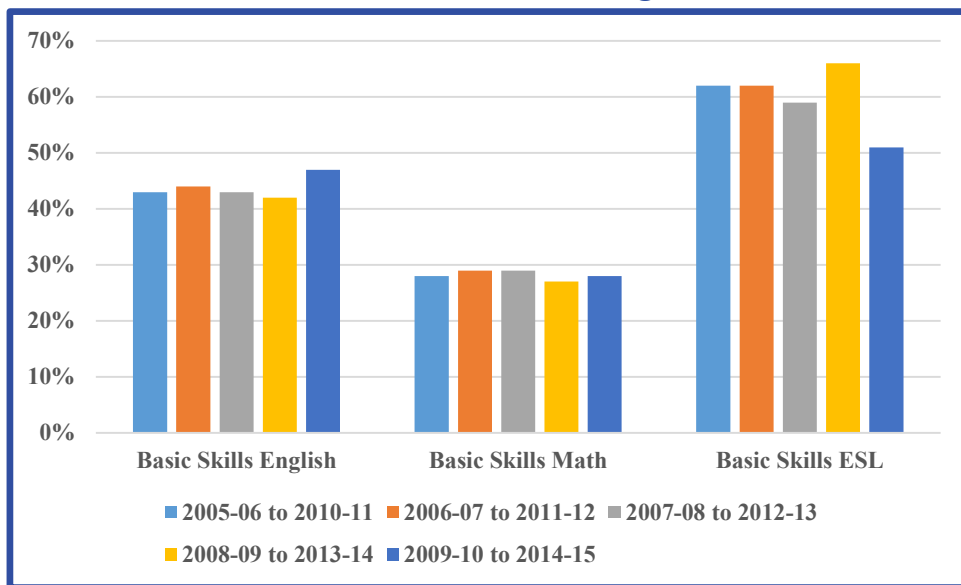**Data Set 40. Santa Monica College Career Technical Education**

	2005-06 to 2010-11	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2005-06 to 2009-10
Career Technical Education Rate	54%	51%	49%	47%	49%	50%

Source: California Community College Chancellor's Office (CCCCO), http://scorecard.cccco.edu/scorecard.aspx

The Scorecard also dedicated a benchmark to Career Technical Education (CTE) rate and it is the percentage of students who 1) completed a CTE course for the first time and 2) completed more than 8 units in the subsequent three years in a single discipline and 3) transferred to a four-year institution, earned an associate degree, earned a certificate (Chancellor's Office approved), or achieved "transfer prepared" status within six years at the California Community colleges.

- The CTE completion rate has consistently dropped in the last three years, ranging from 54% in 2005-06 cohort to 47% with the 2008-09 cohort. The two percentage point increase with the 2009-10 cohort may prove to be a positive trend for future years.
- The college's five-year CTE average is at 50%.

**Santa Monica College
Career Technical Education**
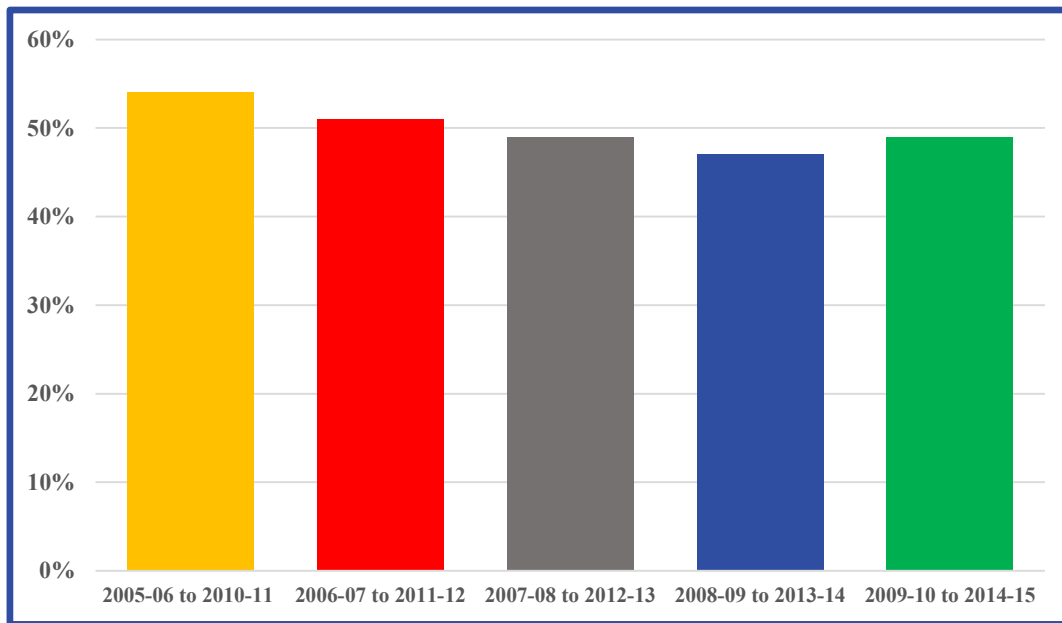
Data Set 41. Santa Monica College Skills Builder

Median Earnings Change (n=1,372)		

Disciplines with the highest enrollment		Median % Change	Total N
Accounting		22.5%	315
Business and Commerce, General		23.1%	197
Information Technology, General		11.4%	193
Child Development/Early Care and Education		11.1%	159
Computer Programming		24.9%	114
Applied Photography		12.8%	108
Marketing and Distribution		19.9%	86
Graphic Art and Design		15.5%	73
Office Technology/Office Computer Applications		46.3%	50
Cosmetology and Barbering		16.8%	43

Source: California Community College Chancellor's Office (CCCCO), http://scorecard.cccco.edu/scorecard.aspx

Skills builders are workers who maintain and add to skill sets required for ongoing employment and career advancement. The median inflation is the adjusted wages before and after the year of enrollment for students 1) who completed a vocational course of at least (.5 units) and passed all Career Technical Education (CTE) coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four-year university the year of enrollment or the following year.

- The median percentage change in wages for the 1,372 skills builders identified at SMC was a gain of 15%.

Data Set 42. Santa Monica College Career Development and College Preparation

	2006-07 to 2011-12	2007-08 to 2012-13	2008-09 to 2013-14	2009-10 to 2014-15	Change from 2006-07 to 2009-10
Career Development & Career Preparation Rate	7%	8%	7%	7%	7%

Source: California Community College Chancellor's Office (CCCCO), http://scorecard.cccco.edu/scorecard.aspx

Currently the only Scorecard benchmark devoted to the continuing education program is the Career Development and College Preparation (CDCP) Rate. It is the percentage of students tracked for six years and 1) who attempt two or more CDCP courses, 2) with a minimum of four attendance hours in each of those courses, 3) within three years and 4) earned a CDCP Certificate, a Chancellor's Approved credit certificate, an associate degree or transfer to four-year institution.

- The overall six-year completion rates for the four non-credit cohorts is at 7%.

Data Set 43. Santa Monica College Number of Faculty and Staff, Fall 2011-Fall 2015

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Change from Fall 2011 to Fall 2015
Classified	471	460	442	437	466	-1%
Confidential	8	8	8	6	6	-25%
Academic Administrators	46	48	45	48	50	9%
Classified Administrators	41	44	41	38	42	2%
Full-Time Faculty	325	332	330	326	354	9%
Part-Time Faculty	346	359	370	396	396	14%
Total	1,237	1,251	1,236	1,251	1,314	6%

Source: California Community College Chancellor's Office (CCCCO), SMC Institutional Self-Evaluation Report, 2016-17

- Overall, SMC increased 6% the number of all employees in the last four years.

Data Set 44. Santa Monica College Full-Time to Part-Time Faculty Ratio, Fall 2011-Fall 2015

	Fall 2011 (n=671)	Fall 2012 (n=691)	Fall 2013 (n=700)	Fall 2014 (n=722)	Fall 2015 (n=750)
Full-Time Faculty	48%	48%	47%	45%	47%
Part-Time Faculty	52%	52%	53%	55%	53%

Source: California Community College Chancellor's Office (CCCCO), Full-Time Faculty Obligation Report

- The ratio of full-time faculty to part-time faculty (per "FON") dropped (Fall 2011 to Fall 2014), but slightly increased to 47% in Fall 2015.

Data Set 45. Santa Monica College Employee Ethnicity

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	n=1861	n=1883	n=1904	n=1958	n=2012
Educational Administrator	**48**	**45**	**46**	**48**	**55**
African-American	17%	20%	20%	23%	25%
Asian	15%	16%	13%	10%	7%
Hispanic	13%	13%	20%	19%	18%
Multi-Ethnicity	4%	2%	2%	2%	2%
Pacific Islander	2%	2%	2%	2%	2%
Unknown	6%	2%	2%	2%	2%
White Non-Hispanic	44%	44%	41%	42%	44%
Academic, Tenured/Tenure Track	**316**	**306**	**309**	**324**	**330**
African-American	12%	12%	11%	11%	12%
Asian	11%	12%	13%	13%	12%
Hispanic	14%	15%	15%	15%	15%
Multi-Ethnicity	0%	0%	0%	0%	1%
Pacific Islander	1%	1%	0%	0%	0%
Unknown	2%	2%	1%	2%	2%
White Non-Hispanic	61%	58%	59%	58%	59%
Academic, Temporary	**995**	**1050**	**1062**	**1081**	**1091**
African-American	8%	8%	8%	8%	9%
Asian	10%	10%	10%	10%	11%
Hispanic	10%	10%	11%	12%	13%
Multi-Ethnicity	1%	1%	1%	2%	1%
Pacific Islander	0%	0%	0%	0%	0%
Unknown	5%	4%	5%	5%	5%
White Non-Hispanic	66%	66%	64%	63%	61%
Classified	**502**	**482**	**487**	**505**	**536**
African-American	23%	23%	22%	21%	21%
Asian	12%	12%	12%	13%	12%
Hispanic	23%	24%	26%	26%	27%
Multi-Ethnicity	1%	0%	0%	0%	1%
Unknown	2%	3%	4%	4%	6%
White Non-Hispanic	38%	37%	36%	35%	32%

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

- Classified staff and administration are more diverse than the faculty (both tenured/tenure track and temporary academic).
- African-American and Hispanic representation among administrative ranks has increased; however, Asian representation has drastically dropped.
- The ethnic make-up among the tenured/tenured track faculty rank has not changed in the last four years. However, non-white population for temporary academic ranks has dropped five percentage points.
- Hispanic representation in the classified ranks has increased four percentage points, and the White population has decreased six percentage points.

Data Set 46. Santa Monica College Employee Gender

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	n=1861	n=1883	n=1904	n=1958	n=2012
Educational Administrator	**48**	**45**	**46**	**48**	**55**
Female	73%	73%	74%	73%	73%
Male	27%	27%	26%	27%	27%
Academic, Tenured/Tenure Track	**316**	**306**	**309**	**324**	**330**
Female	58%	57%	56%	56%	57%
Male	42%	43%	44%	44%	43%
Academic, Temporary	**995**	**1050**	**1062**	**1081**	**1091**
Female	54%	54%	54%	55%	56%
Male	46%	46%	46%	45%	44%
Classified	**502**	**482**	**487**	**505**	**536**
Female	51%	52%	51%	52%	51%
Male	49%	48%	49%	48%	49%

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

- The gender distribution among administration ranks has not changed in the last four years, with more than two-thirds being female.
- There are more females than males among the teaching ranks. Female representation among the tenured/tenured track has slightly dropped in the last four years, while the temporary academic's female presence has slightly increased during this same time period.
- The classified gender distribution is nearly equal with 51% females and 49% males. Also, the difference has not changed in the last four years.

