

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

1. Consistent tutoring in the area of English. As part of the initiatives to assist our African American students increase their academic achievement, we need to provide more consistent academic support in the areas English. One of the ways that we need to help with this effort is to provide more consistent, full-time tutoring within our center. We were able to obtain a permanent full-time instructional assistant for math and we have seen how effective he is in working with our students as well as the faculty that teach sections of our Black Collegians and Adelante classes. As the college is not moving to use multiple measures for English placement, we foresee students potentially being placed in higher levels of English and needing additional tutoring in this area.

2. Additional Hours for Psychological Services. Through Equity funding, we were able to obtain a psychologist to work with students in the Black Collegians and Adelante Programs. Dr. Reynoso started in December 2015 and at the time that this document is being produced, she is no longer able to keep up with the demand that our students have to see her. As we know, the more that we can support the students with their emotional well-being, the more that they can accomplish academically. We will be requesting additional funding for another psychologist/social worker when requests for Equity funding become available.

3. Communication Technology. We need to develop a more efficient way of getting information out to students in short announcements. We are finding that although emailing students is better than using traditional mail, we would like the ability to text message our students about upcoming opportunities. Students look at text messages more than their emails. We understand that this is on the horizon for the college and we are hoping to have access to this service as this is the preferred method for our student population to communicate. The ability to text message the students will require additional technology that we will hopefully have access to via the college in the near future

4. Continuing funding for counseling hours in winters and summers. We have been able to obtain 270 hours of counseling hours in the winters and 270 hours in the summer for the last two years from SSSP and Equity funds. Prior to that time, we only had hours available for the program leader. This does not provide the counseling hours needed to meet with students, oversee the center and the other projects and initiatives in which the program leader is involved. In addition, without the 270 hours available in the summer, we would not be able to offer our summer bridge program to incoming freshmen. As our research shows, we have been able to see higher success rates among the students who attend our summer bridge program. We are hoping to receive continued funding for these counseling hours.

5. The need for a full-time counselor. We currently have a full-time counselor who is assigned to Black Collegians for part of her full-time load (she teaches Counseling 20 for the remainder of

her load). She will be leaving the program at the end of Spring 2017 as she begins the process of retirement. This counselor works additional hours helping with special projects for the program (summer bridge, SLO coordinator for Black Collegians, special scholarship processes, etc.). This will be a huge loss for the program and we are hoping that we will be able to replace her for the 2017-2018 academic year. The full-time program leader/counselor will need an additional full-timer to assist with the program development, activities, etc. Currently, we are ranked #5 from the Full-Time Hiring committee and we are waiting to see how many positions the president will be willing to hire. If we are able to hire a new full-timer for this area, the process for recruitment and interviews would begin in the 2016-2017 academic year.

6. The need for continued support for outreaching to our men of color. We currently share a part-time counselor with the Adelante Program who has done a phenomenal job in creating outreach efforts and activities for our African American and Latino males, two of the most at-risk populations on our campus. This position is currently funded through equity and we are hoping this funding can be continued.

7. The need for additional student support positions: In the late 1990s to the mid 2000s, the Adelante Program and the Black Collegians Program employed temporary classified positions to assist with program recruitment, follow-up to students, assistance with enrollment and helping with orientations. We have not been able to offer this service to this population of students to help address the need of making more individual contact with Black Collegians students and to assist with recruitment. We would like to request these positions that will help with the success of all of our students, with a particular focus on our first-year student population and can help with increasing enrollment numbers.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Facilities. We currently share space with the Latino Center and both programs are now outgrowing our space. We have to do creative scheduling in order to accommodate the counseling hours that we have! In addition, now that we have a full-time Math Instructional Assistant, the tutoring area is not enough space to meet the student demand. If we are able to acquire a full-time English Instructional Assistant, we will be in dire need of space.

2. Technology. We need to access whatever technological resources that the college uses to be able to text the program students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Permanent Full-time English Instructional Assistant. We are in need of an English Instructional Assistant to complement the services that we have now been able to provide in

math. We understand that previous campus tutoring data has shown that students who need tutoring the most, don't show up in mass for tutoring. Interestingly, we have seen that the students who do need the help, are showing up for sessions with our math instructional assistant and they have raved about the work that he is doing.

2. Part-time Counselor with a Psychological and/or Social Work background. As mentioned above, we cannot keep up with the demand for psychological services. We will be requesting an additional position when Equity funding proposals are accepted and we hope to be able to continue the funding for our current psychologist.

3. Part-time Counselor - this position is to continue the efforts of working with our men of color.

4. Full-time Counselor - for the reasons listed above is why we have requested a full-time counselor

5. Student Services Clerks - we will request two Student Services Clerks, one that will primarily work with Adelante students and one to primarily work with Black Collegians students. These positions will conduct group sessions and one-on-one sessions to help students to understand how to navigate Corsair Connect and to enroll in their classes. In addition, the clerk positions will assist with the orientations, regular presentations to the students in the Black Collegians and Adelante Program classes; outreach to on-campus students to help with recruitment of students into the programs; follow-up to students to ensure that they are meeting program and college requirements. They will also assist with the student-run clubs within each of these programs to ensure that consistent messaging will occur about program and college requirements.

Annual Alumni Relations	2015/2016 Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

This department continues to produce a great deal of content, communication, visual communication materials, and high-profile events that require staff. We are still relying heavily on volunteers and with one student services assistant and an administrative assistant, leaving us with a deficit of time and resources to take the successful programs and events we have demonstrated (i.e. Alumni spotlight campaign, Alumni /outreach recruitment receptions, SMC Everywhere) to the next level to increase the relationships needed to maintain and expand our alumni engagement, and to further provide resource development for the college.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Facility needs include:

While we had concerns last year about losing the event space at 1510 to a multi-purpose room, we have identified ways to limit attendance and still host the Dale Ride Reception, President's Ambassadors Pinning Ceremony, Distinguished Alumni Award Luncheon at the Office of Campus and Alumni Relations using both the Alumni conference room and patio. However, the limitations in doing that diminish some of the opportunities to include potential guests that want to contribute further to the college. Or to include the campus community more in the activities we are producing to encourage and gain their participation and support. Once the assessment space need is able to be met, the multi-purpose room would serve tremendous value in providing a cost effective space to expand the programs we currently have and for the college at large to have a community space to host events.

Technology needs include:

There are several spokes to this wheel that are required to deliver a robust communication network and promotion tool to successfully develop and manage a global alumni network for Santa Monica College. A sophisticated database and CRM platform are necessary for the baseline of a world-class digital infrastructure to reach our networking goals. We have begun to integrate some of the technology platforms listed here and need to continue the implementation process with the following in addition to the basic CRM platform and database integration:

- **Alumni Directory** (Simplicity) to provide alumni profile portals, alumni community groups, extensive customization of search filters that address the unique identifiers specific to the community college alumni network, and social media integration and analytics that can all be integrated with the SalesForce CRM.
- **Website** (Hands Svcs) Currently used to provide portal for alumni engagement, promote the alumni brand to the community internally and globally, generate content including alumni news, alumni spotlights, future alumni spotlights, events and activities, and to solicit nominations for alumni awards, giving and resources to fulfill the mission and vision of the SMCAA.
- **Alumni Network/Mentor Platform** (CampusTap) provides an online platform for current students, alumni, faculty/staff, and members of the community to create profiles that detail the areas in which they can be a mentor and/or mentee. This is designed to engage our enrolled students, and larger community of alumni, faculty/staff, and friends of the College, to foster involvement with alumni, and promote a strong relationship with our future alumni to bridge the transition when they leave to go from being future alumni to becoming actively engaged alumni.
- **EverTrue App** (EverTrue) provides secure access through smartphones and tablets to a mobile network application for alumni to make connections, gain job opportunities, find local alums when they travel or move, integrate with alumni communities' social networks and gain access to professional history and industry data through a preferred partnership with LinkedIn

- **Email and Event Svc** (Constant Contact) Currently the only service being used to send Alumni email blasts, newsletters, and event invitations. This will phase out when CRM and Alumni Directory is implemented.
- **iCapture** Currently being used to collect iPad surveys and event check-in onsite.
- **LinkedIn:** Full service account for client search, tracking, and campaigns will feed content to Mentor platform, Mobile App and can access LinkedIn profiles through Salesforce CRM.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Office of Campus and Alumni Relations is in need of additional human resources support to help manage and execute the multiple programs and services currently and slated to be offered. The lack of staff limits our ability to expand and meet the needs of the campus to match demand. The department is currently staffed by Director Deirdre Weaver, one administrative assistant and one student services assistant.

We are in need of the following positions:

1. Database Communication Analyst
2. Alumni Relations Coordinator – Alumni
3. Visual communication specialist
4. Counselor (some dedicated hours)– available to support ambassadors and PA program.

Annual Art	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

It would be beneficial to the technology intensive areas of the Arts to have a mutually accepted and agreed upon program for volunteers in Ceramics and Sculpture. Over the past 50 years, these programs could not have existed without the necessity of volunteer help.

The quantity of tasks required in Ceramics is immense and would provide enough hours for 2-3 full time technical workers. Instead, 12 volunteers working 5 hours/week each can accomplish these chores much more efficiently since they have all trained in Ceramics. The Ceramics program cannot exist without the background technical assistance with tasks that support the functioning of this program.

These tasks are all outside of the authoritative trade work of normal union tasks and collectively, exceed the capabilities of any single full time tech’s ability. They include, among a multitude of other tasks, daily cleaning of sinks and clay traps, recycling of student clay scrap, vacuuming out

burners of kilns, daily loading and unloading of kilns, mixing and maintaining over 30+glazes in 5-7 gallon containers, 10 stains and 12 engobe mixes, Raku firing student work, inventory help and assistance plus moving heavy bags of raw materials on a daily basis from our storage room to our glaze room. Again, these are all activities outside of union work and are needed on a daily basis to support the constant production of +- 100 students.

The use of the alternating 12 volunteers (teams of 3) whose collective output is over 60 hours/week, avoids the burnout that would assuredly come to any tech worker(s) hired to load and unload the 100's of cubic feet of student work each day.

Because there seems to be a misunderstanding (i.e. the Glassblowing fiasco) that volunteers are performing work for free that Unions should provide, they are now declared illegal and H.R. refuses to honor the volunteer paperwork that they created over 10 years ago to support our programs; the paperwork required T.B. shots and fingerprints along with an application but had no signed release of liability.

I can see 3 possible pathways to resolve this. The first two I would regard as not very good choices.

First: Hire all volunteers as part time workers. This was already done for Glassblowing. 5 part-time workers were created to support only one section of Glassblowing. Unlike Glassblowing, which only meets each Fall, Ceramics runs 5 sections every semester. This requires a minimum of 12 part-time workers each semester and would result in massive paperwork for our program if a part-time worker program were adopted as it would have to be renewed each and every semester.

Second: Hire 3 full time tech workers that would barely accomplish the work output (60 hours collectively) of 12 support staff volunteers and would be a most costly solution for the college.

Third: The school lawyer could simply draft up a new document (the Getty document for volunteers and docents is only 1 page) to define volunteer workers as a non-union entity and when signed, would release the college from any and all liability due to injury, etc. All museums have docents and volunteers and their documents could be easily adapted to help create one specific to the college. Compared to options 1 and 2, the resulting cost would be most minimal to create a contract by the College's lawyer (who is already on administrative payroll) to replace the now defunct H.R. volunteer documents used in the past.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our department continues to hope and plan for a new building. The needs for specific studio divisions vary, but the current overall square footage of our classrooms is not adequate. Both drawing and painting would prefer square layouts and share a need for increased storage space for props, canvas, demo supplies, palettes, and much more. Greater control over lighting would

benefit all studio divisions. Current ventilation for the painting classrooms is sufficient, but offering ventilation in all classrooms would increase our flexibility. Currently not all classrooms have climate control, hot water, or double sinks, all of which contribute to a better learning environment. Flexible open studio space would be a great opportunity for students who often have limited access to an appropriate workspace at home.

In the spring of 2016, Design area faculty member, Christopher Badger submitted a proposal for the \$25,000 Innovation and Progress Award to the SMC Foundation. The art department seeks to modernize and streamline the teaching and learning environment in our two design classrooms, Art 118 and Art 220. By upgrading the audio/ video systems and improving the efficiency and visibility of the demonstration table, the art department aims to improve the quality and clarity of the instructional programing that is delivered in these two rooms.

Our Art History program is greatly impacted by lack of office space. Art History has 2 full time faculty and 17 adjunct that utilize a 200 square foot office. Art History instructors are required to have office hours and there is currently not enough space for us all to exist which will be compounded by the possible hire of a new full time faculty member. Art History needs to actively seek new or additional space in order to continue to adequately serve our students, the department and the larger college.

The electric kilns in our Ceramic program which are depended on for the initial firing of over a 100 student's works, are now over 15 years old and are in need of replacement as constant repairs cannot keep pace with the constant breakdowns. One kiln has died and two other electric kilns are offline due to constant malfunctions. This is preventing opening up an additional evening class, furthermore, it is now becoming difficult to keep up with the current student production.

In a classroom/studio facility of over 2000ft with an outdoor patio and indoor studio simultaneously active, an **audible** external telephone bell is needed for good communications and adequate safety awareness in the case of an emergency. Frank Phillips is the only full time faculty member at the Airport 170-180 building and he cannot hear the telephone that rings only in his office. Frank has protested this issue and has been told that an external digital phone bell is too expensive. Frank is sure this is a code safety violation that discounts student safety at a satellite campus.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In the spring of 2016, the Art Department submitted a request to the college to hire a new full time tenure track faculty member to teach Fine Arts Foundation Drawing and Design. We are looking for a candidate with an ability to maintain excellence in core principles and skills, as well as make curricular advances in the fields of new genres, digital and planographic media, information design, and 2D and 3D modeling. Preference will be given to candidates with an innovative, critical, and contemporary approach to both drawing and design and an ability to

provide leadership within the school's burgeoning Art 20A Drawing I, Art 20B Drawing II, Art 10A Design I, Art 10B Design II and Art 13 classes.

The appointment will also carry the expectation of administrative leadership and visioning for both the Drawing and Design Areas as they move forward within the existing Fine Arts Foundation Design program. Responsibilities also include coordination of the curriculum to insure consistency among the various levels of Drawing and Design, oversight of part time instructors, and leadership in planning a new building and technology requests for the Department of Art.

Art History has identified a desire to grow their non-Western courses, and currently there is lack of a full-time faculty member with expertise in this area. In addition, Art History is offering more sections and expanding, while college wide enrollments are static. Currently, there are only 2 full-time faculty members who teach the equivalent of ten courses per semester. This represents less than 25% of sections offered. Our current full-time faculty are extremely involved in college governance and service. We need an additional full-time faculty member in order to expand the Art History program and to engage meaningfully with further activities such as interdisciplinary campus wide initiatives, including GRIT, Global Citizenship and Equity. In addition, a new hire would greatly improve our full to part time ratio.

Art History manages the internship program and desires to expand this program, as well as to become more involved with interdisciplinary campus wide initiatives, including GRIT, Global Citizenship and Equity. In order to be successful in this endeavor, we would need additional full-time faculty as well as facility space. With only two full-time faculty, it has been difficult to begin new projects.

The Ceramics program **cannot function** without the assistance of a minimum of 12 volunteers and 3 alternatives who work as teams of 3, 1/day/week from M-Th. They do not perform any maintenance or Union type work whatsoever. They are technical assistants, not teaching assistants, similar to docent volunteers in a museum.

Who are we going to call to clear the clay and muck out of the sink drains on a daily basis? What union provides the mixing of 30+ glazes on a weekly basis or vacuuming out the kiln burners before the loading /unloading of each kiln firing? Collectively the volunteers provide over 60 hours of work per week which is far beyond any tech support worker's hours. They work for no pay. They work in teams of 3 so that they do not tire out volunteering for their 5 hours/week each.

The college needs to have their lawyer draft up a simple 1-page document that gives legal authorization and liability release for volunteer workers. Volunteers have existed all over campus including the Emeritus college for over 40 years and it's time that Administration embraces and acknowledges their existence by renewing the defunct volunteer papers that H.R. used for years. Denying the volunteers is a greater threat to many programs that cannot function without considerable background technical assistance.

Athletics**Instructional/Student & Instructional Services**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

California Community College Athletic Association requires that each team submit game stats within 48 hours after their games. Currently this responsibility is being handled by the coaching staff for each individual team. Most community colleges in the state have a dedicated sports information director that records real-time statistical information and reports this information to the CCCAA at the conclusion of each game. The sports information director also writes stories and game summaries to promote the SMC athletic programs.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Sports Information Director and training on statistical software

Annual Business**2015/2016 Instructional**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Supplemental Instruction (SI) program was introduced in Accounting 1 in 2012 with one section and based on positive results in terms of student success was expanded to three SI supported sections by spring 2014. The accounting team plans to further expand the SI program among Accounting 1 and also include Accounting 2 in the coming year.