Data Set 47. Santa Monica College Employee Age

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	n=1861	n=1883	n=1904	n=1958	n=2012
Educational Administrator	**48**	**45**	**46**	**48**	**55**
18 to 34	8%	7%	7%	4%	5%
35 to 39	8%	7%	11%	8%	7%
40 to 49	27%	29%	30%	29%	25%
50 to 59	33%	31%	24%	27%	29%
60 to 69	23%	22%	26%	27%	27%
70+	0%	4%	2%	4%	5%
Academic, Tenured/Tenure Track	**316**	**306**	**309**	**324**	**330**
18 to 34	4%	4%	4%	6%	8%
35 to 39	9%	9%	10%	13%	13%
40 to 49	23%	22%	22%	20%	23%
50 to 59	30%	32%	28%	29%	26%
60 to 69	29%	28%	29%	25%	23%
70+	4%	6%	6%	7%	6%
Academic, Temporary	**995**	**1050**	**1062**	**1081**	**1091**
18 to 34	12%	12%	13%	14%	16%
35 to 39	11%	12%	11%	12%	11%
40 to 49	22%	22%	21%	21%	19%
50 to 59	24%	24%	25%	23%	23%
60 to 69	23%	22%	22%	22%	22%
70+	8%	8%	8%	8%	9%
Classified	**502**	**482**	**487**	**505**	**536**
18 to 34	16%	15%	17%	19%	20%
35 to 39	8%	9%	9%	11%	11%
40 to 49	25%	24%	23%	23%	24%
50 to 59	32%	31%	31%	29%	29%
60 to 69	17%	18%	16%	16%	15%
70+	3%	3%	2%	2%	2%

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

- The administrative ranks are aging, with 23% being 60 and older in Fall 2012. However, in Fall 2016, that percentage has increased to 32% (seven percentage point difference).
- On the other hand, tenured/tenure track faculty are younger, with 36% being under 50 years of age in Fall 2012 and 44% in the Fall 2016 (eight percentage points differences). There are slightly more female than male employees.
- Though those under 34 years of age have gained four percentage points among the academic temporary faculty, there is not much difference otherwise.
- Classified also experienced a slight gain in younger staffing in the last four years.

FISCAL STABILITY

Data Set 48. Santa Monica College Annual Operating Excess/Deficiency (General Unrestricted Funds)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Revenues & Transfers	$130,256,518	$133,916,853	$144,945,575	$150,456,338	$176,032,526
Expenditures & Transfers	$139,096,992	$138,533,415	$141,494,606	$150,646,540	$165,888,572
Annual Operating Excess/Deficiency	($8,840,474)	($4,616,562)	$3,450,969	($190,202)	$10,144,014

Source: Santa Monica College Office of Business/Administration; Institutional Effectiveness Report, 2016

- The College has an annual general unrestricted fund budget of more than $150,000,000. It has ended three of the last five fiscal years with a negative balance, but has an excess of more than $10 million in 2015-2016.

Data Set 49. Santa Monica Fund Balance

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Expenditures & Transfers	$139,096,992	$138,533,415	$141,494,606	$150,646,540	$165,888,572
General Fund Balance	$15,137,372	$10,520,810	$13,971,779	$13,781,577	$23,425,691
Annual Operating Excess/Deficiency	10.88%	7.59%	9.87%	9.15%	14.4%

Source: Santa Monica College Office of Business/Administration; Institutional Effectiveness Report, 2016

- The College's fund balance has steadily decreased in the last four fiscal years, but ended 2015-2016 with 14.4% surplus.

Data Set 50. Santa Monica College Salaries & Benefits

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Salaries & Benefits	88.0%	89.5%	89.0%	89.4%	88.6%

Source: California Community College Chancellor's Office (CCCCO), Institutional Effectiveness Partnership Initiative (IEPI)

- The percent of unrestricted general funds used toward salaries and benefits has continued to maintain around 89% in the last five fiscal years.

Data Set 51. Santa Monica College Percentage Total Revenue from Non-Resident Tuition/Intensive English Revenue

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Non-Resident Revenue	$21,387,129	$24,544,282	$24,731,024	$27,182,917	$31,065,989
Revenue and Transfers	$136,530,922	$139,256,518	$133,916,853	$144,945,575	$150,456,338
% Non-Resident Revenue/Total Revenue	15.7%	18.8%	18.5%	18.8%	20.6%

Source: Santa Monica College Office of Business/Administration; Institutional Effectiveness Report, 2016

- The percent of annual unrestricted general funds obtained from non-resident tuition fees continues to increase, from 15.7% in 2010-2011 to 20.6% in 2014-2015 fiscal year. Tuition charged to non-resident students increased from $222 per unit to $279 per unit during the same time period.

Data Set 52. Santa Monica College WSCH/FTEF

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
WSCH	401,287	394,297	386,444	382,959	391,057
FTEF	631.95	626.63	623.77	634.10	652.20
WSCH/FTEF	635.00	629.23	619.53	603.94	599.59

Source: Santa Monica College Office of Academic Affairs' TIMS (The Instructional Management System); Institutional Effectiveness Report, 2016

- Though the College is efficient in achieving the 560.0 WSCH/FTEF (productivity of instructional programs in term of class size), it has steadily dropped 5.5% in the last four years, from 635 in Fall 2011 to 599.59 in Fall 2015.

STUDENT, EMPLOYEE, AND COMMUNITY SATISFACTION

Strategic Plan Project Survey Results
Student Respondents (n=663)

Spring 2017

Santa Monica College (SMC) wanted to include students' opinions as part of its planning for the future. An online survey was launched at the beginning of Spring 2017 for a two-week time period; 663 students participated. As a whole, findings show that students are broadly satisfied with their experience at SMC and that there are minor differences in ratings among the different ethnic groups. Those who identified themselves as "multi-ethnicities," "unknown," and Asians to some extent, tended to be slightly more critical in their assessment of SMC throughout the survey than other groups. Below are summaries of findings:

Overall Direction:
- Students stated general satisfaction with their experience at SMC (average of 1.81 out of 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied").
- In general, all groups agreed that "SMC's highest priority is to promote student success." African-American students were most generous in their ratings (1.59) and Asian students were slightly less agreeable (1.92).
- There were minor differences in ratings among males and females; however, females' ratings toward SMC slightly more agreeable or more satisfactory than males in most categories asked.

College Features:
- Students were satisfied with the following college features: learning resources (tutoring, open labs, library, etc.) (1.77), friendliness and helpfulness of staff (1.88), the college climate and collegiality among students and faculty/staff (1.89), and ease of registration and enrollment (1.90).
- Financial aid services and availability (2.06) and availability of classes (2.35) received slightly lower satisfaction ratings
- More than one-third of the students responded "don't know" to their level of satisfaction regarding "career technical programs that promote student success in career." Those who did rate this question, provided average satisfaction with the program at 2.10.

Campus Facilities:
- Students-respondents from all groups rated equal level of satisfaction with the appearance of the campus (1.75), campus safety and security (1.78), classroom technology (1.95), college website (1.97), and laboratory facilities (1.98).
- However, all student groups also expressed equal levels of dissatisfaction with the following campus facilities: parking (3.20 out of a 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied"), food services/cafeteria environment (2.28), classroom facilities (2.10), and transportation options (2.03).

Student Success and Equity:

- Students-respondents were equally favorable in their assessment that SMC prepares students for successful transfers (1.79) and successful careers (1.91), and lifelong learning (1.93).
- Caucasians were very agreeable that SMC celebrates, acknowledges, and supports student ethnic and cultural diversity (1.58). Asian respondents were slightly less agreeable than all of the ethnic groups at 1.89.
- Respondents agree that SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds (1.91), focuses on student needs (1.95), provides students the support they need to succeed in college (1.89), and assists students to access the financial support they need for their education (2.03).
- Nearly one-third of the respondents stated that they "don't know" if SMC helps students to cope with non-academic responsibilities.
- One-fifth of all respondents do not know if SMC assists students to access the financial support they need for their education (such as financial aid or scholarships). Those who did rate this question had equal ratings (average of 2.03) for all groups.

Student Comments:

Students offered many thoughtful praises and appreciation for the College, its faculty and staff and administration. However, they also offered many concerns/suggestions that need to be addressed in upcoming years.

- Students would like to participate more, but they feel their comments and concerns are brushed aside. They would like to be able to share/address a situation, to be heard and be part of the solution.
- Students' main concerns about campus facilities are: being overcrowded, lack of parking, aging facilities and lack of maintenance of buildings and bathrooms.
- Respondents would like to see more variety of class offerings, especially math, science and vocational courses. They also noted that SMC needs to focus on its online offerings.
- Maintaining a quality faculty that engages students inside the classroom, as well as outside of the classroom.
- Keeping class size small and tuition and book costs low are important concerns students have in attending SMC. They need assistance with addressing their financial needs.
- Students need more counseling to help them through the educational journey.
- The College needs to introduce the many support services/programs to students when they first arrive at the College. Many expressed frustrations for not knowing about these programs until years later.
- Improve relationships between everyone, faculty and students, administration and staff, etc. They expressed the need for tolerance and respect for everyone. Some would like an Equity Resource Center or a Lesbian-Gay-Bisexual-Transgender (LGBT) Resource Center, where everybody is welcomed and understood.
- The College needs to upgrade the website so that it is easy to find information, up-to-date information about events and activities, etc.
- Because many students make a long commute to attend SMC, they would like the College to address the need for affordable housing.
- Some students voiced the need to pay attention to international students, such as class offerings, affordable housing, jobs, etc.

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
African-American	31	32%	68%	0%	0%	18%	0%	1.68
Asian	56	18%	71%	9%	2%	18%	3%	1.95
Caucasian	159	36%	55%	7%	3%	10%	0%	1.76
Latino	122	37%	58%	4%	1%	15%	0%	1.69
Multi-ethnicities	58	21%	71%	5%	3%	7%	0%	1.91
Unknown/other	40	25%	50%	10%	15%	13%	4%	2.14
Female	284	31%	60%	7%	2%	12%	1%	1.80
Male	166	32%	60%	4%	4%	15%	1%	1.80
Unknown/other	16	19%	63%	6%	12%	16%	0%	2.12
TOTAL	466	31%	60%	6%	3%	13%	1%	1.81

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
African-American	32	44%	53%	3%	0%	14%	1.59
Asian	62	26%	60%	11%	3%	13%	1.92
Caucasian	166	33%	52%	10%	5%	6%	1.88
Latino	136	49%	42%	6%	3%	5%	1.63
Multi-ethnicities	56	34%	55%	7%	4%	10%	1.80
Unknown/other	43	30%	47%	14%	9%	11%	2.03
Female	300	40%	49%	8%	3%	7%	1.75
Male	181	34%	51%	9%	6%	8%	1.87
Unknown/other	14	14%	71%	14%	0%	18%	2.00
TOTAL	495	37%	50%	9%	4%	8%	1.80

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
African-American	37	19%	46%	35%	0%	3%	2.16
Asian	70	7%	41%	40%	11%	1%	2.56
Caucasian	175	13%	55%	19%	13%	1%	2.32
Latino	141	20%	50%	21%	9%	1%	2.18
Multi-ethnicities	62	8%	52%	31%	10%	0%	2.42
Unknown/other	46	11%	35%	28%	26%	4%	2.70
Female	321	14%	51%	28%	8%	1%	2.30
Male	194	14%	49%	22%	16%	2%	2.39
Unknown/other	16	13%	25%	25%	38%	6%	2.88
TOTAL	531	14%	49%	26%	12%	2%	2.35
Level of satisfaction with career technical programs that promote student success in careers.							
African-American	29	31%	55%	14%	0%	22%	1.83
Asian	49	12%	63%	18%	6%	31%	2.18
Caucasian	90	17%	57%	18%	7%	48%	2.12
Latino	100	24%	55%	15%	6%	30%	2.03
Multi-ethnicities	45	9%	76%	7%	9%	27%	2.16
Unknown/other	32	22%	53%	3%	22%	32%	2.27
Female	211	21%	58%	16%	5%	35%	2.05
Male	124	19%	61%	11%	10%	36%	2.12
Unknown/other	10	0%	60%	10%	30%	41%	2.70
TOTAL	345	19%	59%	14%	8%	35%	2.10
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
African-American	37	32%	60%	5%	3%	3%	1.78
Asian	67	18%	61%	18%	3%	6%	2.06
Caucasian	171	23%	63%	11%	3%	3%	1.93
Latino	135	39%	52%	7%	3%	5%	1.74
Multi-ethnicities	61	30%	62%	5%	3%	2%	1.82
Unknown/other	48	21%	52%	19%	8%	0%	2.13
Female	310	28%	60%	10%	3%	4%	1.87
Male	193	28%	57%	10%	5%	2%	1.92
Unknown/other	16	19%	56%	25%	0%	6%	2.06
TOTAL	519	28%	59%	10%	4%	4%	1.89