We are in the process of developing non-credit classes both as stand-alone programs (Bike maintenance) and also to serve as support for our credit offerings (Non-credit Customer Service, Non-credit Supply Chain Management). In addition, we are expanding our dual enrollment offerings. Continued support through SMC channels is necessary and appreciated. For example, professional development in these areas could speed the development and approval process and help create effective practices to deliver quality programs to our community. I hear that there may be either a non-credit summit or flex day activity which we would welcome and attend.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The following items were reported in the 2014 Program Review, and continue to need attention. In addition, new issues have been added to the list (italicized).

Room	Ceiling	Paint	Other
B251	Two broken ceiling tiles Two damaged ceiling tiles		<i>Dirty walls, hole in wall, exposed electrical</i>
B259		Paint peeling off wall in back left and back right corners of the room	Two water leaks in back left corner
B261	One ceiling tile missing One damaged ceiling tile		
B255	One missing ceiling tile One broken ceiling tile		Two water leaks in back right of the room
B254	One damaged ceiling tile One broken ceiling tile		
B252		Back wall paint peeling and cracked	
B207	Three missing ceiling tiles Two damaged ceiling tiles	Left and right walls paint peeling	<i>Stained tiles</i>
B201	Four damaged ceiling tiles		
B101		All walls heavily damaged	
B107	Three ceiling tiles missing One damaged ceiling tile		
BUS220 (Business Dept. Office)	Water damaged tile near B220D		
Women's Restroom		Paint peeling off back wall	Water leak in back corner
Men's Restroom		<i>Black stains on floor</i>	

In 2014, the classroom in B-254, was developed into a Smart Classroom, through grant funds. Faculty members who use this room have requested additional training, as well as additional hanging rails for the collaboration boards to be installed above the SmartBoard. This way, boards that can be written on with markers can be displayed in a central location in the room. A hanging rail installed above the whiteboard (to the left of the SmartBoard) has been requested.

There are a number of possible updates to the Business Building. Some of them could be transformational. The Business Building is slated to be part of the latest bond measure. More information to come.

On a practical note, the District has been very responsive to our “emergency requests” to address specific timely issues in our building. For example, during Winter Term we had a substantial water leak in one of the classrooms. Erica LeBlanc immediately addressed the issue. On a similar note, I took her on a tour of our public bathrooms and received assurances that a bathroom update/remodel was in the works.

I anticipate additional maintenance requests during the coming year as they become apparent. After this building was last remodeled after the 1994 earthquake.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Despite the hiring of three new faculty this spring (one new Business Communication faculty, one Business Law faculty, and one Tax Accounting faculty), the department will continue to experience faculty attrition, as three to four more faculty are expected to retire in the next few years. In addition, one of our faculty members, Fran Chandler, was elected Senate President; consequently, we will be short one faculty member for the duration of her term. The hiring of new faculty is critical in enabling the department to effectively meet students’ educational needs, implement department projects and curriculum/programs, participate in college committees, and support the College’s strategic goals.

A few of the classrooms in the department received upgrades in technology, including B-254 which was provided with an Egan SmartBoard and iClickers. The brief two to three-hour training provided for each new technology was insufficient to enable faculty to effectively incorporate the new technology into their teaching. More technology-oriented professional development is needed for effective use of classroom technology to benefit student learning.

From our Full-time hiring request 2016 plus additional recent updates. Final District hiring decision pending.

The Business Department is in transition. There have been a number of retirements in the last few years. General Business professor and Department Chair, Joy Tucker, retired last year. Recent retirements in Accounting (Pat Halliday & Teri Bernstein) will negatively impact the momentum and successes in our CPA program and our Financial Literacy initiatives. There has

been no full-time leadership in the areas of Global Trade & Logistics and Small Business & Entrepreneurship. A number of faculty have spoon fed these areas resulting with some success, but these areas of study have never reached their potential.

Two years ago we received three new full-time faculty. These positions have addressed leadership in the following areas of study. Dana Nasser replaced our full-time law professor who retired in 2013 and handles all law related courses and is in the process of developing areas of study in law that were abandoned during budget cuts. Steven Sedky has taken the reigns of our Business Communication and Marketing programs. In addition, he is the lead faculty member for our long-time association with the Rotary Club of Santa Monica, Rotaract (aka our Business Club). Steven essentially replaced Lynette Shishido who retired in 2013. Cesar Rubio was hired to lead our tax program. Until Cesar's arrival, this program had no full-time leadership since Michael Schapa's retirement in 2010. Cesar is already developing a tax preparation program for our students and community.

We recently learned that another of our full-time business instructors is going on an indefinite limited work schedule beginning Fall 2016 due to medical issues. In addition, we have two additional full-time faculty that have expressed that they will be retiring in the next couple of years.

Annual CSIS	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

For the past 4 years our Computer Lab has no longer been open on Sundays. Given that almost 60% of our students are part-time students, who hold jobs on weekdays, those individuals miss the opportunity to use the lab to complete their assignments, thus impacting their success. We have collected signatures from 330 students who are petitioning to opening the lab on Sunday. Please see appendix G2-1 for this petition.

Another long-standing need that has not been addressed is regarding the CIS 39 (Microsoft Outlook) course's requirement for an Outlook mail server to host student accounts. The department needs the assistance of Academic Computing, Information Technology and Network services to make this possible. The CSIS Advisory Board recently confirmed the importance of this course in the workplace and hence this course was moved into the core course listing for the Computer Business Applications certificate and is also a required course for the new Business Information Worker (BIW) certificate that is currently being developed. The BIW is a pathway developed in conjunction with industry partners that identifies the in-demand skill sets for entry-level office work.

The Department's curriculum also requires dedicated server space for our Web development and database application classes. Therefore, it is critical that staff have sufficient training to support and maintain these servers.

2. *If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Our program relies mostly on teaching software usage and software development, so the quality of the software (using latest editions) and computers (speed and memory) we use in the office and the classroom has a high impact on our pedagogy. All of our classrooms are equipped with projectors, instructor workstations and Windows-based or Mac-based workstations. Many of our students utilize the computer lab housed in the Business building to complete their assignments. Maintaining and upgrading all this equipment and software presents many budgetary challenges, especially in the current budget climate. While we utilize federal CTE Perkins grant funds to the extent we can, this funding cannot be used to maintain existing facilities. Clearly, it is necessary to have an annual dedicated budget for equipment and software to maintain our level of excellence.

Additionally, we have developed a Student Tracking System - listed in section D1 - Looking Back, Q 3. If this software is setup properly, it uses the current list of all the department students, and compiles a list of all students missing one or two courses of all department certificates, then outputs that list and or send those emails to encourage them to register for the missing courses to receive their certificates. Our current use of the software is limited due to not having the proper permissions setup for us by Academic Computing.

Below is a simplified 6-year budget plan for the cost of the equipment that we use.

Hardware - Every 5 years	Amount
Faculty computers (15 @\$1200)	\$18,000
Classrooms and lab computers (285 @ \$1200)	\$342,000
printers (5 @ \$2000)	\$10,000
Projectors (5 @\$700)	\$3,500
Software - Annual	
QB	750
Matlab	600
Parallels	\$2,500
Total Training - PD for faculty	\$700
Student Help - Annual	\$10,800
Office Supply - Annual	\$600
Instructional Supply - Lottery Annual	\$3,000

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed*

and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

There is a huge need for consistency and innovative leadership in the Office Technology discipline. Based on current labor market data, careers in the Office Technology area have a tremendous growth potential that should be explored. There have been no full-time faculty in this area for the last seven years, since the retirement of Patricia Mantabe in 2009. The curriculum in this area is very diverse ranging from Medical Billing and Coding to Legal Office Administration. A new faculty member in this area will help the department keep up-to-date with the ever-changing professional and technological requirements of this discipline.

Our Computer Science discipline has a significant percentage of courses being taught by part time faculty, and with the retirement of Ken Geddes this year, this percentage has increased further. Considering the growth of mobile applications programming, it is critical that we have additional full time computer science faculty well versed in this area.

The Computer Information Systems discipline offers the greatest number of courses in our department. With no new faculty hires since 2001 and the loss of Bernard Johnson and Bill Zimmerman, we have a limited number of full time faculty teaching our CIS courses. Social media and web development are growing fields, and our Advisory Board has advised us that a full time CIS faculty specializing in these areas would significantly enhance our program.

A classified tutor is needed because currently all of our tutors are students taking 12 or more units who have completed some of the classes in prior terms. It is fairly easy to find tutors for our beginning classes using this method, but it is very difficult and almost impossible to find qualified student tutors for the vast majority of the classes we offer. We would like either a full-time or even a part-time tutor to add professionalism, reliability and consistency to our tutoring program.

Operating system software, server software and other backend programs need to be updated on a regular basis. To support the new Macintosh equipment as well as the constantly changing PC computing environment; the computer lab staff needs additional training.

As new Academic Computing Technical Specialists are hired particular care should be made to select applicants with strong technical background in all operating systems.

Annual CalWorks	2015/2016 Instructional/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

There is one main need that will impact program effectiveness/efficiency in the 2016-17 academic year:

1) Loss of county DPSS funding - Santa Monica College has decided not to renew the contract it had with the Los Angeles County Department of Public Social Services. As a result, that will mean a loss of approximately \$57,000 per year. Senior administration at the college has pledged support to offset those funds since it decided not to renew the contract.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional capital resources that CalWORKs can use to support its current operation would be the technology and equipment to transition to paperless student files. This would include a professional grade scanner and the contracting with Viatron to professionally batch scan the current files and the document conversion of current forms to electronic forms. This transition would allow the program to not need file cabinets, which would also assist with the lack of storage space issue.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

It has been many years since CalWORKs has had a Job Developer. This position is a critical position for the CalWORKs program. Currently, the Child Care Director, with support from the Student Services Assistant serves a major function previously performed by the Job Developer, monitoring and tracking expenditures for CalWORKs students working in Federal work-study or Student Help positions on the campus. While this function is extremely important for State data and reporting purposes, the needs of this population extend far beyond that. The CalWORKs program is considered a welfare-to-work program that hopefully leads a participant on a path to self-sufficiency. As such its goals are twofold. One is to ensure a student is prepared educationally to compete in the workforce. Two is to make sure that students are also ready professionally to enter the job market. The previous Job Developer was able to assist students with learning or improving basic work skills such as general appearance and dress, punctuality, oral and written communication abilities, working with peers and supervisors, and workplace behavior, all of which are important in getting and keeping a job. The Job Developer also helped students with writing a resume and job interview skills. Without this position, the CalWORKs program is not able to provide these comprehensive services and the students are not being adequately served.

**Annual
Campus Police**

**2015/2016
Instructional**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The areas where we will need the most assistance in the form of institutional resources are:

1. In our hiring process: We will need to continue running the recruitment process on a continual basis until we can get our sworn and non-sworn staff numbers up to a level where we can staff all regular shifts without having to use overtime and, thereby, allowing our officers the opportunity to have more of their personal time not involved in a work activity or overtime.
2. In the continuing support of the planning and implementation of the needed security upgrades and the new dispatch center to support these upgrades to the level the college desires. This is also a long term process with many steps necessary in order to complete the tasks.
3. In order to support the police department at the level it currently exists, several areas will need equipment replaced as much of our equipment is at, or well beyond, normal service life. These include, computers in the car, camera integration - body and in car systems, Parking electric vehicles etc.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Among items that will need to be replaced:

- **Vehicles**-As stated above, the majority of our vehicles have long passed industry standard service life and we are constantly working to maintain them in “serviceable” condition.
- **Computers**-Most of the computers that we have are over five years old, placing them at or near the age where they will begin to fail. While this is not good for any department, most of these computers contain sensitive information and/or are tied into Criminal Justice databases that are essential to our operations on a daily basis.
- **Our Dispatch Center**-As stated, the replacement is already tied into the Emergency Preparedness upgrades, but there will be additional items that will come up, such as servers and data switches, that might not be able to be funded out of this project as they were serviceable with older equipment, but will not “play” with the new equipment being installed.
- **Live Scan**-the fingerprinting machine needs to be purchased in order to meet a goal of potential revenue generation by servicing the general population needing their fingerprints for various programs. This could be a new "fee for service" program and since our current Police Cadets do the fingerprinting, there would be no additional costs to the District in order to generate revenue. The current machine does not have the technology to be able to print the numbers of people who consistently come into the Campus Police Department asking for this service. The current machine is no longer being supported and will have an end of support in the 2015/2016 FY.

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3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Presently, the Campus Police Department is at fifty (50) % staffing for the rank of Police Officer. Although there is an on-going recruitment, this issue continuously hampers the Campus Police Department. On occasion, the Chief of Police and/or the Police Captain have been the “lone” police officer on duty. That particular situation poses a major issue since both the Chief and Captain generally work a day or early evening shift and still must perform their regular duties.

The command staff of the Campus Police Department has proposed to the SMC Personnel Commission the idea of a "continuous" recruitment for the rank of Police Officer. By allowing for a continuous recruitment, the Campus Police Department can go to the many Police Academies throughout Southern California and recruit directly from the academy recruits putting themselves through an academy. Although this idea has not yet been approved, it is "in-line" with most California Police Agencies since recruitment statewide for police officers is very difficult due to the applicants backgrounds.

Annual Career Services	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be

reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Nothing at this time

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We received new computers two years ago so we are good.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

I would like to hire a full-time Career Counselor.

When the Student Success Act of 2012 passed, part of the Legislation included language that community college students need to have a college major by the end of their 15th unit. While this goes against typical Adult and Career Development, the Career Services Center has worked diligently towards this benchmark.

As of February 2016, NIS shows that in corsair connect 23.6% of students are stating they are undecided. Additionally, only 57% of students who have a MyEdPlan on file have stated a major. Of those with a major on MyEdPlan, 62.5% have a Primary Major. Of those with a Primary Major, 68% do not state how confident they are of this major (8,248 students). It is these students that we now need to reach out to as well as the students in Corsair Connect. One of our newest campaigns is to get "decided" students to declare their major in corsair connect. This is an undertaking all on its own, and is taking a tremendous amount of time and effort.

The Career Services Center serves the entire campus and this is difficult to do with an all part-time career counselor pool. Another fulltime career counselor will both see students and help me with my efforts in reaching the undecided students. Also, having another full-time career counselor would add continuity and regular availability that having part-timers does not.

Annual Communication	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Broadcasting and New Media

We just hired a full-time faculty member to handle ALL Broadcasting related work and they have hit the ground running. We sub-program three areas (radio, TV, and sports broadcasting) along with Promo Pathways and now LA-HiTech, we are finding it challenging to adequately support each area of the program without relying on the volunteer hours of our part-time faculty. Many of the campus events take place outside of class time so the adjunct-faculty has to volunteer time to oversee their students on the equipment.

These are very popular programs that lead to high paying work for our students in an industry that lives in SMC's backyard. Additional lab support and production lab hours for the classes are critical for not only growing the program to continue to meet industry needs and demands. We want to maintain an already excellent program but also allow it to expand as we see more opportunities for growth in this field.

Film Studies

1) The Implementation of 4k Technology as The New Film and Video Industry Standard

Goal: To Improve Student Performance

The new RED-Scarlet 4K cameras are revolutionizing the film and video industry. At almost four times the resolution of HD-1080p (the previous industry standard for high-definition video), 4K movies can be projected on large theatrical-size screens without any loss of quality in image resolution. Dozens of feature films have now been shot with RED cameras and 4K technology (e.g., The Hobbit, Pirates of the Caribbean 4, The Social Network, District 9, the new Spiderman movie, etc.), and every electronic manufacturer is now developing 4K televisions, 4K projectors, and 4K-compatible equipment, all of which makes the RED 4K system the lynchpin of the new digital era. Formerly at c. \$70,000, the RED-Epic camera was cost-prohibitive for a public institution like ours, but recently a new camera—the RED-Scarlet—has arrived on the market at a fraction of the cost of the original RED-Epic. Due to its accessibility and affordability, the RED-Scarlet makes it possible for independent films, commercials, music videos, and student films to be produced with an unprecedented technical level and degree of sophistication. In short, knowledge if not outright mastery of RED equipment and of the language of 4K-technology has now become essential in order for our students to be considered for internships and paid jobs in the film industry.

OUTCOME (as of April 2016): The Film Production Programs was awarded the Progress and Innovation 25K grant, which we used to purchase a RED Scarlet camera with which we are currently shooting many of our projects.

2) The Urgent Need to Migrate Completely to a Tapeless High-Definition Environment and Workflow, With an Emphasis On the Introductory Digital Film Production Classes

Goal: To Improve Our Program

Our existing JVC cameras for the introductory classes record footage on videotape, which is not only impractical but, according to one of the members of our Film Production Advisory

Committee, it is also counterproductive because SMC students are learning basic skills "that amount to a dead language." In the case of videotape, once the footage has been recorded, it has to be digitized from the camera into an external hard drive. This process is now obsolete because it causes considerable wear-and-tear on the recording/playback heads of our digital cameras. Between our two sections of Film 31 classes last semester, we generated over 50 hours of footage that had to be digitized directly from the cameras. We do not have the budget for—nor do Perkins funds cover—the maintenance or repair of these cameras, so when the heads wear out, the existing JVC cameras have to be put out of commission. Regrettably, this has already happened to two of our existing six cameras. But even more significantly, videotape technology is now a thing of the past in the film industry, so our Film Production Advisory Board has strongly recommended that we replace these cameras as soon as possible, in order for our Film 31 students to be able to make a successful transition into our intermediate Film 32 and advanced Film 33 classes, both of which are taught now with proper digital cameras that rely on memory cards.

Unfortunately, we simply do not have enough cameras to satisfy all our production classes, so the acquisition of state-of-the-art cameras for the introductory classes cannot be postponed any longer, if we are to have an internal coherence in our sequential 3-semester-long digital production program.

OUTCOME (as of April 2016): Using VTEA/Perkins Funds, the Film Production Program purchased 4 tapless, high-definition Panasonic AC-90 cameras that are being used in our introductory Film 31 classes. Per the recommendation of our Advisory Board, we have successfully managed to phase out our tape-based workflow.

Journalism

It would be helpful to set up a meeting with the counseling department so that they fully understand the journalism program at the college. I have heard anecdotally of incorrect information being given to students about the program. There seems to be a major emphasis on transfer from the college, but this often encourages students to hurry through their SMC experience and not take courses outside of general education patterns in search of possible careers or interests such as journalism. It would be helpful if the college promoted journalism and other media production programs with the same enthusiasm as it does its successful transfer efforts.

And it would be useful for our students to have access to KCRW. There has been no interaction between KCRW and journalism students at all since I've been here (16 years). The college should use whatever leverage it has with the radio station to foster a more productive interaction between the station, its news teams, and the SMC journalism program. This should be started now, ahead of the move to the CMD campus, where KCRW will also be located.

Communication Studies

Institutional support is needed for the competitive debate team. As explained in other parts of this program review, the competitive Speech and Debate Team will need and will ask for an

augmented budget. The national championship Phi Rho Pi tournament was here in California this year, which meant we didn't have expensive travel costs. In 2017, however, that same tournament is in Washington D.C., which will require about \$5000 more just for airfare.

Institutional support is also needed to establish a Speech Lab to assist individuals in becoming effective and confident public communicators. Its services would extend beyond the department and the basic public speaking course, and be inclusive to the entire campus and community. The basic public speaking course is certainly an opportunity for students to *begin* to develop and practice good oral communication skills (as becoming an effective public orator is a process). However, as students move beyond the course and take other classes and are required to present in front of their instructors and peers, and then step out into the professional world and are expected to validate their acquired knowledge orally, they must have a way to reinforce their public speaking skills. The Speech Lab would assist the students in successfully bridging the gap between what is taught in the basic public speaking course and the application of the content.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Broadcasting and New Media

As is the case with our film program, broadcasting is in need of additional lab support. Currently we have one lab technician, Brad Lemonds, who does a tremendous job supporting our wide variety of broadcasting classes as well as providing support for college-wide interests such as filming athletic games and theater productions. However, we have been instructed to limit Mr. Lemonds hours to under 40 which is virtually impossible if we are to still offer our students a professional training experience. An additional lab person would give us the support we need and allow the lab to open more hours while students can also have real-life broadcasting experiences out in the field. With only one lab support person, we have to choose between the two constantly.

Film Studies

3) The Offering of a Specialized Cinematography Class with Its Required Infrastructure

Goal: To Expand Our Program

After assessing our latest materials in preparation for this program review, our Film Production Advisory Committee determined that we need to offer a cinematography class in our film production curriculum that focuses on the technical aspects of filmmaking, not only to enhance the quality of the films that we are currently producing at SMC, which will facilitate academic transfer opportunities, but also to give our students the career technical education that will allow them to get internships and apply for practical hands-on jobs in the film industry. This fulfills one of the main tenets of the SMC film program, and that is that we are not just hoping to fatefully harbor the next superstar film director, but rather catering actively to our entire

multicultural, diverse population so that our students can apply for below-the-line jobs (the technical, craft-oriented skills that they will learn in a cinematography class, including, camera operation, camera assistance, gaffing, gripping, dolly operation, etc.) in addition to above-the-line jobs, such as directing and producing. Hence, at the behest of our Film Production Advisory Committee, we have created a new foundational course, Film 40: Cinematography, which has already been approved by Curriculum Committee, will be UC transferable, and will start being offered in the fall or spring of 2013.

We plan to revise our existing Film Studies 6 ("Women in Film") course to give it a wider framework in the teaching of gender & sexuality issues as applied to the cinema. The course will be revamped and renamed "Gender in Film", and the course's content will include the study of both male and female gender issues/topics in film.

We also plan to revamp our current scriptwriting program to establish a 3-course sequence instead of the current 2-part structure. This sequence of courses will include Film Studies 20 (Beginning Screenwriting), Film Studies 21 (Intermediate Screenwriting), and Film Studies 22 (Advanced Screenwriting). This revision to the program - the addition of an extra screenwriting class - will give this program greater parity with the screenwriting curricula of leading universities that teach this subject, and will make us more competitive with those university-based programs. With the recent proliferation of smaller production companies and cable TV stations, screenwriting has become a high growth area with regard to employment opportunities for screenwriting students. Students who wish to attend SMC for the exclusive purpose of learning screenwriting will be more thoroughly trained in professional practices and standards. We hope that a three-part curricular structure will attract more students to take these classes, especially those who wish to come away with a completed feature-length screenplay, which will be the major focus of the newly-created Film Studies 22. Having a finished, well-written feature-length screenplay will provide a strong portfolio of creative work that will attract potential screenwriting employers. (Our screenwriting instructors are professional screenwriters working in the Hollywood motion picture industry and they give their top students access and introductions to leading film producers, agents, and other leading professionals in the industry who are in key positions to employ new young talent in this field).

We have already developed and are presently offering Film Studies 2 (History of Motion Pictures) and Film Studies 1 as online courses. Enrollment in and student demand for these classes has been huge. In the years ahead, we plan to expand our online course offerings to include other IGETC and UC-transferable courses in our motion picture critical studies curriculum, including online versions of Film Studies 5 (Film & Society), Film Studies 6 (Women in Film), Film Studies 8 (The Popular Film Genres), and Film Studies 11 (Literature into Film).

In keeping with the college's goals to establish a wide range of multidisciplinary and interdisciplinary studies and course offerings, we plan to develop and teach specialized Film Studies courses which will allow for interdepartmental cross-listing and which promote team-teaching arrangements. Presently, two of our motion picture critical studies courses - Film Studies 6 (Women in Film) and Film Studies 11 (Literature Into Film) - are cross-listed with other departments. Once we get approval to offer the currently-in-development Film Studies 29

(Motion Picture Business) course, we intend to have this class cross-listed with the Business Department. In the coming years, we also plan to offer specialized themes in our Film Studies 5 (Film & Society) course that can be cross-listed with other academic disciplines' offerings and/or team taught by faculty in different departments. Such Film Studies 5 course themes as "Psychology & Film", "Philosophy & Film", "History & Film", "Politics in Film", etc. naturally lend themselves to these kind of interdisciplinary teaching alliances. Because one of SMC's most important institutional missions is to emphasize serving the community through addressing the needs of a variety of students, including those who drop in for a course or two, attend for career technical education, and enroll for transfer purposes, we believe that offering more interdisciplinary courses in our Film Studies program will broaden the educational experience for those students who do not plan to continue with further formal film education after their community college experience.

For the past three years we have been establishing a stronger alliance with the Academy of Entertainment & Technology (AET), integrating our Film Studies courses into established AET degree programs and curricula. This allows AET students to get credit for taking Film Studies classes as a necessary part of their fulfillment of A.A. and certificate programs offered by the AET. By combining our programs and courses, our Film Studies Program will have increased student outreach, and closely interrelated entertainment technologies and CTE-oriented programs currently being taught at the AET campus and in the Communication Department will become academically linked. To this end, we are fortunate to have many of our Film Studies course sections currently offered at the AET campus. In addition, our newest full-time hires, Prof. Carrasco (Film Studies) and Prof. Louie (Entertainment Technology) are already collaborating in a number of projects, including, for instance, the post-production of the SMC original short film "Annabel Lee," which will be submitted to domestic and international film festivals in 2013.

Likewise, for the past three years we have established a closer academic alliance with SMC's Theatre Arts Department. Furthermore, there are obvious inter-disciplinary courses that can be created and cross-listed between Film Studies and Theater, such as "Acting In Film", "Directing The Film & TV Actor", etc. In addition to this, we have already developed a cooperative arrangement with the Theatre Department that makes it possible for stage acting students to learn about opportunities to participate in student films being made in our digital filmmaking classes.

This gives our student filmmakers access to young actors who are being properly trained in this art and craft, and it also it gives theater acting students an opportunity to get their acting talents showcased on film, building valuable portfolios of their work. Both film and theater students are already benefitting from this fruitful and exciting partnership through our SMC Film Production Website, where we post well-crafted projects that have opened countless doors for internships, jobs, and transfer opportunities.

OUTCOME (as of April 2016): The Film Production Program has successfully created and implemented the "Film 40: Cinematography" class.

Our cinematography class has become so popular that demand far exceeds supply, so the next challenge is to create an additional section of Film 40 --which entails hiring a new adjunct instructor-- and an Advanced Cinematography class.

Journalism

Currently we have the necessary equipment to fulfill our mission.

Communication Studies

The Speech and Debate Team needs a squad room. This is different than a classroom assigned to the class. The Speech and Debate Team students work many hours outside of class time, and need regular space for practice and research.

Additionally, funding is required to furnish the Speech Lab:

1. *A table*, where the Speech Lab worker would sit and meet with the individuals visiting the Lab
2. *A minimum of three chairs* – one for the Speech Lab worker; and two for the individuals visiting the lab (keeping in mind that presentations often include more than one person)
3. *A tripod & recording device* – during the Speech Lab appointment, the recitation of a speech or presentation would be taped and critiqued; a person would have the option of having his/her taped recording emailed (in addition to receiving the written feedback by the Speech Lab worker)
4. *A laptop or desktop* – this would permit the Speech Lab worker to check the online calendar system to verify the number of appointments s/he has during his/her shift; the computer would also serve as a research tool as the Speech Lab worker helps the individual select a speech topic, find additional resources for a speech or project, upload and email taped recordings of presentations, etc.
5. *A bulletin board* – public speaking tips & reminders would be displayed and handouts would be made available regarding public speaking in the “real world” (i.e. interviews)
6. *A podium* – a majority of formal speaking occasions make use of a podium, thus, it is important to give those individuals utilizing the Speech Lab the option to practice their speech/presentation in this manner
7. *Basic office supplies* – pens, pencils, note pads, paper & printing funds for handouts and feedback forms, etc.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Broadcasting and New Media

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lab to open more hours while students can also have real-life broadcasting experiences out in the field. With only one lab support person, we have to choose between the two constantly.

Film Studies

In Spring 2016 we will be hiring another faculty member to reinforce the Film Production Program who will start teaching classes in the Fall, plus help integrate the Film Club with the Film Production classes currently taught.

Conclusions:

The integration of RED 4K technology, tapeless high-definition cameras for the introductory classes, and specialized cinematography equipment and infrastructure to our curriculum have brought us closer to fulfilling our dream for SMC's Film Production Program; namely, that our students can have access to the resources that traditionally could only be experienced in private institutions and, as a byproduct of this, we wholeheartedly believe that they will be able to make films that in technical skill rival the best films produced at private university film programs (AFI, USC, and NYU) for a fraction of the cost, with the added advantage that, due to their diverse cultural backgrounds and variety of life experiences, the stories that SMC students have to tell may be the ones with the longest lasting power among audiences.

The impact of RED 4K technology on all our production and post-production classes, as well as the development of new curriculum to support this technology (e.g., a new cinematography class, 4K editing and post-production workflow, etc.), is already placing the SMC Film Program at the forefront of state-of-the-art digital film technology. Moreover, we will be future-proofing our film department by creating original footage that will be able to play in full quality years from now when 4K inevitably becomes the standard.

The expansion/improvements achieved with the aid of Perkins funds helps accomplish SMC's institutional goals of enhancing the teaching and learning environment and improving effectiveness in the delivery of instructional programming and/or student support services.

- Teaching RED 4K technology and the use of the RED-Scarlet camera/sound package is similar to teaching and learning a new language by applying what could be labeled as a "building-blocks methodology." In that spirit, we have incorporated demos and gradual use of RED equipment in our beginning and intermediate production classes (Film 31 and Film 32), and then, of course, most prominently in our new advanced class, "Film 33: Directing the Short Film," with the production of original short films made with RED 4K equipment that are opening all kinds of professional and academic doors to our students.

- We have already created a specialized cinematography class and are in the process of enhancing the current post-production classes, such as ET-60, to include RED 4K workflow. Needless to say, select Design Technology classes may also have access to this equipment in-house and under close instructor supervision.

- The acquisition of a RED-Scarlet camera/sound package was the logical move to support the creation of the A.S. degree Program in Film Production, which includes updated and relevant courses in pre-production, production, cinematography, and post-production, as well as in screenwriting and critical studies.
- Since our students now have the opportunity to learn how to use the RED-Scarlet camera/sound package in a production, cinematography, and post-production environment and dynamic workflow, they will very likely be able to find many more jobs in the film and video industry. Having ample experience with RED-Scarlet on a resume is a huge competitive advantage for SMC students over other film programs.
- Quality of student output: the enhanced image/sound quality of RED-Scarlet 4K SMC original short films is giving our students a competitive edge in film festivals and with prospective employers. These original short films represent the high academic standards of Santa Monica College in the eyes of the community and film industry at large and have put us on the map as one of the top film schools in California. Case in point, a selection of SMC short films will be screened for the general public at the Arlight Theater in Santa Monica on May 29, 2016.
- Industry recognition: In 2015 Prof. Carrasco was awarded the Impact Award "for local and international educational, economic and artistic impact of SMC Film Program," and a cover story about the SMC Film Program appeared in VARIETY magazine with the heading "Film Professor Creates Low-Cost Production Program at Santa Monica College"

<http://variety.com/2014/film/news/film-professor-creates-low-cost-production-program-at-santa-monica-college-1201262630/>

There has been much tangible progress made by SMC's emerging film production program in the last year, as evidenced by the contents of this program review, the ongoing support of our Film Production Advisory Committee, the acceptance of SMC original short films into prestigious film festivals, and the successful transfer of many of our students who completed our film production course-sequence into the best film schools in the country.

All this will in turn make it possible for our students to acquire the visual literacy and technical skills needed to effectively express themselves using the universal language of cinema. By having state-of-the art filmmaking equipment that makes it possible for us to simulate professional film sets in our classes, no one will be left out of the learning equation. Every student will be given the opportunity to play a significant role in the filmmaking process. We want our Film Production Program to offer the kind of infrastructure that one would normally find in a costly private school while providing universal access to students at affordable community-college tuition rates. Thus, all students will be able to receive their training using the latest, state-of-the-art equipment when it comes to learning the potentially lucrative craft of filmmaking, including individuals with disabilities, from economically disadvantaged backgrounds, students of all ages, single parents, foreign students with limited English proficiency, etc. The philosophy of our Film Production program is that pursuing a film career is an ideal way for our students to radically improve their lives and social conditions. By means of the high-standard, meaningful films that they will be making in our program, our students will

fulfill SMC's mission of enriching the global community and developing "an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments."

Journalism

One area that has been a challenge this year is helping students out with graphic design issues concerning producing the print edition of the *Corsair*. It would be great if a teacher of InDesign at SMC could provide a one-day workshop on using the program at the beginning of every semester so that editors would be better prepared to take on this task. Perhaps the college could provide a small stipend for a teacher to be able to do this.

Communication Studies

The Communication and Media Studies Department would like Administration to consider hiring a Director of Forensics part-time position that include directing the Debate Team, develop advanced debate curriculum and teach the debate classes (Comm St 22). Other parts of their assignment would be to coach, fundraise, travel, and focus on the growth, sustainability, and success of the Speech and Debate Team. It is very important that we hire someone to have a sole responsibility of coaching/teaching speech and debate to make our program sustainable.