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with friendliness and helpfulness of staff.							
African-American	38	21%	66%	8%	5%	0%	1.97
Asian	68	24%	60%	10%	6%	3%	1.99
Caucasian	172	31%	54%	12%	3%	3%	1.86
Latino	141	36%	55%	8%	1%	1%	1.74
Multi-ethnicities	61	34%	54%	8%	3%	0%	1.80
Unknown/other	48	19%	54%	17%	10%	0%	2.20
Female	317	29%	57%	10%	4%	2%	1.90
Male	194	33%	54%	10%	3%	1%	1.82
Unknown/other	17	18%	65%	12%	6%	0%	2.06
TOTAL	528	30%	56%	10%	4%	2%	1.88
Level of satisfaction with ease of registration and enrollment.							
African-American	38	40%	50%	8%	3%	0%	1.74
Asian	69	28%	48%	20%	4%	0%	2.01
Caucasian	176	32%	48%	11%	10%	0%	1.98
Latino	140	41%	50%	5%	4%	1%	1.73
Multi-ethnicities	62	34%	55%	7%	5%	0%	1.82
Unknown/other	48	25%	44%	17%	15%	0%	2.20
Female	323	33%	50%	11%	7%	1%	1.91
Male	193	36%	48%	10%	6%	0%	1.87
Unknown/other	17	24%	53%	6%	17%	0%	2.18
TOTAL	533	34%	49%	10%	7%	0%	1.90
Level of satisfaction with financial aid services and availability.							
African-American	35	37%	49%	9%	6%	8%	1.83
Asian	52	23%	44%	25%	8%	27%	2.17
Caucasian	98	31%	45%	15%	9%	44%	2.03
Latino	132	34%	42%	14%	11%	8%	2.01
Multi-ethnicities	47	30%	53%	6%	11%	24%	1.98
Unknown/other	36	14%	47%	19%	19%	26%	2.47
Female	247	32%	44%	15%	9%	24%	2.02
Male	138	29%	46%	13%	12%	30%	2.07
Unknown/other	15	7%	60%	20%	13%	12%	2.40
TOTAL	400	30%	45%	15%	10%	26%	2.06

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
African-American	34	38%	56%	6%	0%	11%	1.68
Asian	65	31%	63%	6%	0%	7%	1.75
Caucasian	141	33%	55%	10%	2%	19%	1.81
Latino	137	45%	47%	7%	1%	4%	1.63
Multi-ethnicities	55	40%	49%	7%	4%	11%	1.75
Unknown/other	46	15%	65%	7%	13%	2%	2.18
Female	292	38%	52%	9%	2%	9%	1.75
Male	171	34%	59%	6%	2%	12%	1.75
Unknown/other	15	20%	53%	7%	20%	12%	2.27
TOTAL	478	36%	54%	8%	3%	11%	1.77
Level of satisfaction with campus and security.							
African-American	35	34%	60%	3%	3%	8%	1.74
Asian	63	30%	60%	8%	2%	10%	1.81
Caucasian	164	31%	61%	6%	2%	7%	1.79
Latino	138	44%	51%	1%	4%	4%	1.65
Multi-ethnicities	56	32%	54%	9%	5%	10%	1.88
Unknown/other	46	22%	61%	9%	9%	4%	2.05
Female	303	30%	60%	7%	3%	7%	1.82
Male	184	42%	52%	2%	4%	6%	1.69
Unknown/other	15	13%	67%	7%	13%	12%	2.20
TOTAL	502	33%	57%	5%	4%	7%	1.78
Level of satisfaction with technology for students and faculty in classrooms and labs.							
African-American	35	23%	63%	9%	6%	5%	1.97
Asian	62	32%	57%	11%	0%	10%	1.79
Caucasian	150	26%	51%	18%	5%	15%	2.03
Latino	137	31%	53%	14%	3%	4%	1.89
Multi-ethnicities	56	34%	52%	9%	5%	10%	1.86
Unknown/other	44	14%	57%	20%	9%	6%	2.21
Female	295	28%	55%	15%	2%	9%	1.92
Male	175	29%	52%	13%	6%	10%	1.97
Unknown/other	14	7%	50%	21%	21%	18%	2.64
TOTAL	484	28%	54%	15%	4%	9%	1.95

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with classroom facilities.							
African-American	35	26%	60%	11%	3%	5%	1.91
Asian	67	18%	61%	16%	5%	4%	2.07
Caucasian	170	15%	54%	24%	7%	3%	2.22
Latino	140	23%	58%	14%	6%	2%	2.02
Multi-ethnicities	59	27%	53%	17%	3%	3%	1.97
Unknown/other	46	11%	59%	20%	11%	2%	2.30
Female	314	19%	59%	18%	4%	3%	2.06
Male	188	21%	53%	18%	8%	3%	2.13
Unknown/other	15	0%	53%	27%	20%	12%	2.67
TOTAL	517	19%	57%	18%	6%	3%	2.10
Level of satisfaction with food services and cafeteria environment.							
African-American	27	15%	48%	22%	15%	29%	2.37
Asian	63	16%	35%	43%	6%	10%	2.40
Caucasian	131	16%	52%	23%	9%	26%	2.25
Latino	129	24%	46%	19%	11%	10%	2.17
Multi-ethnicities	48	17%	56%	21%	6%	21%	2.17
Unknown/other	39	5%	56%	13%	26%	21%	2.61
Female	269	17%	50%	24%	10%	17%	2.26
Male	155	19%	45%	24%	12%	21%	2.28
Unknown/other	13	8%	54%	15%	23%	24%	2.54
TOTAL	437	17%	48%	24%	11%	19%	2.28
Level of satisfaction with laboratory facilities.							
African-American	29	10%	76%	3%	10%	24%	2.14
Asian	51	26%	65%	8%	2%	26%	1.86
Caucasian	117	19%	64%	15%	3%	33%	2.01
Latino	102	30%	55%	11%	4%	28%	1.88
Multi-ethnicities	42	24%	60%	7%	10%	32%	2.02
Unknown/other	33	18%	58%	18%	6%	32%	2.13
Female	226	24%	61%	12%	3%	30%	1.93
Male	135	22%	63%	10%	6%	31%	2.00
Unknown/other	13	8%	54%	23%	15%	24%	2.46
TOTAL	374	23%	62%	11%	5%	30%	1.98

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
African-American	36	28%	67%	3%	3%	3%	1.81
Asian	66	30%	58%	12%	0%	6%	1.82
Caucasian	172	36%	54%	8%	2%	2%	1.76
Latino	142	46%	47%	5%	2%	1%	1.63
Multi-ethnicities	61	33%	61%	5%	2%	2%	1.75
Unknown/other	46	22%	67%	9%	2%	4%	1.91
Female	317	36%	57%	6%	2%	2%	1.74
Male	190	36%	54%	9%	1%	2%	1.75
Unknown/other	16	25%	56%	13%	6%	6%	2.00
TOTAL	523	36%	55%	7%	2%	2%	1.75
Level of satisfaction with parking.							
African-American	30	0%	30%	23%	47%	21%	3.17
Asian	50	4%	22%	34%	40%	29%	3.10
Caucasian	137	5%	22%	26%	47%	22%	3.15
Latino	102	5%	17%	32%	46%	29%	3.20
Multi-ethnicities	48	4%	13%	33%	50%	23%	3.29
Unknown/other	38	0%	16%	24%	61%	23%	3.49
Female	242	5%	22%	29%	45%	25%	3.14
Male	151	3%	17%	29%	51%	23%	3.27
Unknown/other	12	0%	8%	33%	58%	29%	3.50
TOTAL	405	4%	20%	29%	47%	25%	3.20
Level of satisfaction with transportation options.							
African-American	34	29%	53%	12%	6%	11%	1.94
Asian	65	25%	46%	26%	3%	7%	2.08
Caucasian	143	22%	52%	20%	6%	19%	2.11
Latino	137	29%	52%	12%	7%	4%	1.96
Multi-ethnicities	55	27%	60%	9%	4%	10%	1.89
Unknown/other	42	21%	52%	17%	10%	15%	2.15
Female	287	28%	52%	15%	5%	11%	1.97
Male	174	23%	51%	18%	8%	11%	2.10
Unknown/other	15	7%	60%	20%	13%	12%	2.40
TOTAL	476	25%	52%	17%	6%	11%	2.03

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with the college website.							
African-American	37	24%	62%	11%	3%	3%	1.92
Asian	69	17%	64%	17%	1%	1%	2.03
Caucasian	175	24%	53%	17%	7%	1%	2.06
Latino	139	34%	56%	7%	3%	3%	1.79
Multi-ethnicities	60	20%	65%	10%	5%	3%	2.00
Unknown/other	45	22%	60%	9%	9%	4%	2.05
Female	316	27%	57%	11%	5%	2%	1.94
Male	193	23%	59%	14%	4%	2%	1.99
Unknown/other	16	13%	62%	13%	13%	6%	2.25
TOTAL	525	25%	58%	12%	5%	2%	1.97

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

Santa Monica College's Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
African-American	30	23%	63%	13%	0%	6%	1.90
Asian	69	29%	57%	10%	4%	5%	1.89
Caucasian	152	20%	62%	13%	5%	7%	2.03
Latino	123	38%	45%	15%	2%	5%	1.81
Multi-ethnicities	51	31%	57%	8%	4%	9%	1.84
Unknown/other	39	10%	54%	23%	13%	5%	2.39
Female	272	28%	56%	12%	4%	8%	1.91
Male	166	25%	55%	15%	5%	4%	2.00
Unknown/other	13	23%	38%	23%	15%	6%	2.31
TOTAL	451	27%	55%	13%	4%	6%	1.95
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
African-American	29	35%	59%	3%	3%	12%	1.76
Asian	54	30%	56%	11%	4%	9%	1.89
Caucasian	144	50%	44%	4%	2%	12%	1.58
Latino	124	51%	43%	5%	2%	5%	1.57
Multi-ethnicities	54	41%	54%	4%	2%	4%	1.67
Unknown/other	36	31%	53%	14%	3%	13%	1.88
Female	270	45%	48%	6%	2%	9%	1.64
Male	158	44%	47%	6%	3%	9%	1.68
Unknown/other	13	23%	54%	15%	8%	7%	2.08
TOTAL	441	44%	48%	6%	2%	9%	1.66

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for successful careers.							
African-American	29	35%	55%	10%	0%	12%	1.76
Asian	49	20%	65%	14%	0%	17%	1.94
Caucasian	132	26%	57%	14%	3%	19%	1.95
Latino	120	38%	51%	11%	0%	8%	1.73
Multi-ethnicities	49	18%	61%	14%	6%	13%	2.08
Unknown/other	35	26%	31%	34%	9%	15%	2.25
Female	248	30%	58%	11%	2%	16%	1.83
Male	153	28%	50%	20%	3%	12%	1.90
Unknown/other	13	8%	46%	38%	8%	7%	2.46
TOTAL	414	29%	54%	15%	2%	14%	1.91
SMC prepares students for successful transfer.							
African-American	27	44%	48%	7%	0%	16%	1.63
Asian	54	30%	54%	15%	2%	9%	1.89
Caucasian	137	41%	49%	7%	3%	16%	1.72
Latino	120	43%	48%	7%	2%	8%	1.70
Multi-ethnicities	50	28%	60%	6%	6%	11%	1.90
Unknown/other	34	32%	32%	24%	12%	13%	2.16
Female	255	38%	48%	11%	2%	14%	1.78
Male	156	40%	49%	6%	5%	9%	1.76
Unknown/other	11	9%	64%	9%	18%	16%	2.36
TOTAL	422	38%	49%	10%	4%	12%	1.79
SMC prepares students for lifelong learning.							
African-American	27	22%	74%	4%	0%	18%	1.81
Asian	49	25%	53%	20%	2%	16%	2.00
Caucasian	143	26%	55%	12%	7%	12%	2.00
Latino	124	36%	51%	11%	2%	4%	1.78
Multi-ethnicities	48	25%	60%	8%	6%	13%	1.96
Unknown/other	32	28%	47%	6%	19%	20%	2.17
Female	259	31%	58%	9%	3%	11%	1.84
Male	154	26%	51%	15%	8%	11%	2.05
Unknown/other	10	20%	30%	30%	20%	23%	2.50
TOTAL	423	29%	55%	11%	5%	11%	1.93