Annual Community Education	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Considering that Community Education, its program planning and daily operation are being managed by one full-time Program Coordinator and one (not-fully-dedicated) Administrative Assistant, with constant demands from various areas of the college that requests administrative support, the program has tremendous potential to grow its revenue with the addition dedicated support staff.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As Community Education expands into Professional Development with the launch of the SMC Cisco Networking Academy program, special consideration in room usage and date requests would greatly allow the department much needed latitude and ease to schedule training programs on site.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

As Community Education is mandated to remain self-sustaining, it would benefit greatly by having a dedicated operations staff who can deal with increase demand of registrations as program expands, customer inquiries, room reservations, equipment issues, daily operational reports and other operational duties, thus assisting the team to optimize its revenue potential and free its existing staff to focus on program expansion and marketing. Currently the staff includes a Director, a Program Coordinator and one full time Administrative Assistant II. The current operational structure being utilized is not in alignment with industry standards for high performing programs.

Annual Cosmetology	2015/2016 Instructional
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1. *Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].*

Not applicable.

2. *If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Not applicable.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Not applicable.

Annual Counseling	2015/2016 Instructional/Student & Instructional Services
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1. *Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].*

1. Since Spring 2015, the department has experienced two retirements of full time counselors. Two additional counselors, one with a 40% instructional load, have definitively announced their plans to retire by Fall 2017.
2. Full time counselor time is critical in providing leadership and support for the various mandates of the Student Success Act of 2012 and to support the Student Equity initiative at SMC. Full time faculty are key to the future development of the MyEdPlan online review process, revamping of all online counseling services provided, implementing interventions for at-risk students, providing proactive outreach for underrepresented students, etc.
3. Our Counseling 20 course continues to be a key ingredient in overall student success. Presently, only 16.8% of our Couns.20 weekly teacher hours are taught by contract faculty. By Fall 2017, only 13% of our Counseling 20 offerings will be taught by full time instructors.
4. Full time Instructors are critical contributors to the Counseling 20 program. They are responsible for regularly updating the curriculum, updating the textbook and materials, coordinating the Counseling 20 mentor program, overseeing the Counseling 20 instructional support homeroom and leading the effort to create and assess course SLOs.
5. The Counseling department has been asking for a dedicated student services programmer for several years. We have several initiatives that are stalled due to all of the competing requests made of MIS. We cannot make improvements in many of our services without consistent, dedicated support from a programmer/developer.
6. Technology and human resources are needed to engage in the “front-loading” of evaluations of coursework from other institutions towards the IGETC, CSU and Associate Degree general education patterns. Reverse transfer students cannot use MyEdPlan effectively without these very time-consuming evaluations being completed first.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As we add more counselor positions and/or classified positions to assist in the implementation of services mandated by the Student Success Act of 2012, space is rapidly becoming an issue. Counselors need a private office space with a computer, printer and phone. We cannot continue to fit all new adjunct counselor positions/classified positions in our currently allocated spaces on campus.

Additionally, Counselors cannot do their jobs and facilitate successful enrollment for students without updated, current computers, printers and programs that support counseling transactions. So far, “SSSP funds” have adequately provided for the necessary technological support each year. But we are very concerned about how this need will be supported in the event that SSSP funds are reduced or redirected to some other need on campus. Technology is a critical basis for the work that we do.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Since Spring 2014, four full time counselors in the department have retired and we anticipate two more retirements as of Fall 2017. We have also lost two full time counselors to administrative reassignment since Fall 2014. One of these impending retirees currently provides faculty leadership for the Counseling 20 program. We are currently operating with a ratio of approximately 36.5 % FT counselors to 63.5% adjunct counselors in the dept. overall.

More than 80% of our weekly teacher hours are taught by adjunct faculty. Our percentage of full time faculty is woefully inadequate as we move into an era where counselors are not only supposed to see students in person, but also expand services so that distance education students have “equal access” to counseling services. Moreover, the Student Success Act does not merely ask that ed plans be provided for all students; there is an expectation to be continually innovative, find new ways to serve students and intervene regularly for at-risk students. Regular accountability and reporting of the efficacy of services is now required. This type of innovation and accountability is typically initiated and maintained **by full time faculty members**, who are fully invested in the institution and are regularly available to interface with all necessary campus and institutional partners.

Annual Design Tech.	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Entertainment Technology:

Much will change with the widespread adoption of Virtual and Augmented Reality. It remains to be seen how quickly the ET program may have to respond to this emerging technology.

Graphic Design:

The Graphic Design program currently offers over 40 sections of graphic design courses per semester. In 2013-14, over 700 students successfully completed two or more core courses of the Graphic Design Associate’s Degree curriculum, 200 successfully completed six or more, and 52 were awarded degrees or certificates in Graphic Design. The Graphic Design program was by far the largest producer of community college Graphic Design program completers in the region last year.

We have needed to increase the number of sections offered in the Graphic Design program due to the interest in the Interaction Design Bachelor's degree. Specifically we have increased the number of sections for the first semester courses and the User Experience Design courses.

In Spring 2017, the program is scheduled to return to our renovated satellite campus, the Center for Media and Design. We expect to grow into the new facility quickly, especially as the new Interaction Design B.S. degree within the Graphic Design program is fully launched.

We will continue to need new faculty to teach in this area and related areas, such as web and mobile design, user experience, product design, interaction design, tangible interaction, as well as teach more foundational areas of graphic design, such as typography and studio design.

Interior Architectural Design:

The Interior Architectural Design program covers a broad spectrum of subjects from sustainable design to digital production. We are increasingly seeing opportunities for collaboration with other disciplines.

We are actively building a closer relationship with Film Studies program, revising and expanding our Set Design and Production Design courses to address the needs of both programs. Ideally, our students will be able to design and build sets for Film Studies projects.

During Spring Break 2016, INTARC students teamed with SMC's Sustainable Technologies program in creating a Leadership in Energy & Environmental Design (LEED) Club where students attend workshops, attend field trips, and study for LEED exam. We started with Green Associate (GA) level which is the introductory level. We anticipate that we'd expand the group to Accredited Professional (AP) level in the near future.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Graphic Design:

The goal of the Graphic Design Program is to provide the most current education to our students. This requires that the program have the most current software and access to industry standard tools such as Sublime, Sketch, Axure, OmniGraffle, and Balsamiq, in addition to the Adobe Creative Suite. The Graphic Design/Interaction Design programs also need to continue to provide students with up-to date equipment and computers in the classroom and computer labs, and support students increasing interest in bringing their own devices (BYOD) into the classroom and working collaboratively. This includes providing desks that will best accommodate laptop computers and collaboration. Other considerations are to provide cloud-based storage for students and faculty so that files can be easily accessed and shared.

Interior Architectural Design:

In order to keep current with advancing trends in industry, we need to have access to the most current software and industry standard tools. The interior design industry uses a wide range of digital software applications such as Auto Cad, Revit, 3D Studio Max, Rhino, Photoshop, and SketchUp to communicate design intent, especially in the area of 3D visualization. Our program is dependent on providing these tools to our students, but ongoing maintenance is a concern. At times, we have not been able to upgrade to the most current version of certain applications due to lack of funds.

Ideally, the program would also provide an environment where students could bring their own devices into the classroom for research and implementation while sketching their design ideas on paper. The ideal classroom configuration would accommodate both drafting tables and laptop computers.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Design Technology Department needs an additional full-time faculty member in the Graphic Design Program in order to best serve the needs of our students and to keep pace with the expanding A.S and B.S. programs. The Graphic Design program currently has 3 full-time instructors and nearly 20 adjunct faculty teaching over 750 students each semester in over 40 sections.

The Graphic Design program is dependent on our full-time faculty to teach the core classes with a contract load of 5-6 classes per semester (due to our load factor), advise students on transfer and career opportunities, maintain a profile in the industry and private practice, ensure that the Department functions smoothly as an administrative unit and to revise and develop curriculum. It is also a responsibility of our program to develop, promote and manage the new Interaction Design B.S. degree, to foster interest in the degree, and to counsel students.

These demands become overwhelming when tasked to three people. Although we're fortunate to have dedicated adjunct faculty, full-time faculty drive curriculum and departmental changes. Full-time faculty create optimal learning environments since they better understand the entire curriculum along with having an overarching concern for the education of our students. We are in desperate need of a new full-time hire to address these needs, to teach core courses and upper-division Interaction Design classes, assist with the basic functions of our Department and to focus on curriculum development. New development programs (recruitment and pathways programs), require extra attention from our already overloaded full-time faculty.

With the new hire of a full-time faculty member and the retirement of one full-time faculty member in June 2016, the program will only have three full-time instructors beginning Fall 2016. This coincides with the projected timing of the first student cohort for the Interaction Design degree.

Regardless of the future of the Interaction Design B.S. degree, a new full-time instructor will be needed to teach foundational graphic design courses as well as to develop and teach courses in emerging fields as the Graphic Design program continues to grow and evolve.

As the Graphic Design program and Interaction Design degree develops and grows, another consideration is the need for additional administrative and counseling support. Additional staffing needs include a part-time assistant or director to help coordinate the Interaction Design B.S. degree, especially focusing on upper division courses, guest speakers, course sponsors, equipment, acting as liaison with student services, and fostering student success. We also need additional counseling support for our Interaction Design program's current and prospective students.

Professional Development would be helpful in the areas of instructional design and increased faculty development in emerging design fields.

Annual Disabl Stu Ctr	2015/2016 Instructional/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

A focus of the DSPS organization is to integrate the Title V changes and guidelines effective July 1, 2016. MIS is currently updating the student information system to reflect the new disability category codes and requirements to produce DSPS student enrollment records to obtain funding.

The DSPS leadership is restructured with a new Director to oversee the entire program. Faculty Coordinator to continue leadership of a large department. The Director will be responsible for the supervision of the faculty and the staff as well as the planning, development and implementation of the program. The Faculty Coordinator will assist in the operational management of the department with particular focus on the counseling and curriculum.

Two key faculty members retiring are training their perspective replacements: The High Tech Training Center Faculty Specialist and the Acquired Brain Injury Faculty Specialist. The HTTC faculty is integrated and trained. The hiring for the ABI Faculty Specialist is near complete so limited time for cross training will be available when she retires in June 2016. The new ADA Coordinator part-time assignment has been announced and training provided by the retiring ADA Coordinator.

The Administrative Regulations for Student Services (4000) pertaining to students with disabilities have not been updated for several years. The language in some of the regulations is not current. Furthermore, with the appointment of a new 504 Compliance Officer and new position of a Compliance Administrator/Title IX Coordinator further definition of responsibilities related to 504 compliance issues (accommodation requests, access issues, and appeals) is required.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The size of the proctoring room can no longer accommodate the needs of our students, especially during mid-term and final weeks. For example, this spring semester we proctored 91 mid-term exams in one day. Each semester we proctor over 1,700 exams for around 458 students. Many of our students are carrying full loads. Yet, the proctoring room only seats 27 students. DSPTS frequently request help from Academic Affairs to provide an additional classroom in order to accommodate the overflow during these busy times. Fortunately, Senior management has located a larger and quieter location in the Financial Aid Office when they move into their new location in Drescher Hall. Facilities will retrofit the old Financial Aid Office which will include three private rooms and seats for 54 students in June 2016. Although we are adding an additional private room, we are experiencing many requests far above what is available for private rooms. The LD Program will assist in providing room, proctoring, and support for additional space/private rooms during mid-terms and finals.

The Learning Disability Program is currently located across campus, making it difficult to collaborate and share resources. Senior Management explored closer and alternative office space including Financial Aide and Drescher Hall but neither offered sufficient space. It was decided that the LD Program remain in the Math Complex until the completion of the new Student Services building in We are recommending that the program improves communication with the rest of the DSPTS staff and align policy, practices, and procedures in sync with the main office.

The HTTC is requesting new technology and license upgrades from CTE funds and Academic Computing funds. HTTC will review the current system of collecting MIS data and look for a more efficient way to track and enter contacts.

The HTTC and VRC applied for a grant to secure 50 additional licenses of the Audio Notetaking software (Sonocent) which if awarded, will supply DSPTS students and Vets additional access and training to this effective assistive technology.

The HTTC Project to digitize all DSPTS student files and archives will require some investment and maintenance cost. Initially, the following purchases need to be made: 25 signature pads, external hard drives, a high speed scanner, and a Drop Box Business account. The Drop Box account will be the only recurring cost at approximately \$3,100 annually for 25 users. This system is not only cost effective but will create great efficiency to store data on students, share with pertinent information with certified staff, and provide students services and accommodations more timely. Furthermore, with our limited office space, reducing the number of file cabinets which are storing all the student paper files will create additional much needed office space.

DSPTS submitted six Equity Fund Proposals which includes the equipment, scanners, storage, and signature pads required for this Digital Project. Additionally, proposals included iPads, Surface Pro Tablets, upgraded equipment such as digital recorders, microphones, head sets, and assistive

listening devices. Students with disabilities will be able to receive training and the opportunity to use this equipment to enhance accessibility.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Currently proctoring duties are shared among the DSPS Specialists and DSPS Assistants. The DSPS Assistants rotate to cover the proctor room as needed while also working in the main office and in the classroom taking notes. Due to the increasing demand for extended proctoring services such as extended evening hours, DSPS may need to use the Student Services Assistants more readily in the proctoring area rather than in the classroom taking notes. To continue providing note taking services, DSPS will incentivize volunteer note takers with a scholarship using the DSPS Foundation funds upon successfully completing a semester of service.

Professional Development funds are needed for continuous trainings for the DSPS certificated staff to keep apprised of the latest legal issues. DSPS counselors/ LD, HTTC and ABI specialists attend yearly state wide CAPED, AHEAD, and Technologies conferences to keep apprised on “the best practices” to serve our DSPS students. Conferences to learn the ever-changing technical aspects of academic counseling are also critical to attend in order to provide accurate information to the students.

Plans to have Jared Smith, Associate Director of WebAIM return to meet with Senior Staff and present a workshop for our campus community on accessible web design with an emphasis on universal design is currently in review. Additionally, the new SMC webmaster is collaborating with the HTTC to plan additional internal 508 trainings and support of faculty fulfilling their obligation to ensure instructional materials are in compliance.

Annual	2015/2016
Distance Education	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Recommendations for Program Strengthening - the DE unit will continue to follow the Program Review Committees recommendations below. All recommendations align with the current CMS migration and insuring faculty being prepared.

The committee acknowledges the tremendous efforts and successes of a small Distance Education department and recommends consideration of the following to further strengthen the program:

1. Expand evaluation efforts to more systematically identify faculty professional development needs and evaluate the

- effectiveness of faculty training.
- 2. Review the existing unit outcomes and assess whether they adequately address program goals.
- 3. Implement and assess the DE Faculty Readiness pilot.

Recommendations for Institutional Support

- 1. Given the increase in online enrollments and use of CMS systems and tools, review staffing needs to maintain the desired level of service and what additional support will be needed to participate in the Chancellor’s Office Open Education Initiative.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Funding to continue to support Canvas faculty peer mentors.

Funding to continue to support online tutoring for online students.

Annual EOP&S	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The only issue impacting EOPS/CARE at this time is that of office space. The Director of Special Programs has been working with the Vice President of Student Affairs to identify additional space for the program. Space has been identified and hopefully be completed by Summer or Fall 2016.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None

Annual EOP&S	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

One of the challenges facing the program is that the Angell Foundation grant will end in June 2016. Since Santa Monica College is committed to serving the foster youth that attend the college, the program and college leadership will need to develop a plan to financially institutionalize the program. The Santa Monica College Student Equity Plan specifically identifies foster youth as an underrepresented population and a priority group to support in terms of access, college success, and educational goal completion. Therefore, the current funding committed from Student Equity categorical funds is a good first step to sustaining the Guardian Scholars Program.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As previously mentioned, the Guardian Scholars Program is housed within the EOPS/CARE office. As a result, having three programs in an office space that was originally designed to house two programs has created some space issues. And as the program continues to grow, space will continue to be a concern. The program leadership has been discussing a future goal of the program having its own space on campus, such as a Guardian Scholars Center. This space would allow for program staff to have adequate offices, where students can have access to computers and other educational materials, but most importantly, a space where foster youth can develop community and a home, when oftentimes those are the two things they lack.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

No additional Human Resources needs are predicted for 2016-17.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

One important area of college-wide planning that we support is a more unified tutoring center. We play an active role in the ongoing efforts in this area, and we expect to collaborate closely with other tutoring programs on campus to better serve our students. For example, tutoring in all areas is now tracked uniformly. However, the college's tracking system does not capture all of the detailed information we need, so we are continuing to use our own tracking system. The appointment and tracking system for the tutoring program is woefully outdated and in need of being redesigned to meet industry standards, e.g., accessible for handheld devices. (The Math Department uses the same system and has encountered similar difficulties.)

In fall 2015 we implemented tutoring services for our noncredit ESL students. Since noncredit ESL does not have a dedicated space in which tutoring takes place (the room that was chosen for tutoring is often changed if there is a need to host another event in that room), the tracking system which we implemented cannot be used. Two of our online courses (ESL 23 and ESL 20B) are involved in the pilot of Smarter Thinking, an online tutoring service.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Noncredit ESL would eventually like to use computer based testing for the CASAS examination. This would involve the use of COWs (Computers on Wheels) so that the testing can be done in classrooms.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As of Sp16, we have 11 fulltime and 30 part-time faculty members in our credit program and 15 part-time faculty members in our noncredit program. The noncredit program also recently hired one part-time counselor. One FT faculty member retired in summer 2015 and a second in July, 2016, and probationary faculty member will depart in Spring 2016. Many of our part-time instructors are actively engaged in department and college tasks, including organizing and monitoring a language exchange program in collaboration with MLC Department, participating in the Day of Welcome, and providing workshops for students on a variety of topics. As full-time faculty participate in community and statewide efforts and collaborate actively with other initiatives and governance responsibilities across campus, more full-time faculty members will be needed to replace the retiring faculty members.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

As the department has grown, it has been forced to offer an ever increasing percentage of its courses outside of its dedicated room allocation. The space difficulties experienced by the Earth Science Department are clearly a pattern that many departments are facing, however it is inappropriate for a science department to be teaching outside of its allocated space. Science classes must extensively utilize equipment, hands-on material, and various demonstration materials in lab and lecture courses. Transporting these materials to various locations on campus presents a burden for the instructors, a terrible toll on the equipment and a diminishment of the quality of the class for the students

If the amount of dedicated room space is compared among the science departments on campus, it is extensively clear that Earth Science space is not even close to the standards of Life and Physical Science departments (see Table 1). Earth Science has a massive 54 WTH per dedicated teaching space whereas 32–34 WTH per teaching space is the norm in the other sciences. Additionally, course enrollment in the Earth Science Department has increased over the past five years. Examining Table 2, Course Enrollment per Department, indicates clearly that over the past five years, the Earth Science Department has instructed a large number of the students in our limited lab and lecture space; our enrollment numbers are slightly higher than the Physical Science Department, although less than the Life Science Department.

Department	WTH	Dedicated Rooms	WTH/Room
Life Science	405	12	34
Physical Science	383	12	32
Earth Science	269	5	54

Table 1. WTH/dedicated room by departments *Data from SMC Website-Fall 2012*

Course Enrollment by Department	Fall 2013	Room Allocation
Earth Science	3,012	5
Life Science	3,472	12
Physical Science	2,475	12

Table 2. Course Enrollment per Department

The Earth Science Department is enthusiastically awaiting our move to the new Science/Math Complex (“Phase 2”). We hope to centralize the elements of Earth Science, teaching labs, prep room, GIS lab, lecture rooms, planetarium, observatory, environmental center, elements of the Sustainable Technologies Program (such as specific courses in Recycling and Resource

Management and Energy Efficiency) and faculty/staff offices into one location that will unite us with our science colleagues on campus. However, the department faces an immense dilemma waiting for the expected facility expansion for the Science Complex.

The central problem is laboratory space. We currently have two teaching labs on the first floor of Drescher Hall, the Geography lab/lecture room in HSS, and our shared GIS classroom in the Business Building (B250). The teaching labs are engaged with laboratory classes or lab related classes from 8 am to 10 pm throughout the week. The shared GIS classroom in Business is small, only 24 seats, and only classes using the computers are scheduled there. Moreover, the dedicated lecture rooms are also entirely occupied from morning to night leaving some Earth Science classes to wander the campus. Transporting these materials to various locations on campus presents a burden for the instructors, a terrible toll on the equipment and the hands-on material (i.e., the osteological remains in Anthropology 1), and a diminishment of the quality of the class for the students. Even lecture classes in Physical Anthropology need to be taught in either the Drescher lab rooms or lecture rooms – the materials cannot be transported across campus.

The utilization percentages for classrooms range from 100% in higher demand time slots to 86.7% at lower demand time slots. In order to teach science classes effectively, equipment, demonstration materials and laboratory space are essential. This limitation in space effectively stops the Earth Science Department from expansion, diversification and healthy growth. We, indeed, recognize that we are not the only department across the campus to experience this impaction in facilities and space. However, we are probably the only *science* department with this critical space problem.

In the interim while we wait for the extension and completion of the Science Complex, the Geography program moved their lectures and labs into new rooms in HSS building. The Geography Lab is fully functional, with hot plates, instead of gas, for experiments. Students and faculty alike appreciate the additional lab space which means the Geography program can offer four lab sections per semester, in addition to all the other geography courses. The moving of almost all the Geography program courses has opened up the labs in Drescher Hall, allowing Anthropology to expand its lab offerings to four sections per semester. Additionally, both the labs in Drescher Hall have undergone renovation in terms of installing overhead projection systems and teacher stations. These new teaching devices have enabled Anthropology, Astronomy and Geology professors to enhance their lectures and labs by accessing and employing a variety of media to present course material to the students.

Planetarium needs:

The Digistar 2 projector in the Drescher Planetarium was installed in 1998, and uses a 1990's-generation computer for operation. It is already experiencing fatigue and failure, and finding replacement parts is becoming more difficult. The eventual retirement of this system is inevitable. Whether we decide to purchase upgraded digital equipment or revert to a more durable opto-mechanical planetarium, using multiple low-cost digital projectors, is an expenditure that needs to be planned for in the future.

Sustainable Technologies Program

In terms of space requirements, the STP is given a dedicated classroom and one storage closet for learning materials and construction materials. As the program has matured, demonstration models and display materials have been created and have started to impact an already overcrowded classroom situation. An expected expansion or accommodation is necessary to continue to provide high quality programming in a safe and engaging manner.

Programmatically, Sustainable Technologies Program brings together a number of training programs under one umbrella and provides an overarching structure by which students can pursue educational and career opportunities in the various green fields. By including these programs under one umbrella, SMC is recognizing and embracing the interconnectedness of these various fields, and encouraging students to think of green careers as outside the traditional silos of STEM programming. Each of these program tracks will prepare students for immediate employment upon graduation, as well as provide them with the resources and support that they need to transfer to a baccalaureate institution. For entry-level work, there are nine tracks in the Sustainable Technologies Initiative:

- **Recycling and Resource Management** (12-UNIT AND 18-UNIT EXISTING, **SUSTAINABILITY PROGRAM**)
- **Photovoltaic Installation, Design and Sales** (12- UNIT AND 19-UNIT EXISTING, **RENEWABLE ENERGY PROGRAM**)
- Energy Efficiency Specialist (12-UNIT EXISTING, 19-UNIT IN DEVELOPMENT)
- Wind Energy Technician
- **Solar Thermal Energy Technician, RENEWABLE ENERGY PROGRAM)**
- **Geothermal Energy Technician, RENEWABLE ENERGY. PROGRAM)**
- Sustainable Building Consultant (PLANNED for SUSTAINABILITY PROGRAM)
- Business Applications – Entrepreneurship and Logistics (PLANNED for SUSTAINABILITY PROGRAM)
- Landscape (Water) Efficiency Technician (PLANNED for SUSTAINABILITY PROGRAM)

The first two tracks are in place. A 12-unit Energy Efficiency Specialist was approved in Spring 2014. A 19-unit Energy Efficiency Specialist Certificate is in the process of being developed and targeted for Fall 2014. The fourth track, Wind Energy Technician, along with the fifth and sixth tracks, Solar Thermal Energy Technician and Geothermal Energy Technician, respectively, will be developed to address the anticipated growth markets in the energy sector. Along with tracks two and three (Photovoltaic Installation, Design and Sales, and Energy Efficiency Specialist), five tracks comprise the new Renewable Energies Program, and require a substantially larger investment in equipment and curriculum materials, which has delayed its launch and for which we are now seeking funding. Tracks seven, eight, and nine round out the Sustainability Initiative's long-range goals, and are planned for development and implementation at some time in the future.

Weekly teaching hours put CTE and Transfer classes in competition: As noted, in the program review above, the STP program faculty, administrators and Industry Advisory Board are

interested in offering more classes and growing the sustainable technologies program. However, the Earth Science department is limited in the number of WTH provided. Not only does this make it difficult to offer the entire sequence in a timely manner, it also is a disadvantage for growing institutional support for the program as faculty are reluctant to give up transfer courses for CTE.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Technology

One of the enduring challenges facing the Earth Science Department is technology. While the lab classrooms on the first floor of Drescher Hall have been renovated to ‘smart’ classrooms, the second floor classrooms have not. As a temporary measure, multi-media carts are being utilized. However, a more permanent multimedia system needs to be installed in all lecture rooms.

Storage for STP – specifically Solar PV and Energy Efficiency classes

The Solar PV and Energy Efficiency courses are currently offered at the SMC Airport Campus. We have experienced a reduction in classrooms and storage space since the Airport Campus is being used as a “swing campus” while various buildings are being remodeled. Currently, AET has been moved to Airport Campus. Renovations to create office space, more classrooms, etc. all resulted in the STP program losing space. In order to provide state-of-the-art training that is industry-standardized, we need very large pieces of equipment (i.e., mock roofs, inverters, solar panels, door blowers, etc.) all of which require secure storage space.

Adequate storage: We need space for the very large pieces of equipment necessary for the program and area in the parking lot or elsewhere outdoors to perform lab exercises. Although the storage space issue has been somewhat ameliorated by allowing the PV program access to space carved out of space during the AET renovation and subsequent move to Airport Campus, this is a temporary measure. Finding adequate funding for shelving and bins for organizing equipment was another challenge. We were able to secure monies and, as a result, shelves and bins were installed over the winter 2011 intersession. The tools, equipment and other supplies are now out of their packing boxes and stored in labeled bins. Limited storage hinders faculty from developing and offering classroom-ready lab setups.

Funding of CTE

We require continued administrative support to purchase and replace the high quality equipment, tools and materials necessary to sustain the Solar PV Installation and Energy Efficiency programs. VTEA/Perkins funds are designed to grow and expand CTE programs. We use those funds to purchase new equipment to support new courses within and beyond Solar PV

Installation and Energy Efficiency. The funds are not to be used for maintaining programs – such as replacing equipment and tools that are worn out or broken.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Full-time Physical Anthropology Instructor

Since 1999, Anthropology has maintained a staff of four contract anthropologists (two physical anthropologists, one archaeologist, and one cultural anthropologist). This year, one of our physical anthropologists, Dr. Suellen Gauld, has announced she will be retiring at the end of the Spring 2017 semester. Dr. Gauld has, for many years, shepherded the development of physical anthropology and served as an exceptional instructor and mentor to hundreds of SMC anthropology students. Her retirement will greatly impact our program, especially if she is not replaced with another full-time hire.

Physical anthropology is highly specialized subfield of anthropology that addresses the evolutionary biology and adaptive characteristics of our species. Our curriculum, which currently represents almost half (49%) of all anthropology course offerings, is successful and strong (Fig. 1). Introductory lecture (ANTHRO 1) and lecture/lab (ANTHRO 5) survey courses comprise the largest components of the program (48 WTH/semester). In addition to these flagship courses, we offer two content-focused classes: ANTHRO 9 (Paleoanthropology) and ANTHRO 10 (Forensic Anthropology). All of our classes display strong enrollment (sections fill early in the enrollment period), high retention rates (>80%), and excellent student success (90–95% mastery of SLO assessment criteria).

Physical anthropology courses, in particular ANTHRO 5, 9 and 10, are structured around specialized content that requires extensive knowledge of the primate and hominin fossil record, skeletal anatomy, and methods of skeletal analysis. Although the percentage of physical anthropology classes taught by adjunct instructors traditionally has been kept at or below 40%, the number of WTH allotted to part-time faculty will increase to 65% (based on current WTH) if Dr. Gauld's position is not replaced. Furthermore, given the paucity of hourly anthropology instructors who possess the training necessary to teach ANTHRO 5, 9 and 10, we would likely end up having to reduce the number of sections we offer.

We expect a new hire to be able to teach all physical anthropology courses, but we are particularly concerned that this individual has the requisite skills to teach multiple sections of ANTHRO 5 and ANTHRO 9. We also expect a new instructor to share the responsibilities of maintaining and improving our extensive collection of human and primate skeletons and hominin fossil casts, as well as to participate in our discipline's association with the STEM program. To accomplish these tasks, direct the program's development and mentor its students will require the efforts of more than one contract faculty member. If the College wants programs like ours to remain a robust component of the SMC curriculum, it must support them with sufficient full-time faculty.

Full-time Planetarium Administrator/Director

Previous Program Reviews suggested the department should investigate training for the maintenance of the Digistar, and identify a potential trainee. We request a position of Earth Science Lab Technician be created. Such a person would be trained to help maintain the Digistar, as well as expand the public program to more time periods, possibly including Saturday shows, and assist in the setup and take down of Geology, Astronomy, Geography and Anthropology labs.

The Planetarium is reaching a point where it needs someone dedicated to maintaining the Digistar and investigating new equipment options.

The Drescher Planetarium is an integral part of the Earth Science Department serving three basic groups: SMC faculty and students; Santa Monica and surrounding Los Angeles community residents; and school groups – both public and private from pre-school through college level. Additionally, Earth Science faculty and staff have worked with planning committees from other colleges interested in building their own planetarium who want to see how SMC's Planetarium works.

The Earth Science Department had a full-time Planetarium Director who unfortunately passed away. Subsequent requests to replace the Planetarium Director were unsuccessful due to budgetary constraints. The position "Planetarium Staff Administrator" was re-established in 2006 and revised in 2008 (see attached SMC Classified Specification Bulletin). Although this Classification Specification Bulletin will need to be updated to accommodate changes in the technology (for example, we no longer use 'slides' in presentations), it is an excellent tool for illustrating the type of works that are NOT being performed for the Planetarium, and certainly highlights the urgency we feel for preserving the generous gift from the Drescher family in establishing the Planetarium and providing the funding for its initial development.

The request for a Planetarium Director/Lab Technician has become a pressing matter for a number of reasons. First, the new Science Complex addition will include a new Planetarium, as well as an observatory. SMC is committed to provide a first-rate Planetarium and a dedicated Planetarium Staff Administrator is crucial to assure the new Planetarium is optimized, and to ensure quality control in all areas: equipment, design, function, marketing, programming, maintenance, utilization, scheduling, and more.

Second, the Drescher Planetarium is currently using 1990's computers to run the Digistar 2 projector: the oldest of this type of system still operating and, as a result, is now showing significant signs of aging. There are very few spare parts still available for this projector. SMC has already spent large sums of money shoring up this projector, but without a dedicated Planetarium Director, routine maintenance and monitoring of the equipment is not possible.

Third, our attendance at Planetarium shows, while steady in terms of school programs, is not growing in terms of Friday night public shows. When we had a dedicated Planetarium Director, our public and school show audiences grew significantly through extensive marketing and promotion, with most shows "sold out". Additionally, we were able to attract top-flight

scientific lecturers from local institutions including Cal Tech, JPL, and UCLA. These guest lecturers would draw crowds too large to fit in the Planetarium, and would be held in the Science Building lecture halls. Without a full-time Planetarium Staff Administrator, our Planetarium shows are limited in scope, dependent upon an hourly lecturer who is only compensated for the time he is presenting the shows. There is no allowance for him to perform maintenance or monitoring of the Planetarium, beyond his contracted shows. He is constrained in his ability to expand the program, to develop new shows, to provide adequate marketing of the Planetarium, or even to having access to the Planetarium outside his scheduled presentations.

Lab Technician

Qualified and trained lab technicians would be a great asset for the class room and lab sessions. It is very difficult to monitor 30-35 students who are working on a variety of lab exercises both inside and outside the classroom. Having a lab technician would greatly benefit the overall safety of the lab classes, as well as providing another resource for students who are working through their assigned tasks. It is critical that a fulltime Earth Science Lab Technician be hired in the immediate future.

Additionally, we are the only science department on campus that does not have a lab technician to help set up and take down labs. Anthropology labs alone take approximately 45-50 minutes before and after each class for set up and take down. This cuts into the overall time faculty have to prep for each lab class. Having a full-time technician who is trained in setting up and taking down the lab materials will allow faculty more time to meet with students, prepare lectures and labs, and increase efficiency of the lab.

If one surveys the other science departments at this college, it becomes exceedingly clear that the classified support in the Earth Science Department is not in accordance with the general college pattern of support in the sciences. Additional classified staff, specifically a technician is critically necessary in order for the department to maintain its academic standards with current equipment, technical applications, software, and laboratory applications.

In addition to our pressing need for a Planetarium Staff Administrator, we are also requesting a lab technician. A lab technician is critically necessary in order for the department to maintain its academic standards with current equipment, technical applications, software, and laboratory applications. Between the years 1990-2000 we increased the number of lab sections by 120%. Even with the downturn in the economy from 2008-2012, we still increased the number lab sections by 73% from 2000-2014 (see table above).