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
I am satisfied with my educational experience at SMC.							
African-American	31	29%	65%	7%	0%	6%	1.77
Asian	52	23%	58%	19%	0%	10%	1.96
Caucasian	161	32%	58%	6%	4%	2%	1.81
Latino	126	41%	48%	10%	2%	3%	1.73
Multi-ethnicities	54	32%	56%	7%	6%	4%	1.87
Unknown/other	36	22%	50%	14%	14%	10%	2.21
Female	280	33%	57%	8%	3%	5%	1.79
Male	167	32%	52%	11%	5%	4%	1.89
Unknown/other	13	23%	38%	31%	8%	0%	2.23
TOTAL	460	32%	53%	10%	4%	4%	1.84
SMC provides the support students need to help them succeed in college.							
African-American	30	27%	63%	10%	0%	9%	1.83
Asian	52	14%	75%	12%	0%	9%	1.98
Caucasian	143	29%	53%	15%	3%	12%	1.92
Latino	125	38%	51%	8%	2%	4%	1.74
Multi-ethnicities	53	26%	60%	8%	6%	5%	1.92
Unknown/other	35	29%	40%	14%	17%	10%	2.21
Female	268	28%	59%	10%	3%	9%	1.87
Male	159	31%	52%	13%	4%	8%	1.90
Unknown/other	11	18%	45%	18%	18%	15%	2.36
TOTAL	438	29%	56%	11%	4%	8%	1.89
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
African-American	27	26%	63%	7%	4%	18%	1.89
Asian	47	23%	53%	13%	11%	18%	2.11
Caucasian	138	30%	50%	17%	3%	15%	1.93
Latino	121	41%	48%	7%	4%	7%	1.75
Multi-ethnicities	49	33%	51%	10%	6%	11%	1.90
Unknown/other	34	24%	47%	18%	12%	10%	2.18
Female	253	33%	52%	12%	3%	14%	1.85
Male	153	31%	48%	12%	9%	11%	1.99
Unknown/other	10	20%	40%	20%	20%	17%	2.40
TOTAL	416	32%	51%	13%	5%	12%	1.91

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
African-American	21	19%	48%	14%	19%	36%	2.33
Asian	39	15%	56%	23%	5%	29%	2.18
Caucasian	101	9%	45%	37%	10%	38%	2.48
Latino	106	29%	39%	21%	11%	18%	2.14
Multi-ethnicities	38	13%	42%	32%	13%	31%	2.45
Unknown/other	28	18%	36%	25%	21%	26%	2.52
Female	203	21%	44%	26%	9%	30%	2.22
Male	121	14%	44%	29%	13%	29%	2.41
Unknown/other	9	0%	11%	33%	56%	25%	3.44
TOTAL	333	18%	43%	27%	12%	30%	2.32
SMC assists student to access the financial support they need for their education (e.g. financial aid, scholarships).							
African-American	29	21%	62%	14%	3%	12%	2.00
Asian	47	23%	57%	17%	2%	18%	1.98
Caucasian	101	22%	55%	18%	6%	38%	2.08
Latino	120	37%	45%	12%	7%	7%	1.99
Multi-ethnicities	48	19%	58%	10%	13%	13%	2.17
Unknown/other	34	15%	53%	18%	15%	15%	2.34
Female	237	27%	51%	18%	5%	19%	2.01
Male	132	26%	57%	8%	9%	24%	2.01
Unknown/other	10	0%	50%	20%	30%	17%	2.80
TOTAL	379	26%	53%	15%	7%	21%	2.03

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

Santa Monica College
Student Strategic Plan Project Survey Participants

	N=663
Ethnicity:	
African-American	7%
Asian	13%
Caucasian	31%
Latino	28%
Multi-ethnicities	12%
Decline to answer/other	9%
Gender:	
Female	62%
Male	36%
Other	1%
Decline to answer	1%
Age:	
Less than 20	26%
20-25	39%
26-29	10%
30-39	11%
40-49	5%
50+	8%
Decline to answer	1%
Units Enrolled in at SMC:	
Less than 6 units	19%
6-11 units	34%
12 or more units	47%
Semesters Enrolled at SMC:	
Less than 2 semesters	28%
3-4 semesters	33%
5-6 semesters	18%
7-8 semesters	9%
9 or more semesters	12%

Strategic Plan Project Survey Results, Spring 2017
Faculty & Staff Respondents

An online survey was implemented to the Santa Monica College faculty and staff community at the beginning of Spring 2017 for a two-week time period. All faculty and staff were invited to participate; 38% responded (760 out of 1976). Summary findings include:

<u>Overall Direction</u>:
- All groups found general satisfaction with their experience at SMC (average 1.64 to 1.92 out of 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied", but the full-time classified were slightly less satisfied (1.97).
- In general, classified staff rated the College slightly lower than other groups in term of most items asked, including "SMC's highest priority is to promote student success."
- Respondents rated staff to be friendly and helpful; however, full-time classified (1.85) and managers did not rate this highly satisfactory (both at 2.09)
- More than one-third of the staff/faculty/administration responded "don't know" to each of the following college features:
  o Satisfaction with laboratory facilities (49%),
  o Satisfaction with career technical programs that promote student success in career (48%),
  o Satisfaction with ease of registration and enrollment (36%).
- All employee groups expressed equal levels of dissatisfaction with campus parking (2.92), food services/cafeteria environment (2.48) and classroom facilities (2.45),
- Also, employees from across the ranks rated equal level of satisfaction with campus safety and security (1.83), learning resources (1.96), appearance of the campus (2.03), transportation options (2.07), classroom technology (2.16), college website (2.21), and laboratory facilities (2.22).

<u>Student Success and Equity</u>:
- Employees from across the campus were equally favorable in their assessment that SMC:
  o Prepares students for successful transfers (1.64) and successful careers (1.93), and lifelong learning (1.94),
  o Celebrates, acknowledges, and supports student ethnic and cultural diversity (1.67),
  o Encourages interaction among students from different economic, social, and racial or ethnic backgrounds (1.84),
  o Focuses on student needs (1.85), and
  o Provides students the support they need to succeed in college (1.90).

- More than one-quarter of the employees stated that they "don't know" if SMC helps students to cope with non-academic responsibilities (30%) if SMC regularly assesses student support services in order to improve student success (41%). Those who did rate this question had equal ratings for all groups.

Planning and Resource Allocation Processes:
- Managers/Administrators were more familiar with the components of the SMC's planning processes (2.11 out of 4, 1 being "strongly agree" and 4 being "strongly disagree") than part-time faculty and staff (3.18 and 3.19 respectively).
- Full-time faculty and managers/administrators (2.38 and 2.63 respectively) were somewhat agreeable in being actively engaged in the planning processes. Part-time and full-time classified staff and part-time faculty did not feel engaged in the planning process.
- Both full- and part-time classified staff also found planning processes not very clearly linked to the resource allocation process (2.66 and 3.22 f respectively).
- Managers/Administrators noted that planning processes at SMC somewhat informed their work at the College (2.20) than other employee groups.
- More than one-third of the employees stated that they "don't know" if the planning processes at SMC informs them of their work at the College (38%) or if the planning processes are clearly linked to the resource allocation process (53%).

Organizational Structure:
- Faculty and staff were somewhat in agreement (2.34 out of 4, 1 being strongly agree" and 4 being "strongly disagree") that the current college organization of departments and leadership works well. Both part-time and full-time faculty's average ratings (2.06 and 2.38 respectively) were slightly more favorable than managers/administrators (2.52) and full-time classified's (2.63) lower ratings.

Comments:
Respondents were also very generous in sharing their comments about what they think are most critical considerations for the Santa Monica College and its success, challenges that SMC should be aware of, courses/programs/services that SMC should offer and areas of improvement, as well as how the organization should be structured.
- Employees would like to see the College hire more full-time faculty to ensure a consistent quality of education for students. At the same time, they would like to see the hiring of a more diverse faculty to match that of the already diverse student body. This will ensure better levels of tolerance and respect for each other.
- Many would like for the College to put forth effort in maintaining financial stability, using resources that follow a formal approved process of which plans drive budget.
- There is a need to break down silos to build better communication among the different employee groups and different departments.
- Offer more variety of classes to students, especially in terms of STEM and vocational areas.
- Though the college community embraces that being #1 in transfers is important, they also recognize that not all students want to go that route and that SMC needs to provide them with practical skills to obtain good paying jobs.
- Employees noted the need to upgrade technology in the workplace and in the classroom. Many stated that the College is behind in the technology and software that employers and students already use.

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
Full-Time Classified	154	27%	56%	10%	7%	14%	0%	1.97
Part-Time Classified	19	42%	53%	0%	5%	27%	0%	1.68
Full-Time Faculty	159	38%	52%	8%	1%	10%	0%	1.72
Part-Time Faculty	277	40%	56%	3%	1%	8%	0%	1.64
Manager/Administrator	61	38%	59%	3%	0%	14%	0%	1.66
TOTAL**	672	37%	55%	6%	2%	11%	0%	1.74

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
Full-Time Classified	176	34%	48%	13%	6%	2%	1.90
Part-Time Classified	25	56%	24%	8%	12%	4%	1.76
Full-Time Faculty	177	45%	45%	9%	2%	1%	1.68
Part-Time Faculty	290	51%	44%	5%	0%	3%	1.54
Manager/Administrator	68	49%	47%	5%	0%	4%	1.56
TOTAL**	738	45%	45%	8%	2%	3%	1.67

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
Full-Time Classified	136	12%	60%	23%	6%	23%	2.23
Part-Time Classified	21	10%	62%	10%	19%	19%	2.38
Full-Time Faculty	170	14%	62%	21%	3%	4%	2.12
Part-Time Faculty	264	17%	60%	20%	3%	11%	2.09
Manager/Administrator	46	13%	65%	17%	4%	31%	2.13
TOTAL**	638	15%	61%	20%	4%	15%	2.14
Level of satisfaction with career technical programs that promote student success in careers.							
Full-Time Classified	122	10%	53%	25%	12%	31%	2.39
Part-Time Classified	16	13%	56%	13%	19%	39%	2.38
Full-Time Faculty	145	12%	67%	19%	3%	18%	2.12
Part-Time Faculty	196	21%	60%	16%	4%	34%	2.02
Manager/Administrator	45	18%	56%	16%	11%	32%	2.20
TOTAL**	526	15%	60%	19%	7%	29%	2.16
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
Full-Time Classified	163	20%	53%	16%	12%	6%	2.20
Part-Time Classified	25	28%	48%	16%	8%	4%	2.04
Full-Time Faculty	176	22%	57%	16%	5%	1%	2.05
Part-Time Faculty	286	37%	58%	4%	1%	4%	1.68
Manager/Administrator	62	8%	63%	21%	8%	6%	2.29
TOTAL**	714	27%	57%	12%	5%	4%	1.95
Level of satisfaction with friendliness and helpfulness of staff.							
Full-Time Classified	173	22%	55%	16%	8%	3%	2.09
Part-Time Classified	26	42%	42%	8%	8%	0%	1.81
Full-Time Faculty	174	25%	66%	9%	1%	2%	1.86
Part-Time Faculty	294	44%	48%	7%	1%	1%	1.65
Manager/Administrator	65	12%	68%	19%	2%	2%	2.09
TOTAL**	734	31%	55%	10%	3%	2%	1.85

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with ease of registration and enrollment.							
Full-Time Classified	126	18%	56%	15%	11%	29%	2.19
Part-Time Classified	16	25%	50%	13%	13%	38%	2.13
Full-Time Faculty	119	12%	61%	24%	3%	32%	2.19
Part-Time Faculty	175	29%	57%	13%	2%	41%	1.89
Manager/Administrator	40	3%	53%	40%	5%	40%	2.48
TOTAL**	478	19%	57%	18%	5%	36%	2.10
Level of satisfaction with financial aid services and availability.							
Full-Time Classified	109	17%	51%	17%	14%	39%	2.28
Part-Time Classified	13	8%	62%	15%	15%	50%	2.38
Full-Time Faculty	89	17%	65%	17%	1%	49%	2.02
Part-Time Faculty	137	24%	61%	13%	2%	53%	1.92
Manager/Administrator	37	11%	76%	14%	0%	44%	2.03
TOTAL**	387	19%	61%	15%	5%	48%	2.07
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
Full-Time Classified	125	22%	61%	10%	6%	30%	2.01
Part-Time Classified	23	30%	44%	13%	13%	12%	2.09
Full-Time Faculty	171	13%	63%	22%	2%	3%	2.14
Part-Time Faculty	264	33%	57%	10%	0%	11%	1.78
Manager/Administrator	47	19%	60%	13%	9%	30%	2.11
TOTAL**	631	24%	59%	14%	3%	16%	1.96
Level of satisfaction with campus safety and security.							
Full-Time Classified	173	25%	64%	5%	6%	3%	1.92
Part-Time Classified	25	28%	56%	8%	8%	4%	1.96
Full-Time Faculty	176	27%	61%	9%	3%	1%	1.88
Part-Time Faculty	290	35%	56%	9%	1%	4%	1.77
Manager/Administrator	67	37%	57%	5%	2%	3%	1.70
TOTAL**	733	30%	59%	8%	3%	3%	1.83

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with technology for students and faculty in classrooms and labs.							
Full-Time Classified	134	14%	58%	16%	11%	24%	2.25
Part-Time Classified	25	8%	52%	28%	12%	4%	2.44
Full-Time Faculty	173	9%	56%	30%	6%	3%	2.34
Part-Time Faculty	278	21%	57%	20%	2%	7%	2.03
Manager/Administrator	57	19%	65%	16%	0%	17%	1.96
TOTAL**	669	16%	57%	22%	5%	11%	2.16
Level of satisfaction with classroom facilities.							
Full-Time Classified	143	4%	43%	38%	16%	20%	2.66
Part-Time Classified	26	4%	50%	35%	12%	0%	2.54
Full-Time Faculty	172	7%	40%	37%	16%	3%	2.63
Part-Time Faculty	283	14%	53%	26%	7%	6%	2.27
Manager/Administrator	57	5%	60%	35%	0%	16%	2.30
TOTAL**	681	9%	48%	32%	11%	9%	2.45
Level of satisfaction with food services and cafeteria environment.							
Full-Time Classified	162	8%	45%	30%	17%	9%	2.56
Part-Time Classified	18	11%	44%	17%	28%	31%	2.61
Full-Time Faculty	159	3%	49%	35%	13%	11%	2.57
Part-Time Faculty	233	12%	52%	25%	10%	22%	2.33
Manager/Administrator	59	5%	51%	36%	9%	13%	2.47
TOTAL**	633	8%	49%	30%	13%	16%	2.47
Level of satisfaction with laboratory facilities.							
Full-Time Classified	99	9%	58%	16%	17%	44%	2.41
Part-Time Classified	14	7%	43%	29%	21%	46%	2.64
Full-Time Faculty	90	7%	66%	23%	4%	49%	2.26
Part-Time Faculty	137	22%	58%	15%	4%	55%	2.02
Manager/Administrator	39	13%	56%	23%	8%	43%	2.26
TOTAL**	381	13%	59%	19%	9%	49%	2.22

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
Full-Time Classified	176	17%	56%	15%	13%	2%	2.24
Part-Time Classified	26	35%	46%	12%	8%	0%	1.92
Full-Time Faculty	179	15%	59%	21%	5%	0%	2.16
Part-Time Faculty	294	33%	57%	10%	1%	1%	1.80
Manager/Administrator	67	13%	61%	19%	6%	0%	2.18
TOTAL**	744	23%	57%	15%	6%	1%	2.03
Level of satisfaction with parking.							
Full-Time Classified	166	2%	28%	32%	37%	7%	3.04
Part-Time Classified	25	0%	36%	36%	28%	4%	2.92
Full-Time Faculty	170	4%	25%	36%	36%	4%	3.04
Part-Time Faculty	287	7%	34%	35%	25%	4%	2.76
Manager/Administrator	68	0%	29%	40%	31%	0%	3.01
TOTAL**	718	4%	30%	35%	31%	5%	2.92
Level of satisfaction with transportation options.							
Full-Time Classified	162	22%	59%	10%	9%	9%	2.07
Part-Time Classified	20	20%	45%	15%	20%	23%	2.35
Full-Time Faculty	158	13%	65%	18%	4%	11%	2.15
Part-Time Faculty	239	18%	62%	16%	4%	20%	2.06
Manager/Administrator	67	22%	70%	5%	3%	3%	1.88
TOTAL**	648	18%	62%	14%	6%	14%	2.07
Level of satisfaction with the college website.							
Full-Time Classified	173	14%	54%	16%	16%	3%	2.34
Part-Time Classified	26	15%	62%	15%	8%	0%	2.15
Full-Time Faculty	179	8%	50%	32%	10%	0%	2.44
Part-Time Faculty	295	26%	59%	11%	4%	2%	1.94
Manager/Administrator	69	3%	62%	20%	15%	0%	2.46
TOTAL**	744	16%	56%	18%	9%	1%	2.21

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College's Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
Full-Time Classified	163	26%	49%	20%	5%	5%	2.04
Part-Time Classified	26	27%	50%	8%	15%	0%	2.12
Full-Time Faculty	169	35%	49%	15%	1%	1%	1.82
Part-Time Faculty	268	37%	53%	10%	1%	7%	1.75
Manager/Administrator	64	36%	50%	14%	0%	5%	1.78
TOTAL**	692	33%	51%	14%	2%	5%	1.85
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
Full-Time Classified	163	42%	46%	5%	7%	5%	1.76
Part-Time Classified	26	42%	42%	8%	8%	0%	1.85
Full-Time Faculty	169	34%	59%	7%	0%	1%	1.72
Part-Time Faculty	267	47%	48%	4%	1%	7%	1.59
Manager/Administrator	65	43%	51%	5%	2%	3%	1.65
TOTAL**	692	42%	50%	5%	2%	5%	1.67
SMC prepares students for successful careers.							
Full-Time Classified	144	20%	62%	11%	7%	16%	2.05
Part-Time Classified	24	21%	50%	17%	13%	8%	2.21
Full-Time Faculty	152	24%	63%	13%	1%	11%	1.91
Part-Time Faculty	253	30%	59%	10%	1%	12%	1.83
Manager/Administrator	61	15%	71%	13%	2%	9%	2.02
TOTAL**	636	25%	61%	12%	3%	12%	1.93
SMC prepares students for successful transfer.							
Full-Time Classified	162	35%	59%	3%	3%	5%	1.75
Part-Time Classified	25	28%	60%	8%	4%	4%	1.88
Full-Time Faculty	166	44%	51%	5%	1%	2%	1.62
Part-Time Faculty	273	47%	47%	5%	1%	5%	1.61
Manager/Administrator	65	52%	48%	0%	0%	3%	1.48
TOTAL**	693	43%	51%	4%	1%	4%	1.64

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for lifelong learning.							
Full-Time Classified	148	18%	61%	16%	6%	14%	2.10
Part-Time Classified	22	18%	55%	14%	14%	15%	2.23
Full-Time Faculty	150	24%	57%	18%	1%	11%	1.97
Part-Time Faculty	240	31%	55%	13%	1%	16%	1.83
Manager/Administrator	56	21%	70%	9%	0%	16%	1.88
TOTAL**	618	25%	58%	14%	3%	14%	1.94
SMC provides the support students need to help them succeed in college.							
Full-Time Classified	155	23%	63%	9%	5%	9%	1.95
Part-Time Classified	24	17%	58%	13%	13%	8%	2.21
Full-Time Faculty	163	22%	60%	17%	1%	4%	1.98
Part-Time Faculty	261	30%	60%	10%	0%	9%	1.81
Manager/Administrator	64	23%	67%	9%	0%	5%	1.86
TOTAL **	669	25%	61%	12%	2%	7%	1.90
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
Full-Time Classified	142	34%	48%	13%	6%	16%	1.90
Part-Time Classified	25	36%	48%	8%	8%	4%	1.88
Full-Time Faculty	157	26%	54%	19%	1%	7%	1.95
Part-Time Faculty	245	37%	54%	9%	0%	15%	1.72
Manager/Administrator	63	30%	59%	10%	2%	6%	1.83
TOTAL**	634	33%	53%	12%	2%	12%	1.84
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
Full-Time Classified	116	20%	49%	24%	7%	32%	2.18
Part-Time Classified	18	11%	39%	28%	22%	31%	2.61
Full-Time Faculty	134	15%	44%	35%	6%	21%	2.32
Part-Time Faculty	188	21%	51%	24%	4%	34%	2.10
Manager/Administrator	51	16%	57%	26%	2%	24%	2.14
TOTAL **	508	18%	49%	27%	6%	30%	2.20

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC assists students to access the financial support they need for their education (e.g., financial aid, scholarships).							
Full-Time Classified	136	27%	55%	10%	9%	21%	2.01
Part-Time Classified	18	17%	56%	17%	11%	31%	2.22
Full-Time Faculty	122	20%	63%	16%	1%	28%	1.98
Part-Time Faculty	186	24%	62%	13%	1%	35%	1.91
Manager/Administrator	55	20%	75%	6%	0%	18%	1.85
TOTAL**	519	23%	62%	12%	3%	28%	1.96
SMC regularly assesses student support services in order to improve student success.							
Full-Time Classified	104	15%	56%	16%	13%	39%	2.26
Part-Time Classified	16	13%	44%	25%	19%	39%	2.50
Full-Time Faculty	107	24%	49%	23%	4%	37%	2.07
Part-Time Faculty	144	30%	58%	11%	1%	50%	1.83
Manager/Administrator	51	28%	45%	24%	4%	24%	2.04
TOTAL**	424	24%	53%	18%	5%	41%	2.05

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College's Planning and Resource Allocation Processes:

	Total	Very familiar 1	Somewhat familiar 2	Slightly familiar 3	Not at all familiar 4	Don't know	Mean Rating*
How familiar are you with the components of the planning processes at SMC?							
Full-Time Classified	155	10%	25%	40%	24%	6%	2.78
Part-Time Classified	21	10%	5%	43%	43%	19%	3.19
Full-Time Faculty	166	18%	30%	30%	23%	1%	2.57
Part-Time Faculty	265	2%	22%	31%	45%	8%	3.18
Manager/Administrator	66	30%	38%	23%	9%	0%	2.11
TOTAL**	675	11%	26%	32%	31%	6%	2.83

*Average of responses from 1 to 4, 1 being "Very familiar" and 4 being "Not at all familiar." "Don't know" responses were excluded from the calculation of the mean.
**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
I am actively engaged in the planning processes at SMC.							
Full-Time Classified	125	4%	22%	51%	22%	23%	2.92
Part-Time Classified	19	0%	11%	37%	53%	24%	3.42
Full-Time Faculty	153	10%	33%	43%	15%	8%	2.63
Part-Time Faculty	242	0%	20%	46%	34%	15%	3.13
Manager/Administrator	58	14%	43%	35%	9%	11%	2.38
TOTAL**	599	5%	26%	44%	25%	15%	2.89
The planning processes at SMC are clearly linked to the resource allocation process.							
Full-Time Classified	85	8%	42%	25%	25%	49%	2.66
Part-Time Classified	9	0%	33%	11%	56%	65%	3.22
Full-Time Faculty	105	6%	43%	42%	10%	37%	2.55
Part-Time Faculty	89	8%	55%	25%	12%	69%	2.42
Manager/Administrator	44	5%	55%	34%	7%	32%	2.43
TOTAL**	334	7%	48%	31%	15%	53%	2.54
The planning processes at SMC inform my work at the College.							
Full-Time Classified	102	5%	47%	24%	25%	39%	2.68
Part-Time Classified	14	0%	29%	14%	57%	46%	3.29
Full-Time Faculty	123	5%	39%	44%	12%	26%	2.63
Part-Time Faculty	149	3%	46%	30%	21%	48%	2.68
Manager/Administrator	51	14%	57%	26%	4%	20%	2.20
TOTAL**	441	5%	45%	31%	18%	38%	2.63

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College's Organizational Structure:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
The current college organization structure of departments and leadership works well.							
Full-Time Classified	145	8%	40%	32%	20%	12%	2.63
Part-Time Classified	17	18%	29%	35%	18%	35%	2.53
Full-Time Faculty	153	8%	58%	24%	11%	8%	2.38
Part-Time Faculty	218	18%	62%	16%	5%	24%	2.06
Manager/Administrator	60	3%	48%	42%	7%	5%	2.52
TOTAL**	59	12%	53%	25%	11%	16%	2.34

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

**Two participants identified themselves as "other," and due to the small count, were not separated and displayed in the table. However, they were counted in with the total of 760 respondents.