A quick poll of the Earth Science lab instructors indicates that it can take several hours to set up and take down labs each week. Not every lab class meeting requires this much time; however, in our Geology 4 lab courses, for example, there are 5-6 specific labs that require this time for set up/take down. The Physical Anthropology labs have similar time requirements for set up/take down; especially for the labs using the Skeletal, bones or cast collections. This is especially true for setting up and taking down Lab Practicums. However, given that the lab classrooms are also scheduled for lecture classes and are therefore in constant demand, instructors find that they are spending vast amounts of time outside their normal teaching hours to prepare and organize their

labs for their classes. They are also working on limited timeframes – setting up and taking down labs between classes, for example. Since the lab sections are scheduled in between lecture classes, it is not possible to leave a lab set-up between classes. All lab equipment, materials, bones, casts, etc. must be replaced after each lab section is finished, so the next class coming in will have full use of the classroom. Moreover, our lab classrooms are not dedicated to single disciplines; for example, a Physical Anthropology lab may be followed by a Geology lab or Geography lecture. This provides more impetus to make sure all lab materials and equipment have been removed and returned to their proper location in our Earth Science Prep room.

Instructors are responsible for the ordering, organizing, maintaining and repairing all materials (i.e., skeletal, bone, and cast collections, rocks, minerals and sediment samples) and equipment (i.e., microscopes, infrared/thermal camera, dissolved oxygen meters, etc.) used in the labs. Our labs are often taught by adjuncts that are not financially compensated for the time they invest in keeping our lab materials and equipment in good working order, as well as the time setting up/taking down the labs. As a result, we are finding our Earth Science Prep room becoming disorganized with many different instructors attempting to access, set up, take down and put away lab materials between classes. Moreover, the equipment is not being properly monitored or curated. We have an impressive set of bones and casts that are used in all the Physical Anthropology classes (lecture and lab). These are very fragile and, without a proper lab technician to curate them, the bones and casts are rapidly disintegrating. We wrote a number of grants to obtain these materials, which makes them irreplaceable using our normal Earth Science budget funds.

Because of time-commitment issues in offering our existing labs, creating new challenging, robust and rigorous labs for existing lab courses is not being pursued as vigorously as we would prefer. Additionally, we would like to offer new courses that would be lab-based, such as Oceanography with Lab and Introduction to Weather with Lab. These are standard lab courses offered at other community colleges, and are fully-transferable to UCs and CSUs, yet, without additional support, we cannot offer them.

As an alternative to hiring a lab technician, the Earth Science Department was offered more ‘student help’ monies. While this was initially welcome, it has become quite problematic in terms of hiring competent students to act as ‘lab technicians’. Student help workers are hired semester-to-semester with little to no continuity between semesters. Faculty spend the semester training a student to set up/take down labs and handle sensitive equipment, only to find that student is not available for the next semester. Training a student takes a great deal of time – the same time commitment required for the instructor to set up and take down labs themselves. We have not gained anything using student help and, as a result, many faculty have declined using student workers. In addition, a number of faculty have commented that careless student helpers have actually resulted in damaged equipment and a loss of resources. As stated earlier, much of our expensive equipment and materials were purchased using specialized grant funds and are not replaceable using our limited Earth Science lottery or equipment budgets.

Will there be any additional expenses associated with this request? Describe any additional equipment, supplies, facilities or modification to existing structures that would be needed should the request be approved.

The additional costs incurred would be the salary and benefits for the individual (40 hours/week) for 11 months. Historically, the salary and benefits were shared between the Earth Science Department and Events Department. The Earth Science Department does not receive any of the revenue generated by the school or public shows in the Planetarium: all revenue from the Planetarium is allocated to the Events Department. Hiring a full-time Planetarium Staff Administrator will most likely result in an increase in the revenue generated by offering more public shows. The increase in revenue can be utilized to offset some of the salary.

We have office space in the Earth Science Department office that is available for the new Planetarium Staff Administrator/Lab Technician. A computer and phone will be necessary to assist the new Planetarium Staff Administrator in scheduling school shows, designing new Planetarium shows, accessing and updating the Planetarium webpage, accessing and responding to the Planetarium voicemail system and other administrative duties.

Ceus Staff Support

Full time administrative support at the Center for Environmental and Urban Studies would allow us to extend program reach, efficiency and effectiveness. Currently, the CEUS only has part time staff and is unable to support program growth such as assisting with internships, facilitating cohort building activities, and providing program outreach and tracking.

6 Year Education/ECE	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Maintain ECE dedicated counselor and Lead Tutor/ Mentor in our Teacher Resource Room

Wendy Parise and Marilyn McGrath retired in June 2015. School year 2014-15 we applied for one full time faculty position and were awarded two new full time ECE generalist positions. We had a robust applicant pool and put forward two outstanding candidates Gary Huff and Cathi Miller. We were thrilled when Dr. Tsang decided to hire both of them. The addition of these new faculty members will enable us to properly analyze department and college data, design programmatic changes, as well as stay involved with all the industry and community programs in order to remain a vital CTE program.

School Year 15-16 our CTEA proposal included a request to send our full time faculty to the National Association for the Education of Young Children (NAEYC) Institute for Early Childhood Professional Development. The primary goal of the Institute is to deepen participants' understanding of the expanding early childhood knowledge base; provide a forum for addressing significant, controversial issues affecting young children's education and development; and help attendees develop skills that improve professional development and practice.

For the past years our core indicator data for enrollment of non-traditional students in our program has been low. We need to recruit and supports more males in our program. Attending the Institute will provide us with an opportunity to learn from colleagues across the nation who face similar challenges. We are hoping to discover ways to create a male-friendly culture that welcomes men in the ECE setting. Attendees include program administrators, teacher educators, trainers, coaches, agency officials, advocates, master teachers, and others whose work focuses on quality improvement in programs for young children and their families. We are hoping our funding request for attendance is approved in that we are hoping to accomplish the following goals over the course of the institute:

1. Solidify our collaborative relationships as team leaders within our department
2. Obtain knowledge on the NAEYC ECE department accreditation process and standards
3. Learn from colleagues nationwide regarding their practices in training future ECE professionals

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our faculty have been actively involved in the Center for Teaching Excellence Institutes and workshops and have learned many teaching strategies to foster student success and engagement. Much of the strategies include collaborative work rather than the traditional sage on the stage teaching model. Currently most of our classrooms reflect the traditional teaching model set up with separate desks placed in rows. This presents a challenge for our faculty who are eager to use the new techniques learned about active learning. We would like to equip at least 1 classroom (besides our ECE demonstration classroom) on the 3rd floor Bundy with furniture that allows for more flexibility in movement and room configuration.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Although we are grateful for the addition of two new faculty members to our department, Gary Huff and Cathi Miller are early childhood education generalists. Wendy Parise led our early intervention assistant program over the past 16 years. She was instrumental in the program creation and in keeping it current. It is imperative we have a full time early childhood special education specialist in our ECE department. Continual research and evolving practices in the field dictate close monitoring in our course content and offerings. Updates in teacher credentialing requirements need to be carefully aligned with our program. We need to work closely with special education and early intervention programs in our local community in order to ensure our graduates are properly prepared and that we are meeting the needs of these potential employers of our graduates. There has been and continues to be a shortage of qualified special education personnel locally and nationally. Supporting our early intervention assistant program serves the needs of community programs who are in need of special education trained

personnel. The early intervention assistant program is a clear career ladder program to the BA level special education teacher credential program. Future plans for the department include working more closely with our local universities to articulate our program with their early childhood special education and special education teacher credentialing programs. The need to have a full time early childhood special education specialist dedicated to this program is vital to our program. Most importantly, the SMC lab school will be complete by 2019.

The vendor contracted to manage the lab school was hired in December 2015. Discussions with this managing program began in January 2016. One of our goals is that the early intervention assistant (EIA) program will be an integral part of our lab school training program. We will need a full time faculty person with expertise in early intervention to work with the lab school staff to ensure our EIA program remains current.

6 Year Emeritus	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Besides wanting additional classes, students often have a lot of Facilities related requests, such as replacing the carpet, roof, air conditioner, upholstery on theatre-style chairs, etc. The Associate Dean has been in communication with the Facilities department on such requests and the feasibility of them.

Institutional Research has been supportive in assisting with the development of a student survey and new SLO form. Their assistance would be further needed to analyze SLO data at the student level, should this be required by District. Similarly, MIS has been very supportive in providing access to data necessary to analyze the program's effectiveness. MIS' assistance is further needed to rotate online registration appointments by one day each semester.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Emeritus has the Foundation funds to support most purchases if District does not have the funds to support items deemed relevant, e.g. for new A/V equipment, furniture, etc.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

A project manager is needed to assist with the new mandated district projects (e.g. faculty evaluation coordination, SLO data entry, analysis and communication of SLO results to faculty,

etc.). As well, the project manager is needed to assist with the burgeoning student affairs issues for our unique population of students who do not integrate with the main campus' student life experience.

Annual English	2015/2016 Instructional
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1. *Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].*

- Adequate and accessible classrooms for all students; whiteboards on at least three walls of every English classroom.
- Instructional support: staffing sufficient to guarantee three instructional assistants per lab meeting (or the instructor and two IAs)
- Designated meeting areas or office hour space for adjunct faculty and their students. Unless it is claimed by a food vendor, the Bread Factory space would be the sort that could be converted to a meeting area.
- Continued technology training for faculty and students
- **Semester-by-semester TIMS data for individual faculty members available in their ISIS/mProfessor portals. This would be the single most supportive information that the institution could provide to faculty for improving teaching effectiveness.**
- The writing of annual program review reports would be facilitated if each instructional department received a template of data that included, in addition to student demographics and enrolments, success, retention, course improvement, and equity data
- Better tracking of tutoring use

2. *If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

- Chronic complaints of excessive heat in all classrooms but those in Drescher prove that a cooling solution for LA, HSS, LS, and MC is drastically, if not legally, overdue.
- Adjunct faculty continue to need a dedicated space for their office hours. With as many as fifty percent of our courses taught by part-time faculty in some areas, their lack of a reasonable office space does not scan. Their students also deserve what other students at SMC get: A professor with proper accommodations in which to hold a meaningful conversation about challenging course material and tasks.
- Reassigned time for faculty developing common lab content for English 20 and 85

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

- Additional full-time faculty
- Additional instructional assistants, especially a Lead Instructional Assistant

Annual Enrollment Services	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

No additional fiscal resources are anticipated.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None at this time.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The administrative assistant for Admissions & Records recently resigned his position. It is anticipated his departure will have a deleterious effect on the processing of petitions for special consideration and subpoenas, and email responses to students, in particular. A PBAR will be submitted for his replacement.

Annual Enrollment Services	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Bursar's office will play a key planning (and implementation) role in development of a new Student ID. The funding request for this system, estimated currently to be >\$200,000, will come from the (Interim) Dean of Education Enterprise, when all the necessary preparatory work is done.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We will continue to fix up the Bursar's office to provide an acceptable working environment, but don't expect significant capital outlays.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

6 Year	2015/2016
Enterprise Services	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Auxiliary Services

We are examining staffing needs at all levels, and expect to recommend reclassification and possible expansion of certain positions as the scope of the department expands under the new Dean. There may be some request for travel funds for the Dean to help in generating new revenues for the District. We would also like to be able to hire additional student workers to train them in accounting and customer service, and to help with some of the backlog of work in the busy periods. And we would like to get started on a modern Student ID card, capable of tracking financial transactions and functioning as a debit card. This will require technology resources.

Bookstore

The Bookstore is currently providing students services to 4 locations and with the recent move of our warehouse to 14th St (requiring 9 additional staff members) and the manger acting as the Director of Auxiliary Service. We need to look at realigning our job descriptions creating a Director position that encompasses the Auxiliary Service and the Bookstore. We will also need to elevate the Asst. Managers position to Asst. Director in order to cover the two shifts of Auxiliary Service and the Bookstore. In doing so we are tying two student services departments together and creating laddering positions for classified managers.

The Bookstore is still in its original building and hasn't had a remodel since its creation. We would like to hire a remodel consulting firm to help with the logistics of our location and overall remodel of the store. We need to update the services we provide to accommodate the changing need of our student body. We believe the Bookstore being one on the few buildings that all students must come to, we should represent the college with a state of the art facility welcoming students and assisting them with achieving their educational goals.

Food and Vending

As noted above, we would like to work to develop a Student ID/debit card.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Auxiliary Services

At some point in the next 2 years, we will need to examine and possibly upgrade the accounting system used by Auxiliary. We plan to begin to assess that in late 2016. We will also need to replace desks and chairs for staff as they are old and falling apart.

Bookstore

Partnering up with our current point of sale system provider may offset some of the cost of equipment and software upgrade expenses.

To continue providing the same customer service the Bookstore has to increase its staff and salaries to accommodate the colleges request of moving our warehouse off campus (1914 14th street). By having the warehouse off campus and the increased time it will take to restock the shelves. We will have to come up with some inventive way to combat the potential loss of future revenue.

We will need to remodel and/or move the bookstore to represent the college in a manner fitting of its reputation. At the very least we will need to install some kind of ventilation system in the current location to provide a better environment.

We will need to upgrade all computer equipment, cash registers and our e-commerce presence.

Food and Vending

N/A

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Auxiliary Services

We recommend retaining the Director position - in addition to the Dean, as a critical control and resource for the area. As the Dean's position has expanded, we will need to have a strong day-to-day operations control person as Director.

Bookstore

Here is a list of several new job titles that may need to be established.

- Director of Auxiliary Survive merge with Bookstore manager.
- Asst. Manager, create a new position to mirror the Director of Auxiliary Service to cover the evening shift.
- Hiring of a warehouse supervisor. (offsite location)
- Hire at least two additional Receiving Stock Room Clerks to cover the need of delivery drivers.
- Fill the vacant Operation asst. position. (open for over a year)

Food and Vending

N/A

Annual Facilities	2015/2016 Administrative Services
<i>1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].</i>	
<i>2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].</i>	
<i>3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].</i>	

Annual Financial Aid	2015/2016 Instructional
<i>1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].</i>	

The main issue, for years, has been the ongoing need to find a better space for both Financial Aid and Scholarships. The existing physical spaces have been inadequate for serving the large number of students helped by Financial Aid and Scholarships.

However, as of this past week, the Financial Aid staff have moved into the new Financial Aid and Scholarships Office in Drescher Hall. Scholarships will join Financial Aid later in June.

So, from an institutional support perspective, there are no needs or issues impacting program effectiveness.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

No additional capital resources are needed to support the program as it currently exists.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Financial Aid operation has operated, basically, with the same number of staff for 15 years. During that time the number of Federal Aid applicants has tripled and the number of recipients and total financial aid has also increased dramatically. For an operation this size, NASFAA recommends a staff of 29 or more. SMC Financial Aid and Scholarships has 19--excluding the two part-time counselors.

Although two Systems Specialist positions were created last year, SMC Financial Aid would certainly benefit from two new positions: a Senior Student Services Specialist and a Student Services Assistant.

In addition, SMC should consider creating a compliance or regulatory specialist position. While this type of position is more common at four-year school, it would be very beneficial to have one person keep abreast of the ever changing federal and state regulatory landscape. This person could also be responsible for policy and procedure documentation.

Annual Foundation	2015/2016 Administrative Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

**Annual
Grants**

**2015/2016
Instructional**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The most pressing issue impacting the effectiveness and efficiency of the Grants Office is a lack of staff to write grants and/or provide pre-award and post-award support to grant writers and the grant managers. For several years now, the Grants Office has received informal and formal feedback from end users, other program administrators, and even the Board of Trustees that additional staffing in the Grants Office is necessary. However, for multiple reason, the Grants Office did not take action on this feedback, encouraging the college instead to strengthen first the offices that support grant development/grant management, including the Office of Institutional Research and the Fiscal Services Office. Now, though, the time has come to pursue additional staffing in the Grants Office.

For the past two years, the Grants Office has benefitted from additional grant writing assistance, funded by the Foundation in 2014-2015 and by the College in 2015-2016. This additional assistance helped to increase the number of applications submitted during the academic year and significantly increased the number of proposals submitted to private foundations. In addition, in 2015-2016, the additional grant writing support ensured that the College was able to submit several federal proposals while the Associate Dean, Grants, was engaged in the accreditation self-study process. However, even though the accreditation self-study process is complete, the Grants Office will still benefit from additional support.