Santa Monica College
Employee Strategic Plan Project Survey Participants

	N=706
Employment Role:	
Full-Time Classified	24%
Part-Time Classified	3%
Full-Time Faculty	24%
Part-Time Faculty	40%
Manager/Administrator	9%
Ethnicity:	
African-American	10%
Asian	11%
Caucasian	44%
Latino	13%
Multi-ethnicities	8%
Decline to answer/other	14%
Gender:	
Female	59%
Male	33%
Other	1%
Decline to answer	7%
Age:	
Less than 25	2%
25-29	5%
30-39	18%
40-49	20%
50-59	24%
60+	22%
Decline to answer	9%
Years of service:	
Less than 2 years	23%
3-5 years	16%
6-10 years	17%
More than 10 years	44%

Strategic Plan Project Survey Results
Student and Employee Respondents Comparisons

Spring 2017

Though two groups may coexist in one setting, their experiences may be very different. Therefore, it is important to review their opinions individually, as well as comparatively, to ensure that all perspectives are considered and valued as we look forward to planning for the future. In general, employees (faculty, staff and administrators, and board members) and students rated Santa Monica College very similarly in satisfaction to their experience and agreement for the 17 areas in question.

Findings include:
- Employees were slightly more satisfied with their experience at SMC than students (1.74 vs. 1.81 respectively, on of 4-scale rating, with 1 being "strongly satisfied" and 4 being "strongly dissatisfied")
- They were also more agreeable that "SMC's highest priority is to promote success" than the students at 1.67 vs. 1.80.
- Students and employees were most agreeable in terms of "student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC" (1.66 and 1.67 respectively) that "SMC prepares students for successful transfers" (1.79 and 1.64 respectively), and that SMC's highest priority is to promote student success (1.80 and 1.67 respectively)
- Employees are most critical of parking (3.20), food services and cafeteria environment (2.47), and classroom facilities (2.45)
- Students are most critical of parking (3.20), availability of classes (2.35), and helping students to cope with non-academic responsibilities (2.32).
- The highest differences between employees and students' rating include:
  - satisfaction with classroom facilities (.35 point differences with student at 2.10 vs. faculty at 2.45),
  - satisfaction with parking (.28 point differences with students at 3.20 vs. faculty at 2.92),
  - satisfaction with appearance of the campus (.28 point differences with students at 1.75 vs. faculty at 2.03),
  - satisfaction with the college website (.24 point differences with students at 1.97 vs. faculty at 2.21), and
  - satisfaction with laboratory facilities (.24 differences with students at 1.98 vs. faculty at 2.22).

Santa Monica College's Overall Direction:

	Total	Strongly satisfied 1	Satisfied 2	Dissatisfied 3	Strongly dissatisfied 4	Mixed satisfaction	Don't know	Mean Rating*
How satisfied are you with your experience at Santa Monica College.								
Students	466	31%	60%	6%	3%	13%	1%	1.81
Faculty & Staff	672	37%	55%	6%	2%	11%	0%	1.74

*Average of responses from 1 to 4, 1 being "strongly satisfied" and 4 being "strongly dissatisfied." "Mixed Satisfaction" and "Don't know" responses were excluded from the calculation of the mean

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC's highest priority is to promote student success.							
Students	495	37%	50%	9%	4%	8%	1.80
Faculty & Staff	738	45%	45%	8%	2%	3%	1.67

*Average of responses from 1 to 4, 1 being "strongly agree" and 4 being "strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with availability of classes.							
Students	531	14%	49%	26%	12%	2%	2.35
Faculty & Staff	638	15%	61%	20%	4%	15%	2.14
Level of satisfaction with career technical programs that promote student success in careers.							
Students	345	19%	59%	14%	8%	35%	2.10
Faculty & Staff	526	15%	60%	19%	7%	29%	2.16

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with positive college climate and collegiality among students and faculty/staff.							
Students	519	28%	59%	10%	4%	4%	1.89
Faculty & Staff	714	27%	57%	12%	5%	4%	1.95
Level of satisfaction with friendliness and helpfulness of staff.							
Students	528	30%	56%	10%	4%	2%	1.88
Faculty & Staff	734	31%	55%	10%	3%	2%	1.85
Level of satisfaction with ease of registration and enrollment.							
Students	533	34%	49%	10%	7%	0%	1.90
Faculty & Staff	478	19%	57%	18%	5%	36%	2.10
Level of satisfaction with financial aid services and availability.							
Students	400	30%	45%	15%	10%	26%	2.06
Faculty & Staff	387	19%	61%	15%	5%	48%	2.07
Level of satisfaction with learning resources, such as tutoring, open labs, library, etc.							
Students	478	36%	54%	8%	3%	11%	1.77
Faculty & Staff	631	24%	59%	14%	3%	16%	1.96
Level of satisfaction with campus safety and security.							
Students	502	33%	57%	5%	4%	7%	1.78
Faculty & Staff	733	30%	59%	8%	3%	3%	1.83
Level of satisfaction with technology for students and faculty in classrooms and labs.							
Students	484	28%	54%	15%	4%	9%	1.95
Faculty & Staff	669	16%	57%	22%	5%	11%	2.16
Level of satisfaction with classroom facilities.							
Students	517	19%	57%	18%	6%	3%	2.10
Faculty & Staff	681	9%	48%	32%	11%	9%	2.45
Level of satisfaction with food services and cafeteria environment.							
Students	437	17%	48%	24%	11%	19%	2.28
Faculty & Staff	633	8%	49%	30%	13%	16%	2.47
Level of satisfaction with laboratory facilities.							
Students	374	23%	62%	11%	5%	30%	1.98
Faculty & Staff	381	13%	59%	19%	9%	49%	2.22

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

	Total	Very satisfied 1	Satisfied 2	Dissatisfied 3	Very dissatisfied 4	Don't know	Mean Rating*
Level of satisfaction with appearance of the campus.							
Students	523	36%	55%	7%	2%	2%	1.75
Faculty & Staff	744	23%	57%	15%	6%	1%	2.03
Level of satisfaction with parking.							
Students	405	4%	20%	29%	47%	25%	3.20
Faculty & Staff	718	4%	30%	35%	31%	5%	2.92
Level of satisfaction with transportation options.							
Students	476	25%	52%	17%	6%	11%	2.03
Faculty & Staff	648	18%	62%	14%	6%	14%	2.07
Level of satisfaction with the college website.							
Students	525	25%	58%	12%	5%	2%	1.97
Faculty & Staff	744	16%	56%	18%	9%	1%	2.21

*Average of responses from 1 to 4, 1 being "very satisfied" and 4 being "very dissatisfied." "Don't know" responses were excluded from the calculation of the mean.

Santa Monica College's Student Success and Equity Plans:

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
Student needs are the main focus of SMC.							
Students	451	27%	55%	13%	4%	6%	1.95
Faculty & Staff	692	33%	51%	14%	2%	5%	1.85
Student ethnic and cultural diversity are celebrated, acknowledged, and supported at SMC.							
Students	441	44%	48%	6%	2%	9%	1.66
Faculty & Staff	692	42%	50%	5%	2%	5%	1.67
SMC prepares students for successful careers.							
Students	414	29%	54%	15%	2%	14%	1.91
Faculty & Staff	636	25%	61%	12%	3%	12%	1.93
SMC prepares students for successful transfer.							
Students	422	38%	49%	10%	4%	12%	1.79
Faculty & Staff	693	43%	51%	4%	1%	4%	1.64

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

	Total	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4	Don't know	Mean Rating*
SMC prepares students for lifelong learning.							
Students	423	29%	55%	11%	5%	11%	1.93
Faculty & Staff	618	25%	58%	14%	3%	14%	1.94
SMC provides the support students need to help them succeed in college.							
Students	438	29%	56%	11%	4%	8%	1.89
Faculty & Staff	669	25%	61%	12%	2%	7%	1.90
SMC encourages interaction among students from different economic, social, and racial or ethnic backgrounds.							
Students	416	32%	51%	13%	5%	12%	1.91
Faculty & Staff	634	33%	53%	12%	2%	12%	1.84
SMC helps students to cope with non-academic responsibilities, such as work, family, etc.							
Students	333	18%	43%	27%	12%	30%	2.32
Faculty & Staff	508	18%	49%	27%	6%	30%	2.20
SMC assists students to access the financial support they need for their education (e.g., financial aid, scholarships).							
Students	379	26%	53%	15%	7%	21%	2.03
Faculty & Staff	519	23%	62%	12%	3%	28%	1.96

*Average of responses from 1 to 4, 1 being "Strongly agree" and 4 being "Strongly disagree." "Don't know" responses were excluded from the calculation of the mean.

THEMES FROM LISTENING SESSIONS

CBT Consulting hosted a series of listening sessions, drop-in sessions, as well as special focus sessions to ensure all constituent groups had opportunities to share what they envision for the future of Santa Monica College. Participants were appreciative of the opportunities and forthcoming with criticisms and suggestions which they shared in the excitement of shaping the future for its success for the college, as well as for success of its students and its employees.

General themes:
- Concerns over impending financial challenges due to enrollment drop and the decline in international enrollment due to changing federal policy
- Negative climate on campus due to frequent leadership changes, yet there is a sense of pride in the new transfer of leadership
- Proud of innovation
- A desire to make Santa Monica "unique" again. A sense of "both/and," that Santa Monica College can continue to be a premier transfer institution and a premier CTE and workforce development college.
- Strong support by community members loyal to SMC and willing to help. The college doesn't communicate well to the community. Say college needs more welcoming atmosphere and to get community on campus (welcome tours, free special events, greater outreach, open houses, volunteer opportunities). Need more community integration.
- Many in community feel the college is too expansive. What size should it be? Taking up all vacant land. See college as traffic obstruction
- Issue of serving a lot of Santa Monica non-resident students.   Happy serving non-resident students, but want to see more local students attend the college. But, not to be confused…there is broad support for immigrant students.
- See need to increase collaboration with K-12. Understand if most students are from out of Santa Monica jurisdiction that it is hard with so many non-SM students. Need something more for local students (some sort of preference/prioritization).

What could be done to improve overall student success at SMC?
- Create innovative math curriculum and pedagogy that enables Santa Monica to move to the top 10% in the state in achieving student success in math courses, from basic math through calculus.
- Develop multiple career pathways so that all students know where they can access the path, where they can exit in pursuit of a job, and where they can re-enter to advance in their career. This would also include non-credit entry points with seamless transition to credit programs. This includes careers from entry-level jobs to doctors and lawyers.
- Create an innovate basic skills program, involving instruction, support services, and student services, so that Santa Monica College could help students both learn in-depth and progress more rapidly through the basic skills sequence and into credit CTE and transfer programs.
- The College needs to consider a larger online program to help with overcrowding classroom/campus. Students travel from far away because of SMC's reputation, however, they are also willing to take online classes as it still fulfills their wish of being associated with SMC.

Thinking big, but realistically with increasingly limited resources, what would you like SMC to be in five years?

- Even greater transfer numbers
- Much more innovation
- Global citizenship focus
- Better structure to get the work done
- Improved information systems
- More productive counseling support
- Expand the CTE program innovatively and in collaboration with local business and industry so that SMC is widely known for its ability to be a destination place to prepare students for good jobs in the local and regional community.
- Create an integrated student learning and services plan whereby instructors, along with support and student services, work synergistically and coherently to increase student success to levels among the highest in the state.
- Become so student centered for international students that Santa Monica is the number one premier community college destination for international students.
- Create an integrated planning process so that everyone understands it, is on board with it, and sees how good planning positively affects everyone in the college community.
- Utilize a technology that is user-friendly, reliable, and advances student success throughout the college community
- Communities want to stay involved and help give back to the college.
- Some good partnerships, but not enough know. Need better communications
- Would like to see greater collaboration with Health Care industry/local Hospitals.
- Increase medical curriculum.
- Love College Emeritus program.
- Want to focus on local job needs.

What suggestions would you have for improving the College's planning processes?

- College needs clear objectives (initiatives) – too many "pet projects"
- Stronger leadership to help the College focus the tasks at hand and better communication among staff of various disciplines.
- Better marketing to clearly communicate about the College internally and externally
- College needs more clear identity
- Create a planning process where everyone sees plans are transparently created, followed through and lead to appropriate resource allocation with an overall goal of strengthening the college and improving student success.
- Bring all of the scattered planning process into a coherent whole.

If you were creating one strategic objective for Santa Monica College, what would it be?

- All felt need better communication of what the college does, what it provides, how residents can use it. For example, the bonds passed not because residents think SMC is great, but because we are a progressive community.
- Revisit the staffing ratios (classified, full-time/part-time faculty, upper management, student support services) to ensure we have the appropriate staff to serve students and community.
- Revise the current hiring practice as it lacks of transparency and communication.
- Develop planning processes that are clear, able to implement, room for meaningful input from all groups.
- Develop a plan to decide which grants to apply, who should work on it, how to assess it, how to implement it, etc. Those involved must agree before time and effort are put into applying for it.
- Need to revive the professional development program to include a mentoring program for new faculty hires, training for classified on new equipment and software, etc.
- Recraft the College image that meets internal and external stakeholders' needs
- Create a broader-based enrollment for underserved and CTE students (basic skills, internships, partnerships, and pathways).
- Increase non-credit especially in light of new funding mechanisms, add support services, provide seamless transition from noncredit to credit, create culture of respect for students and faculty and review load factors
- Transfer and international student mission image must be shared by AA/certificate/basic skills/workforce missions.
- Expand communication/marketing to include "branding," keep businesses in the loop for external groups and increase transparency, develop means to gather regular input from all campus stakeholders.
- The number one goal of Santa Monica College is to ensure student success. Every role on campus should be focused on how they are helping students achieve their goals.
- The college will invest in its faculty to ensure that SMC has world-class faculty to bring curriculum to the classroom preparing students for the jobs of tomorrow. Faculty will be given all the resources needed to create a one-of-a-kind education for our students.
- The hallmark of Santa Monica College is its diversity. No matter your age, race, color, creed, ethnicity, economic status or political preference, you have a home here. We strive to reach out to underprivileged students at all points of their academic career.
- We belong to the community. You don't have to belong to participate in everything that SMC has to offer. Both our current needs and future dreams are one in the same.
- We are open for business. We are ready to heed the call for rapid adaptation of our curriculum to ensure that students are prepared for the future workforce. We will invest in building strategic partnerships with the companies that our students want to work for.
- Nothing is possible without a holistic buy-in from our campus community. We must ensure that internal processes are clear and understandable, and that reporting lines are well-defined and followed. Only then will we be able to move forward as One Santa Monica College.
- Student housing is a big deal to students as it can be expensive and they don't pretend to have a solution, but feel it is a large issue.

THEMES FROM EXTERNAL STAKEHOLDER INTERVIEWS

CBT Consulting hosted a series of listening sessions, drop-in sessions, as well as special focus sessions and interviews with external stakeholders (Santa Monica City, Santa Monica Chamber, Santa Monica-Malibu Unified School District, Iao Katagiri (RAND), Yesenia Monsour (Kaiser), Shanika Hope and Ken Eisner (Amazon Web Services), Steve Kazanjian (PromaxBDA), GAB - General Advisory Board, KCRW Radio Station, The Broad Stage, Malibu City (Various participants), SMC Foundation Board) to ensure all constituent groups had opportunities to share what they envision for the future of Santa Monica College. Participants were appreciative of the opportunities and forthcoming with criticisms and suggestions which they shared in the excitement of shaping the future for its success for the college, as well as for success of its students and its employees.

General themes:
- SMC is an educational asset in the city. It has provided invaluable services to the city that may not have otherwise been provided by any other organization (both academically and for other services too).
- SMC is a symbol of diversity for Santa Monica City - across race, religion, ethnicity, financially, etc.
- SMC's Public Relations should address the community. The college should be more explicit in its interests in the community, better communication, and flow of information more freely. There is no ownership, yet they want to.
- There is no clear structure for external stakeholders, knowing who they should work with for all of their needs. External stakeholders can have many different needs, and it is very difficult to navigate the college. And more importantly, they are unsure if they are reaching the appropriate decision-makers for their requests, they often feel that a border exists and information is sometimes prevented from getting to the right leaders.
- Identity issue - On one hand, there is much conversation about whether SMC is a transfer school or a two-year destination school - it is both. On the other hand, there are conversations about the vision and mission of the school - most external audiences are clueless as to what we are. They ought to know at least the 1-3 key topics that SMC would want external constituents to know (i.e. "we are the college for "x").

Please provide an overview of your current relationship with Santa Monica College (how you interact and communicate, what you are investing, what you are getting out of it).

- Industry partners see SMC as innovative and disruptive, and that is really attractive as most educational institutions are not. They believe that SMC is willing to think differently and respond rapidly to the changing industry environments that is very critical for most big companies, especially in tech.
- Many describe their interactions with SMC as a relationship, rarely ever a partnership. They mention that a partnership would be much deeper and they have never been able to get to that level with SMC to date.
- SMC is reactionary, meaning they usually reply if external groups inquire, but rarely do they hear from SMC asking to do something together.
- Their words: At times, our voice with SMC does not seem representative of the level of investment we have made. Sometimes that is approving their bonds, where we help get them passed, but afterwards it seems that we are no longer part of the picture. Our voice is not heard (this is both Santa Monica City and Malibu). In other cases, industry tries to partner but are rarely brought to the table in high-level conversations about future directions of the college as it pertains to curriculum.

What are some of your high-level company objectives that you envision Santa Monica College is, or could be part of?

- Commit to underprivileged students. The external community sees SMC as a beacon of hope for underprivileged students and families, it is no secret. If they had one belief in SMC, it would be that SMC is seriously focused on those students. Most external audiences brought this item up. Those students must be taken care of.
- Build better affinity with SMC students, from businesses to other groups like KCRW. How can these groups better communicate with students, or in other terms, how can SMC help these groups connect with students?
- For companies, there is one underlying issue which is "if we do build a big partnership with SMC, and delve into curriculum and internships, etc., then how are we going to help these students find jobs?" That is a major conversation topic with industry - we all want the same thing but we have to be prudent in venturing into the right avenues. But it is a major goal of ours as it relates to partnering with colleges.
- Partner together to grow Santa Monica City in terms of talent, wealth, and community partnerships. External audiences see SMC as a major ingredient in accomplishing large city goals.

How could Santa Monica College make these objectives a reality?

- Be a bigger asset in the community - meaning to extend its strengths outward more fully to provide more valuable services (like arts, athletics, space, parking, workshops) to K-12 students, parents, families, businesses, and civic organizations.
- Be a better asset in the community - meaning to better communicate who Santa Monica College is (clear identity and purpose) to the community so that individuals, families, businesses, and other groups can become more knowledgeable about how to work together with SMC for the growth of Santa Monica City.
- Be a bolder asset in the community - SMC should be reaching out to industry and the community much, much more. They should be unafraid and unashamed to ask to be part of "X" and ensure that they are properly preparing students for future jobs and fulfilling some needs of the community.
- Follow through on commitments - SMC has made many commitments, but have not always followed through on them. Now is the time to firm their stance in these relationships and move forward. This is especially evident in Malibu, but also with key industry relationships where those groups are waiting for SMC to say that they are ready to accelerate the relationship.
- At SMMUSD - "We are in the business of selling dreams. Santa Monica College has to be part of that conversation to support a bridge from Pre-K to Career."

If you were creating one strategic objective for Santa Monica College, what would it be?

- Create a gateway for Pico Blvd – think about how the campus could be a hallmark of Pico Blvd that could trickle down into surrounding neighborhoods.
- SMC could be the "silver bullet" for education - meaning they could tell the K-12 students that if you accomplish x, y, z, then there is a space for you at SMC.
- SMC is in the middle of a very financially-healthy community. As a major asset in the city, it should find more ways to connect with individuals and businesses to mutually raise funds that build a better future for Santa Monica City.
- Focus on "relevance" - students should have a relevant academic experience, fit for a student of 2017. SMC should also be relevant to the community, first to the immediately surrounding community and then the community beyond. And that means be a leader in the community, a figure that the community looks to for leading their city forward.
- Be the **fastest** moving college to work with when it comes to industry (and community groups as well). SMC may not be the best at this or that (although it does have many "best of's") but multiple groups mentioned that if they are the fastest (and easiest) to work with, then that means a world of difference and gives them an edge over the other schools in the LA region.

SCOT ANALYSIS
(Strengths, Challenges, Opportunities, Threats)

After thoroughly reviewing the series of interviews, listening sessions, drop-in sessions, and special focus sessions with the Board, faculty, staff, employees, students, business and community partners, the CBT Consulting team offers the College the following SCOTs Analysis:

- Strengths - areas that currently work for the College,
- Challenges - areas of concerns that need to be addressed,
- Opportunities - areas which participants identify, and
- Threats - areas of critical concern that need to addressed with urgency and great focus.

Strengths

- Faculty, staff, and administration care about students, equity, and student success
- Committed faculty, staff, administration and Board who are eager to work with the new president
- There is a great deal of talent, experience, and expertise at the College in all areas.
- SMC has a very recognizable brand, although many have different interpretations, which allows the College to do big things. Not all colleges have this benefit.
- SMC is located in Los Angeles, one of the largest and best cities in the U.S. that brings instant exposure, credibility, and endless opportunities.
- Faculty, staff, and administrators are ready and willing to collaborate.
- Local community members are very loyal and supportive of the College.
- A strong reputation, especially in regards to enabling students to transfer and to helping international students
- Desire for growth and innovation
- SMC has a statewide reputation as the number one community college transfer institution
- International Education
- Students willing to travel long distances to attend the College, even from other countries.
- Innovative climate – measured risk takers
- The College has a positive culture of being student-focused by the staff, faculty, administration and the board.
- High counselor/student ratio
- New facilities and more coming
- Serving the community well
- SMC is THE higher education player in Santa Monica, and a big player in the LA region.
- SMC provides a very large set of valuable services to its internal and external constituents.
- SMC has a lot of relationships with big companies, the types that students want to work for in the future.