As noted in the user response surveys, there are several areas in which the Grants Office is not meeting user expectations, particularly with regard to prospect research (researching grant opportunities), disseminating information regarding grant development/grant management to the college community, and post-award management and reporting activities. With regard to prospect research, there is a great deal of concern by multiple offices on campus regarding program sustainability – how are they going to maintain their programs once grant funding ends? While this is technically a program concern or a division concern, the Grants Office (as well as the Foundation) can provide additional support in this area, although program staff must take the lead and begin developing sustainability plans several years before funding ends. Grants are generally not a good strategy for maintaining ongoing operating costs, but there are ways of packaging program activities to address funder needs and interests.

The Grants Office can improve its capacity for disseminating information about grant development/grant management to the college community through enhanced web site communication and/or faculty/staff workshops. The need to do this was noted as part of the Grants Office’s 2014-2015 Annual Program Review response to projected trends that could impact the office’s activities in the next five years. That report noted a need by the College to be proactive in its responses to increased accountability measures on the part of funding sources. As a review of past program review reports indicate, the Grants Office established a

web site presence several years ago, but most of the information on that page is static and in need of updating. In addition, very few individuals on campus are aware of its existence. Likewise, the Grants Office offered workshops for grant managers, as well as those interested in applying for grants, several years ago but discontinued these workshops as other work took priority.

Activities in support of post-award management are closely aligned with the need to disseminate information regarding grant development/grant management to the college community. At this time, while the Grants Office is available to provide technical assistance upon request, post-award grant management is decentralized at Santa Monica College. The programs, departments, and divisions that pursue grant awards are responsible for the successful development and implementation of their grants. The Grants Office is available to manage small grant awards and/or serve on implementation teams, at least during the first year after grants are awarded. However, grants that require ongoing assistance are often a second priority to grant development.

Each of these activities can be carried out by the Associate Dean, Grants, if she has additional writing assistance, or by a program assistant, while the Associate Dean, Grants, allocates the majority of her time to grant writing. At this time, given current funding concerns, it is more realistic to request additional grant writing assistance, which can be funded through a professional services/consultant contract and can be used as necessary. A program assistant would be hired through the Personnel Commission and would become a permanent member of the College. In addition, the Grants Office does have access to the program assistant who works for the Santa Monica College Foundation, as well as the program assistant who supports the Division of Academic Affairs.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Grants Office will be able to expand and enhance existing services to the college community, including both grant development and grant management services, if it is able to maintain additional grant writing support offered in years past.

**Annual
Health Science**

**2015/2016
Instructional**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be

reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

At the end of this academic school year, one of the nursing faculty will retire. She is the content expert and lecturer in the area of Psychiatric /Mental Health Nursing. We will need to hire another faculty member with the specialization of Psychiatric/ Mental Nursing. Also, if any other faculty retires during this academic year, this will pose a hardship.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In the future, we need more equipment in the skills lab to reflect the equipment utilized in the clinical setting. Having equipment that reflects nursing practice in a current environment will assist the graduate with a smooth transition from student nurse to professional nurse. Also, being familiar with equipment, allows for safe delivery of patient care services. Also, need a full time faculty member to work in our skills lab in the area of clinical simulation. The board of nursing allows for 25 % of the clinical training to be conducted in a simulation environment. having a clinical simulation faculty member full - time will allow students an ongoing opportunity to have reality based experiences in the laboratory setting.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As a result of faculty members retiring this year, we will need additional full time faculty members in the nursing program. Also, funds to allow faculty to attend workshops regarding curriculum development and instructions

Annual High School Programs	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

As the Dual Enrollment program increases the number of classes it offers at the high schools more resources will need to be allocated to helping students get enrolled. Additional help will need to be provided to process the increased number of Dual Enrollment applications.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None to note.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

None to note.

Annual History	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2015/6:

Our urgent need remains for new FT faculty. In 2015/6, we have had only four tenured faculty. We currently have two faculty finishing their second years as probationary and one finishing her first probationary year.

Much of our departmental focus this year has been on mentoring these faculty as they engage in department and campus activities, and settle in as colleagues and leaders themselves.

With three of the tenured faculty planning to retire within five years, the need to build up our FT numbers is even more critical, given the five-year cycle from requesting a new hire through the probationary process.

2014/5:

Our need for more FT faculty continues to be paramount to any planning we are able to do. This year, two new US historians joined the department, greatly energizing and strengthening outreach to students. From a numbers' perspective, they replaced ten sections that would have been taught by adjunct who are typically unable to give undivided attention to SMC students due to working at multiple institutions.

From a faculty perspective, with five US historians, we are experiencing the synergy this number provides in informal problem-solving discussions and departmental initiatives such as the peer-tutoring program.

Our experience highlights the great disparity with our non-US (Western and World Civilization) faculty, who this year have numbered only two. Having no colleague in one's dedicated area makes course-specific support and synergy impossible. We are more impressed than before by the urgency of increasing FT faculty in these areas of our department. We continue to rely on

adjunct to staff many of our specialized courses, a precarious position for planning and scheduling since many are actively on the job market.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

2014/5:

Regarding equipment, the history internship and documentary film project ideally need digital and other multimedia equipment. While we have acquired two iMacs loaded with video editing software and two low-end HD cameras, the following equipment is absolutely necessary for the successful completion of these projects.

Video Equipment

Canon EOS 7D Mark II w/canon 18-135mm lens

Canon Battery LP-E6

Canon LC-E6 Battery Charger

SanDisk Extreme Pro 32GB memory cards

Amazon Basics large DSLR camera bag

Ravelli AVTP Pro 75mm Video camera tripod w/ fluid head

Zoom H4N Portable Digital Recorder

Audio-Technical ATR-3350 Lavalier Omnidirectional microphone

Fotodiox Pro CFL50120 Softbox Lighting Kit

Post Production Equipment

ThunderBay4 OWC Dual Thunderbolt 2 Raid drives @ 12terabytes

Elite Pro Qx2 USB 3.0 backup drives @ 12terabytes

MacPro 3.7GHz Quad-core/16GB/512GB flash storage/keybd

Dell 22 Dual Monitor Bundle – P22114H with MDS14

Copyright Fees

TOTAL EQUIPMENT & FEES: \$10,817.14

As stated below under Future Planning, our department is experiencing tight space given overlapping use of our central suite by the internship program, peer-tutoring program, and adjunct. Next year the tutoring program plans to request classroom space; nevertheless, we anticipate that as our department's programs grow, so will our need for space.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

2015/6: Our urgent need is FT staff. We are a core transfer discipline and have filled only five of the eight positions vacated since 2004.

In Fall 2016, we will have eight FT members, three below our initial department size of eleven FT historians.

Our newer FT faculty are doing exceptional work in revitalizing the department; but the anticipated departure of the senior faculty will leave them in difficult circumstances. They need new colleagues urgently.

2014/5:

SMC's numerous programs for faculty professional development are fulfilling our needs in this area. One faculty member took the pilot Online Instruction training in Fall 2014 and others are enrolled in the Reading Apprenticeship and Culturally Responsive Teaching training this Spring. One member has also applied for the Summer Institute.

Our shared department assistant continues to work very effectively, which we greatly appreciate. But having no staff present in our office on Mondays and Wednesdays remains less than optimal.

Our desire for tutoring has been successfully met for five sections this semester through our Equity grant pilot. This funding will continue in Fall 2015, allowing us to continue to experiment with the type of tutoring that best attracts low-performing students. We greatly hope to be able to continue this project beyond the grant, given the early promise it is showing.

Annual	2015/2016
Human Resources	Instructional/Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. *If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Annual	2015/2016
Information Technology	Instructional

1. *Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].*

At the beginning of each fiscal year IT works with various college constituents to develop annual technology objectives. As a summary, major technology objectives established for the current year include the following items:

- Transition from eCollege to Canvas
- We are planning to implement Shibboleth to enable the full implementation of ServiceNow and other CCC initiatives, such as Canvas, CCCapply and CAI
- During 2016-17, we will move our current credit card transition to a new mechanism: EasyPath (Heartland)
- To strengthen project management (PM) in the coming year to better and more effectively manage user expectations and IT project progress
- New Data Center implementation project
- Technology for campus safety project
- Wi-Fi network enhancement for BYOD
- Microsoft Office365 cloud and mobile services evaluation and adoption
- Currently we only have 30 copies of Lynda licenses. We might consider increasing the number as needed.
- Migrating all XP workstations to Win7
- Technology implementation support for smart classroom enablement
- Technology implementation support for the Student Success Support Program, include the implementation of self-service student education plan, mobile prep-2-test project, and student service queue management system
- Implementing ServiceNow (help desk program)
- Continue investigating an Appointment System for Tutor and Lab Tracking
- Disaster Recovery (DR) and Business Continuity of Operations Plan (COOP)
- Workflow and Business Process Redesign for HR Leave System (myTime)
- Network upgrade to 10G backbone

Various grants and bond sources provide fiscal support for the initial equipment and implementation of the above initiatives this year.

There are challenges to hiring qualified and skilled technical staff. There are two vacant System Administrator positions, one Network Administrator position, and one Programmer Analyst position that were considered as resources to assist with the above projects. The lack of qualified candidates to fill IT skilled positions is a serious potential risk to program success.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Both on an annual and short-term basis, IT updates budget requirements and develops plans for refreshing technology assets. In addition, in concert with key joint committees, IT develops long-term fiscal plans to ensure network infrastructure, server/storage technology, campus-wide software, departmental instructional software, computer workstations, printers, and end-point devices have lifecycle maintenance budget plans for the next three to five years.

The majority of the instructional technology funds are dependent on the state categorical grant, and the unpredictability of the annual grant has impeded instructional technology objective planning and implementation in the past. The college has been fortunate to receive a one-time fund of one million dollar for instructional technology equipment this year.

The increased institutional reliance on technology for mission critical business services requires an increased emphasis on, and investment in, disaster recovery (DR) and robust continuity of operations plan (COOP) capabilities. The dependence of key college business units, Admissions, Counseling, Academic Affairs, etc., on technology require the college implement a robust continuity of operations plan--designed to ensure business operations continue even when the main campus IT operations fail.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

There are currently several critical vacant positions in Network Services and MIS. The District has been very supportive in recognizing the need and approving funding for the positions however after several unsuccessful recruiting attempts the positions remain vacant.

MIS Department has proposed to recruit a junior DBA and one more PA1 programmer to strengthen our staff and address business continuity issue. The MIS Director Position Search is ongoing.

Seven positions remain vacant as of today due to lack of qualified candidates. IT managers are working closely with Personnel Commission staff to re-strategize and continue the recruiting effort. There would be a tremendous improvement for our service response time and project implementation timeline once these positions are filled and new employees are trained to work independently. In the meantime, we also recognize that the budget constraints currently faced by the District must also be considered and may significantly slow down the implementation of the IT staffing restructure plans.

Annual Institutional Research	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The following issues are impacting the office's workload and ability to provide accurate and meaningful data/research in a timely manner.

- With the implementation of the annual program review for all instructional, student service, and administrative service programs in spring 2014, the demand for research support has increased.
- New student service and other non-instructional programs (for example, SSSP and Student Equity funded activities) that have been implemented require systematic and ongoing research for planning and evaluation purposes and are placing more demands on the office workload.
- Increased federal and state data reporting, such as Gainful Employment, Student Success Scorecard, IEPI, SSSP, Student Equity, and the two Title V grants are placing more demands on the office workload.
- SMC has started the self-evaluation process for the 2016 Accreditation Site Visit. The accreditation self-evaluation report will require data.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Updated technology: The office regularly works with complex databases which require computers with fast processing speeds and large storage space. The office anticipates the the office staff will need updated computers within the next two or three years.
- Increased facility space: The Board has approved the hire of a new research analyst position. There is no additional space in the current office area for the new hire.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed

and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In order to meet the increasing demands of the office, the IR office may need additional staff dedicated to providing administrative assistance (Administrative Assistant or Research Assistant to the Dean).

With the recent acquisition of Tableau, a data warehouse and business intelligence tool, the IR office will need additional support from the IT office to develop and maintain a college data mart in which campus members can access real-time data about their programs at any time for planning and program review. Creating a college data mart will move the college forward in terms of supporting an evidence-based culture.

Annual International Education	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- The IEC was remodeled during Winter and Spring 2015 to accommodate for additional space for staff and students. This included the addition of an annex bungalow for the immigration staff of the IEC. This has helped with IEC provide better service to our current population of students. Part of the remodel also included a workstation dedicated to the Intensive English Program (IEP) staff for storing materials, and accessing a computer, and workspace for peer mentors to assist students and complete projects during peak times in the office.
- The IECC was remodeled in the Fall 2015 semester to replace file cabinets following the transition to a paperless student filing system. Removal of the file cabinets made way for a much needed additional counselor work station. In addition, the front office check in and waiting area was relocated allowing for a more defined check in counter and additional computer stations for student use for quick housing information access and to trouble shoot enrollment problems. Moving the check in desk also provided counselors easier access to the walk-in list. Overall, this remodel helped maximize our limited office space and improved efficiency.
- New computers for the staff, and additional computers to account for the additional workstations as a result of the office remodel.
- Transition the seminar sign-up process from the Community Ed website, directly into the iApp in Spring/Summer 2014, which has improved the efficiency significantly and simplified the process for staff and students. Students no longer have to sign up for a Community Ed account, and staff is no longer required to check the Community Ed website to confirm seminar sign ups, as the information now appears on the front page of the staff view of the iApp once a student has signed up and paid.
- Professional development for staff at various levels and specialties to attend webinars and online courses from industry leading organizations (NAFSA) and regional and national conferences.

- Additional counseling hours to support Group Counseling and other planned initiatives, in addition to the consistent growth of the F-1 student population. Due to the expansion of services and tasks that need to be completed during the Group Counseling sessions, one to two additional counselors are needed for each session. Whereas in the past, these sessions involved one counselor doing a presentation and two others assisting with planning a first semester schedule written on paper, today, these sessions are much more comprehensive and require a minimum of four to five counselors, depending on the group size. Counselors now need to plan a two or three session comprehensive electronic education plan, assess SLOs on line and input counselor notes. All of this cannot be completed with only 3 counselors.
- The IECC needs additional scanners in order to keep up with the growth of its on-line counseling service. On-line counselors have consistently reported delays in getting out responses to students when they need to scan in information to send to students. One to two-day delays are not uncommon. Currently, there is only one multifunction copier/scanner for the entire office and when available involves a multi-step process for scanning and e-mailing information to students. IECC counselors are requesting a minimum of dedicated scanners for on-line counseling that will be less time-consuming to use and readily available during their assigned on-line counseling times.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Electronic solution to facilitate collection of documents from passports to check-in forms for newly arriving F-1 students. These enhancements may be in the form of iPod Touches or other technology identified by MIS that would assist with a process that is still paper based and requires staff time to upload the documents to web extender. It currently takes several weeks to upload the paper check-in documents which includes student emergency contact details collected from new students. The IEC would like to streamline this process.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Continued additional funding of adjunct part-time counseling hours per annum over the current allocation at the same amount as previous years. This is in order to sustain current F-1 programming which includes the enhanced mandatory Group Counseling sessions and the implementation of electronic educational planning.
- Additional Peer Mentor hours to support Group Counseling and the new QLESS queueing check-in system

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

KCRW relies on SMC for non-cash support in the form of facilities, custodial services, facilities maintenance, mailroom, deliveries and departmental accounting. We expect this need to continue for the coming year as this assistance is essential for our operation.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

SMC provides KCRW with facilities currently - the basement of the Cayton Center and office space at LA 128. SMC also provides networking capability to allow us to get to the internet and provides rooftop location and access for a number of satellite receivers and uplinks.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

KCRW is mostly self-sufficient in human resources but does utilize SMC's HR staff at various times.

Annual Kinesiology	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The department needs more full-time faculty. With the addition of a full-time person this fall, we will have six total. We will still have about 60+ part-timers working in the department. Should the college choose to support our recent request for a full-time men's basketball coach and

mentor for the Athletic Coaching certificate, then by the start of 2017 we would have seven. This is providing that no one retires. Currently of the seventeen inter-collegiate sports, only one has a full-time head coach. Our student-athletes would benefit greatly from the presence of more full-time coaches. Our current coaches have multiple jobs and have limited hours on our campus.

The other immediate need for the department is a full-time female staff member to oversee the women's locker rooms. We have one classified staff member that is 50% Athletics and 50% Kinesiology. He is able to oversee the men's locker room and some equipment needs for classes. Only recently (Four or five years ago?) there was a classified position for the women. For some reason, this was changed into a position that is 100% Athletics. Currently that position is now part-time.

Should there be a problem in the women's locker room, there is no one that is responsible for going in and checking to make sure things are running smoothly.

Annual Latino Center / Adelante	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

1. Continued district funding of our winter and spring counseling assignments will be requested, allowing for uninterrupted counseling availability throughout the year. Especially important is the summer session, when new students are transitioning to SMC. The increased counseling assignments will also give the program leader continuity in managing center/program activities between semesters.