Challenges

- Students would like to be more involved in the early stages of idea development, being heard, taken seriously, and involved in the implementation.
- Enrollment decline needs to be turned around soon
- There will be serious fiscal issues if enrollment doesn't increase soon and continue to trend upwards
- Some students are deciding to take math classes at other colleges.
- Finding a way to "right size" the College, especially in regard to staffing
- Staffing issues especially 40/60 ft/pt ratio
- Suspect upper management staffing and hiring processes
- Lack of clear planning processes
- Top down/ad hoc nature of planning w/o meaningful and honored input from those who must implement
- Condition of facilities and parking
- The College is holding onto the focus of being #1 in transfer, and that may conflict with the need to provide basic skills and workforce offerings.
- Insufficient support services (financial aid, tutoring, technicians)
- SMC lacks of cohesive college identity among trustees, management, faculty, staff, students, and external community. There is a lack of communication and transparency.
- Unplanned enrollment chasing, especially grants
- Constrained growth in non-credit and CTE (space and staffing)
- Who's on first when it comes to outreach and developing enrollment?
- Many new to town and upcoming companies are looking for higher-than-average talents that they believe SMC can provide. However, the College is very large and hard to navigate for industry representatives to connect and partner with so that together you can develop and train future workforce.
- There is a lot of "old guards" at the college that have been there for a very long time. It is sometimes hard to think differently when things have been the same going back decades.
- SMC has multiple campuses, which causes complications when trying to have consistent messaging and communications, both internally and externally.
- SMC is the cause of some issues for the city, mainly transportation but also a large influx of people. This is a good thing, but the community wants to see SMC be more active in helping resolve some of these issues.

Opportunities

- The College has a head start in developing career pathways and they have the talent to make their career pathways one of the best models in the state
- Local businesses and industries are receptive to working with the College, especially in terms of job training, placement, and support.
- The College can build on their strong reputation of being innovative to develop new ways to attract students, foster equity, and help students succeed at high levels
- Capitalize on need for and increased funding of non-credit
- Solicit support from famous graduates for naming buildings, structures
- Institutionalize successful grant-driven projects
- Bachelor's Degrees – although will take time*
- College needs focus on new strengths – health, arts, technology (silicon beach)
- There is opportunity in CTE/Workforce program expansion
- Reorganize to improve workflow and reduce costs
- Improve pathways with K-12 and universities (dual enrollment)
- Improved retention, student success and enrollment
- Improved math sequencing
- Enhanced marketing (public lack of knowledge of great programs and services)
- Improve employee group relationships and work to improve labor agreements
- Close the achievement gap
- Focus on new ideas and growth
- Work with SMMUSD to create career pathways, starting in junior high (per recommendations from the district)
- Develop a disciplined approach to working with industry that works well across campus. Build upon the existing industry relationships and reach out to new faces in town.
- Build better relationships with key community groups like City of Santa Monica, SM Chamber, and Malibu.
- Be an education leader that brings stakeholders from K-12, higher educational institutions, community and civic organizations, and businesses to develop a consistent strategic direction for the region.
- Double-down on putting students first, making sure that every student in Santa Monica City has a spot at SMC, and then every student at SMC is set up for success that will lead them to a competitive job in the future.

Threats

- Internal organizational structure that prevents good relationship among departments that causes a lack of ability to follow up with external stakeholders.
- Bias of a community college in an increasingly wealthy city.
- Improper understanding of needs and wants from all stakeholders. There is no room for assumptions and ambiguity, especially when all stakeholders seem to really want to see and help SMC succeed.
- SMC is heavily dependent on out-of-service area residents which is a concern because nearby colleges are becoming competitive and creative with retaining their students.
- Enrollments are declining due to new government travel restrictions, decrease in school age population, and the good economy.
- Impact of political climate for aliens (transfer students), undocumented (non-credit), and international students.
- Difficulty in passing bonds for facilities when student population is from outside the service area and local community doesn't fully understand the need to contribute
- SMC's lack of "front door" gateway to the college, facilities are poorly maintained.
- Troubling financial trends, low average class size, increase in salary and benefits, and a lack of budget and priorities.
- ADTs and other colleges are reducing the SMC transfer advantage*
- Inadequate controls on expenses, especially in terms of hiring too many management positions and lack of alignment of budget and priorities.
- Innovation on the decline
- Informal organizational structure very strong – perhaps too strong*
- Success numbers are not improving
- SMC's organization is highly silo'd, "old guard", traditionalists where the informal structure is stronger than the formal structure. This issue causes communication and mistrust among the members of various constituent groups, thereby, impeding the work to serve students.
- No centralized student support services/programs, too scattered
- Increased need for outside funding could be a problem if the community is continually satisfied with SMC's contributions to the community at large.

PLANNING IMPLICATIONS

PLANNING IMPLICATIONS

Following is a summary of key points, which are drawn from combining data points from multiple sources within the Data Portfolio and then making suggestions for implications and considerations for planning. The issues below are provided to "bridge" the data and the discussions for planning.

1. **The SMC communities, internal and external, expressed remarkable pride and satisfaction with Santa Monica College, as well as agreement that student success is, and should continue to be, the primary focus of college efforts.**
   - Of the 466 student survey respondents and 672 faculty and staff survey respondents, there was great satisfaction expressed about "How satisfied are you with your experience at SMC?"
     o 91% of students and 92% of faculty and staff were either "strongly satisfied" or "satisfied".
   - When survey respondents were asked to rate their agreement with the statement, "SMC's highest priority is to promote student success":
     o 87% of students and 90% of faculty and staff either "strongly agreed" or "agreed".
   - "Satisfaction with positive college climate and collegiality" and "friendliness and helpfulness of staff" were typically given strong ratings.
   - SMC is fortunate to have extensive name recognition and familiarity on the part of external constituents, within the service area and beyond.
     o During the strategic planning process, external constituent interviewees always expressed familiarity with SMC, although the partnership and relationship reportedly could be strengthened.
   - For student survey responses of satisfaction with college experiences and services, Asian students typically provided the lowest average ratings and Latino students typically the highest.

2. **The SMC service area presents a challenging set of demographic characteristics for a community college. Students have a contrasting demographic profile from the geographic service area.**
   - The average age of the service area is 40.5 years of age, compared to that of California and Los Angeles County, 35.8 and 35.6 years of age, respectively. Thirty percent of the service area population is over 55 years of age.
   - Two-thirds of the SMC service area over age 25 has a Bachelor's Degree or higher, compared to 31% for Los Angeles County.
   - The median household income of the city of Santa Monica is $76,580, compared to that for Los Angeles County, which is $56,196. Note that 48% of SMC's 2015-16 annual student headcount was "economically disadvantaged", representing one variable differentiating the student enrollment from the geographic service area.
   - The service area population is predominantly White (69%) and 14% Hispanic. There is a stark contrast with the student credit enrollment, which is very diverse: 37% Hispanic, 29% Caucasian, 15% Asian & Pacific Islander, and 10% African American.

3. **It is critical for the College to develop a cohesive and comprehensive enrollment management plan and corresponding strategies, including coordinated fiscal and human resources plans.**
   - Enrollment and FTES have remained "flat", at best. Annual headcount has increased 1% since 2011-12, from 42,775 to 43,468 in 2015-16. FTES has increased 1% during the same timeframe.
   - Likewise, the geographic service area population is anticipated to increase by only .72% annually between now and 2022.
   - Los Angeles County (in which SMC resides) projects a decline in K-12 enrollments and high school graduates between 2015-16 and 2021-22 of 5% and 8%, respectively.
   - Making it difficult to plan enrollment strategies, SMC depends upon a wide geographic area of Los Angeles County for its enrollment; 90% of current SMC students reside outside of the SMC geographic service area.
   - SMC has developed a large base of international students, which has slightly increased (2%) between Falls 2013 (3355) and 2016 (3413). There is concern, however, throughout the U.S. higher education community that current political events may negatively impact the numbers of international students coming here.
   - Budget and human resources planning (since staffing consumes 90% of expenditures) needs to align with enrollment planning. As the college community well knows, current enrollment trends are inconsistent with expenditures and staffing, and the College could face serious troubles, i.e., downsizing if changes aren't made. Examples of areas of concern revealed during the planning process include the recent decline in WSCH/FTEF, deficit annual expenditures, and size of administrative staffing.
   - With non-credit funding having been equalized, with an average ages of 40.5 for Santa Monica and 51.4 for Malibu populations, to enhance FTES, and to best serve the needs of the community, SMC should carefully consider expansion of the Emeritus and other non-credit programs. Multiple constituents interviewed referenced the value and profile of the College's Emeritus program.

4. **SMC needs to re-imagine, re-craft and reinforce its identity, internal and external, from being historically being focused on transfer, with a large international student enrollment, to a broader more inclusive identity that will better serve the community and help weather enrollment volatility.**
   - During this strategic planning process, the need to re-evaluate the College's "brand" was a topic brought up by audiences on many occasions. It's important to indicate that the numbers of students transferring from SMC to four-year universities and colleges remains strong and is growing. However, some changes including the following set the stage for new thinking about an updated, relevant image:
     o New college administration
     o New workforce, business and industry needs, careers, and environment
     o Enhanced funding for career education
     o Enhanced focus on need for career education in higher education, in general
     o National political conditions that may affect international student enrollments
     o Focus on basic skills needs of students which needs prominence

- Strengthening communication, marketing, and relationships with all external constituents (business, industry, K-12, public agencies/cities) was repeatedly identified as a need during interviews and listening sessions.

5. **Important feedback about selected technology, campus and facilities that should be addressed includes:**
   - A significantly high level of satisfaction was provided for campus safety and security on the student and faculty/staff surveys, with almost 90% of respondents "satisfied" or "very satisfied" with that function. In fact, this function and "appearance of the campus" received some of the highest average ratings by student respondents.
   - Multiple interviewees expressed that the entrance to the College from Pico Blvd. needs enhancement.
   - Parking at the campus was rated the lowest of any other attribute assessed on the survey, with 76% of student respondents and 66% of faculty and staff respondents rating their satisfaction as "dissatisfied" or "very dissatisfied". This issue was also mentioned often in survey comments.
   - Other physical attributes of the College, such as the food services and cafeteria environment, classroom facilities, and technology were rated lower than others.
   - Multiple student survey respondents commented about the need to improve some building and bathroom maintenance.
   - The need for updating technology is a concern for many faculty/staff and student survey respondents. Specifically, enhancing online course and program options, use of the college website, and technology for faculty and staff responsibilities were repeatedly identified.

6. **The new college discussion and early efforts about a "*guided pathways*" focus for students and programs will be very constructive for enhancing student success and the integration of programs and services.**
   - Many faculty and staff expressed concern during the strategic planning process that departments and groups worked independently, in "silos", and would benefit from increased collaboration, coordination, and cooperation. *Guided pathways* provides a model for providing students with programs and experiences that are combined to include student services, basic skills, career education, and typical "transfer" programs so that students can easily navigate to completion without having to pick and choose from a "cafeteria"-like programs and services. The development of *guided pathways* engages faculty and staff from across the college.
   - *Guided pathways* also provides a focus on career education, which is appropriate for all students whether they plan to transfer to a four-year college or university, and/or whether intend for their career education to be complete or upgraded at the community college level. As SMC re-considers its "brand", as the SMC business and industry community expresses a vision for SMC that prioritizes economic and workforce development, and as the distinction between career and academic education decreases, educational programs that enhance career education for students makes sense.

- *Guided pathways* models include an emphasis on basic skills and the integration of basic skills into all curriculum. Although transfer education has been a trademark for SMC, the fact that the majority of freshmen who take the course placement test for English and Math "place into" basic skills levels (69% and 53%, respectively) is critical for planning programs for student success.
- The development of *guided pathways* may also require that SMC develop an Educational Master Plan in order to comprehensively and cohesively review and update programs and services that have been developed and in place over many years' time. Strategic plan interviewees and survey respondents identified many potential new educational programs and courses.
- Overall, SMC students are notably needy of student support services and supports that assist them to "cope with non-academic responsibilities, such as work, family, etc". 39% of student survey respondents "disagreed" that SMC provided such support; 53% of students are first-generation college students; and, 49% receive financial aid. These facts are critical for integration into overall program and student success planning.
- Finally, a caution is provided that this effort needs to be developed and implemented thoroughly and across the college. This suggestion is provided in light of the facts that the College already has numerous active and current initiatives and objectives, that the College reportedly could improve its follow through processes for plans, and that successful *guided pathways* programs require college-wide participation.

7. **Internal planning processes need to be streamlined and better integrated.**
   - Survey responses and interviewees from the internal community confirmed the need for a focus on strengthening integration of planning. Many identified the need for better implementing existing multiple plans and initiatives, implementing adequate plan follow-through, identifying a limited and manageable number of central priorities for the College to focus on, and for connecting resource allocation processes, especially staffing, to plans, priorities, and principles.