2. A proposal for hiring one full-time Latino Center Counselor position was submitted to the Counseling Department, was ranked as #3, and then submitted to the Academic Senate. The Academic Senate has ranked all full-time faculty positions and upper management needs to decide how many positions to hire for the 17/18 academic year. A permanent full-time counselor will receive funding priority over adjunct positions and will add to the long-term strength and stability of the Latino Center.

3. Along with the proposal for a full-time counselor, we are requesting to keep an 18 hrs./wk. district funded counselor. Faculty hiring policy is such that a full-time hire will substitute the corresponding number of adjunct hours--typically impacting two 18 hrs./week positions. This means that one new full-time hire will substitute four of our three district funded adjunct positions (ranging from 9-18 hours/week each). While the tenure position will stabilize and contribute to the development of the Latino Center, it will **not** augment counseling hours. We need to augment hours. Retaining the requested 18 hrs./wk. counselor will actually **augment** the Latino Center's district funded counseling assignments and result in increased counselor availability to meet current demand.

Our Fall 2012 six-year Program Review report detailed how the center has essentially reached its counseling capacity; at that time, counseling appointments and drop-in visits had doubled since the prior six-year report and unduplicated counseling contacts had followed the same pattern. Currently, students now typically wait at least one week to schedule a counseling appointment.

4. Continued SSSP funding of the 18hr/wk. "probation" counselor position this second year, including summer and winter sessions, is essential. It will assist the center in continuing to develop and implement innovative interventions for its probationary student population which could potentially be brought to scale for the college-wide student population.

5. Continued SSSP funding of the 18hr/week (9 for Black Collegians and 9 for Adelante) counseling position to recruit and retain men of color, including the intersessions, is also essential.

6. Continued Equity funding support of the 18hr/week Psychologists (9 for Black Collegians and 9 for Adelante) is just as essential for the personal and academic success of its students.

Without this added funding and personnel, meeting current student need and a reasonable pace of program development and implementation would be severely impacted. Existing district funded counselors are already stretched thin providing student counseling, assisting in the implementation of various center programs/activities, and helping meet additional reporting requirements for the College.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The Latino and the African-American Collegiate Centers have outgrown our current facilities.

1. The Centers need additional office space. This academic year, we were given two additional cubicles for our counselors, but still need two additional offices.

2. The Centers have outgrown our current tutoring area for Math.

3. The Latino Center needs funds to purchase a tablet for counselor and/or classified staff use are needed. The tablet will be used by counselors and permanent classified staff to: log student counseling contacts, record workshop attendance, provide online transfer and degree/certificate information and run Latino Center program presentations. Use of this tablet will record and facilitate outreach to students inside and outside the counseling offices (i.e. cafeteria, clock tower, Bursar's Office).

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. The Latino Center and Black Collegians are jointly requesting an additional p/t Psychologist. The current p/t Psychologist (split assignment between both programs) began her assignment in December of 2015 and is already experiencing insufficient counseling appointments with which to address all students referred. See Section C, Item 2 for relevant data.

2. The Latino Center and the Black Collegians are jointly requesting an English Instructional Assistant. We are concerned that many of our students need assistance with their writing assignments and we are unable to offer tutoring in this Counseling area. The Humanities Writing Lab limits the kind of assistance and time they can provide to all students. In addition, now that the college is using the Multiple Measures assessment, more students are expected to place at higher levels of English, where they may require more assistance with writing, and we should be able to provide assistance.

3. Both Centers each desperately need a Student Services Clerk. In the late the 1990s to the mid 2000s, the Adelante and the Black Collegians Programs employed temporary classified positions to: assist with program recruitment, follow-up with students, assist with enrollment and with program orientations. We have not been able to offer this service to our students to help address the need of making more individual contact and to assist with recruitment.

The Student Services Clerks will be particularly helpful with our first-year student population. The Student Services Clerks (one for each program), will conduct group sessions and one-on-one sessions to help students understand how to navigate Corsair Connect and how to enroll in their classes. This should also help us promote student enrollment, where they could otherwise enroll late or not at all. In addition, the clerk position will assist with: program orientations, class presentations in both programs' sections, outreach to on-campus students, student recruitment and ensuring students are meeting program and college requirements. They will also assist with the student-run clubs within each of these programs to ensure there is consistent messaging about program and college requirements. Finally, they will be responsible for creating social media in order to maintain contact with program alumni and inform them about program updates and opportunities for alumni to contribute to our scholarship funds and participate in alumni speaker panels.

Annual Learning Support Services	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

A survey and assessment of the Learning Resources Department is currently being conducted by the new Dean of Learning Resources, Dr. Fabienne Chaurdelot.

Tutoring Centers may better serve the students if they provide a comprehensive series of services and the Learning Resources Department team is contemplating creating processes towards such integration.

This includes:

- Ongoing training for the Tutoring Coordinators
- A unified approach to peer tutor training
- Improved outreach to students, so that they are aware of and able to take advantage of services
- Ongoing dialog with faculty, identify what faculty want and expect from the Learning Resources Department to increase attendance, assess and improve student progress

An analysis at the level of all the components of the students' experience in the Learning Resources centers is currently being conducted by the new Dean of Learning Resources, Dr. Fabienne Chauderlot. All tutor coordinators and administrators have been asked to identify areas of needs for better service and prepare a plan of improvement both individually and as part of a program. This will generate a list of needs in terms of resources be they logistical, technological, financial, or in terms of human resources. On that basis, issues impacting program effectiveness and efficiency will be included in the coming up 6-year program review.

On our side, we recognize that the tutoring Centers will better serve the students when they provide an integrated comprehensive series of services and the Learning Resources Department team has started a general all-inclusive discussion to plan steps and processes towards such integration under our new leadership

This includes:

Ongoing training for the Tutoring Coordinators, building a corps of expert tutors by providing a unified approach to peer tutor training,

Designing a branding and marketing campaign to improve outreach to students, so that they are aware of and able to take advantage of services,

Increasing and seeking an ongoing dialogue with faculty, to identify what faculty want and expect from the Learning Resources Department to increase attendance, better assess and improve student progress

Developing a wider range of tools to implement a systematic and more rigorous self-evaluation and assessment cycle

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

During the past year, the acting President and Superintendent charged the Library Director with re-inventing the current Library space. The Library Director brought together different instructional areas to discuss possible changes to the library, including offering additional services in the library. Initial discussions are underway regarding possible unification of some of

the Tutoring centers. A centralization of some services would provide numerous benefits for students, such as for instance:

- A centralized tutoring service would provide additional hours of operation. Because each tutoring center has only one coordinator, bringing centers together would allow better cross coverage by the coordinators; staffing is more efficient than in individual centers.
- Easier access and increased awareness and visibility of services for students
- Students have access to collaborative tutoring; for example, instead of having to go to the business center for help in a business course concepts and then to the WHTC for assistance with writing the paper, a student would be able to see tutors in both areas in one center.
- Students would have better access to reserved materials related to coursework; for example, a student would be able to easily use textbooks that are currently housed in discipline specific tutoring centers
- Hours of operation would be increased and uniform
- Policies and procedures would be standardized facilitating tracking and trending of performance and impact on student success
- Improved collaboration between Tutoring Coordinators
- Improved supervision of tutoring centers
- Less duplication of support for tutoring services in different centers

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Ongoing professional development for Instructional Assistants would provide opportunities for the Instructional Assistants to reinvigorate their IA pedagogy and maintain expertise in providing services to students. Additional topics whose importance is currently being established could also be included or expanded in a series of trainings to better serve our institutional goals: including cultural proficiency, GRIT, providing services to students with disabilities.

Ongoing staff development for Tutoring Coordinators, through attendance at conferences and participation in webinars would help the coordinators be aware of current best practices for tutoring centers.

6 Year

2015/2016

Library

Instructional/Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Library has requested and has received an increase in part-time librarian hours for the next two intersessions. Currently, our reference desk is single staffed during winter and summer. The Librarians teach one-hour orientations, and during those times, our reference desk is unstaffed,

and this can be the case for several hours per day depending on how many orientation sessions that are scheduled. The lack of a librarian during those time impacts our students who need assistance, and their questions then come to our circulation staff who have neither the time nor the training to answer them.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The lounge chairs by the computer commons have served the students well since the Library was remodeled in 2003. They need to be replaced soon, and some of them have already been removed from the student area because of damage and/or wear.

When a new contract for campus photocopiers and printers is negotiated, the Library would like the contract to include a cashless system so that the students are allowed to pay for these services with a debit or credit card. It is of concern that the Library must keep large amounts of money on hand to make change for the current machines.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Two positions for Information Desk clerks were approved by senior staff and are currently in the Personnel Commission awaiting completion of the research necessary to establish this new position.

The Library would like to have security monitors to patrol the building and deal with noise and other student conduct issues. Though the police have increased (by a factor of five) the patrols in the Library since the tragic events of June 7th, 2013, there is still not enough security presence in the Library. The Library building is huge, and the number of students in the building at any one time can be well over 1200. Most libraries have some sort of security presence, and given that we are a large urban campus, this Library should as well.

Annual	2015/2016
Life Science	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Multiple new full-time faculty are needed to ensure that the department keeps up with current trends in science education, including student involvement in research as well as relevant field studies experiences. We face this challenge with the potential loss of one-third of our full-time faculty, since one member passed away in October 2015 and six members are expected to retire

in the next five years. In the near future, two faculty are also opting to participate in the reduced workload program. Without replacements, the ability to meet the demand for our courses with the rigor and consistency needed to maintain our program will be severely compromised.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In order to maintain our program as it currently exists, we need updated faculty computers, as well as updated "smart classroom maintenance" in our labs and lecture halls.

Equipment needs for existing courses include two electrocardiogram (ECG) instruments for Physiology as well as two plant propagation chambers for experiments in Fundamentals of Biology.

Facilities and equipment are also needed to support Nutrition 8-Principles of Food Preparation, a course required for the AS-T degree in Nutrition. The laboratory component for this course will be conducted in a kitchen facility at John Adams Middle School. While the space has been offered to us at no charge, there are associated equipment and personnel needs. A one-time cost of \$3000 is needed to outfit five student workstations with small kitchen utensils and equipment. Each semester, \$3500 will be needed to compensate a kitchen assistant, who must be present during our use of the school facilities.

While we have been fortunate to acquire state-of-the-art educational equipment for many of our laboratories, we are in need of repair and maintenance funds to keep these instruments in prime working order.

Finally, when the next phase of the Science and Math Complex is completed, we will need to remodel/re-design a few of our current laboratory spaces to complement the functionality of the new facility and accommodate the changing needs of our students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The full-time faculty hiring needs are distributed across multiple disciplines within the department, impacting Allied Health, General Education Biology, Majors' Biology, and Nutrition, as indicated in the following table.

Discipline	Faculty Member	Courses Taught	Retirement Anticipated
Allied Health	Kay Reduced Workload started Fall 2015	Azuma Physiology 3	Spring 2019

	Maria Dell	Anatomy Anatomy 2	1	Spring 2020
	Lucy Kluckhohn-Jones	Microbiology 1		Spring 2017
General Education Biology	Kay Azuma	Biology Botany 1	2	See details above
	Maria Dell	Biology 2		See details above
	Thomas Chen	Biology 3		See details below
Majors' Biology	Thomas Chen	Biology 21		Spring 2018
	Mary Colavito	Biology Biology 22	21	Spring 2019
Nutrition	Cynthia Gonzalez	Nutrition Nutrition Nutrition 7	1 3	Spring 2021

We have been fortunate to receive two new full time faculty in General Biology/Environmental Science for Fall 2016. One of these professors will also contribute to Majors' Biology. For the next hiring cycle, we proposed a combined position in Human Anatomy/Human Biology and one in Nutrition. In future proposals, we will be seeking full time faculty to teach Microbiology and Majors' Biology.

Increased staffing is also needed at the departmental administrative level. We currently have one administrative assistant who serves the department half time, devoting the other half of her time to the Physical Sciences Department. The duties of this position continue to expand, most recently including the processing of prerequisite waivers. Given the close relationship between the Life and Physical Sciences Departments, it is important to have a lead administrative assistant in charge of both areas. However, we believe a second assistant to our primary person will go a long way towards helping both departments function more efficiently.

Professional Development - Additional faculty training is needed to address "student emergencies" including both physical health as well as mental health scenarios, Faculty also need training with plans to better address the needs of students with learning disabilities, or simply those lacking the skills required for success in college courses.

6 Year Math

2015/2016 Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The math department is always interested in working to increase retention and success rates in mathematics courses. On October 9, 2015 the department, under the Math Equity Grant and The Center for Teaching and Learning, sponsored a presentation by Dr. Paul Nolting, learning

specialist. Dr. Nolting consults with colleges and universities on strategies to help improve student success. In a follow-up email to the department he wrote, "Math success is an institutional issue, not just a math department challenge. Math departments by themselves cannot provide all the solutions to improve student success. The math department and other institutional offices must work together to design and sustain meaningful interventions."

All of Dr. Nolting's suggestions are documented in the attachment, *Dr. Nolting Report and Recommendations* and can provide a basis for future and continued discussion.

With his words and suggestions in mind, we have identified the following issues and needs:

- Increasing full-time faculty and math lab staff
- Creating additional contact time and/or assessment time with students
- Improvement of math lab conditions
- Addressing facilities related issues
- Increasing hours for DSPS accommodations

Increasing full-time faculty and math lab staff

The 25 full-time faculty members of the math department are responsible for the program management of between 9,000 to 10,000 students each semester. While the department is fortunate to have dedicated adjunct faculty, the vast majority of the work falls to the full-time faculty. The two largest departments on campus are mathematics and English. Each of these subjects is required by students of all majors and both departments participate in a wide variety of campus programs and initiatives. During the fall 2014 semester, the English department had 252 enrolled students per full-time faculty member; comparatively, the math department was managing and participating in programming for 379 enrolled students per full-time faculty member. To achieve parity on this level with English, the math department should have 36 full-time faculty. The ratio in the Physical Science Department, arguably the most similar to math in terms of subject content, was approximately 104 students per full-time faculty member. To achieve parity with the Physical Science department, there would have to be 87 full-time math faculty. The math departments of El Camino College, Pasadena City College, and Glendale College, similarly sized local colleges, all have 40 or more full-time faculty members. If there are to be significant and lasting changes in student success and retention rates in mathematics, this critical under staffing issue must be addressed.

As discussed in section D-6: Looking Back, to increase efficiency and best serve students, staffing levels in the math lab will also have to be increased. The math department believes that typical wait times of one hour or more for a 10-minute appointment with a tutor are unacceptable. The math lab staff are dedicated to doing their best to help students, but given the current situation, the math lab is not able to provide the assistance our students need and deserve.

Creating additional contact time and/or assessment time with students

As described in this document, the math department is involved in many campus and department programs addressing issues related to student success and equity. The department believes that

these programs have helped many students improve and succeed in mathematics, but the reality is that each of these programs reaches only a small fraction of the nearly 10,000 enrolled students each semester and will have, at best, an extremely small incremental effect on issues related to student success and equity. Every student is important and, provided there are sufficient staffing levels, programs of these types should be continued, but any strategy to improve success and/or equity must be one that reaches the entire enrollment of the department. The most effective methods of creating a lasting and statistically significant positive effects are those that involve increasing student time-on-task and/or student teacher contact time. It is interesting to note that both of these methods are incorporated into many of the initiatives and special programs currently active at SMC. With this in mind, the department is willing to work with the college to explore any or all of the following suggestions:

- Reducing class size. Currently most math classes have an enrollment limit of 35 – 45. Reducing class size would provide more individual attention for students and increase the possibility of the instructor grading homework.
- Increasing the amount of time students spend in class. Several colleges in the state have had success with programs that lengthen the time students spend in class. The extra time is used for students to work on homework or additional problems. There are different variations on these programs, but one example is the Math Performance Success Program (MSP) at DeAnza College. The MSP program focuses on developmental and statistics courses. Students spend double the amount of time in class, receiving vital individualized attention that is not always possible in a traditional class.
- Teaching assistants to assist with grading of homework. Currently most math classes have 35 – 45 students and the typical faculty load is three or four classes. If instructors were to spend just 5 minutes on each student's assignment, enough time to briefly check the work, but not enough to provide meaningful feedback, this would require 40 to 60 hours per week. Due to time constraints it is impossible for faculty to collect and effectively grade homework from every class. Teaching assistants would allow faculty to collect and grade more work, and the more time students spend on their homework, the more likely they are to be successful.
- Classroom tutors to assist students during and after class. This would be different than the Supplemental Instructional Assistant as they would specifically work with students on homework problems.

The department is open to discussing other suggestions as they arise.

Improved Math Lab Conditions

The staffing levels of the math lab were discussed above, but there are other issues pertaining to the math lab that should be addressed.

- Although there are policies relating to noise, noise is frequently an issue and needs to be addressed. Currently, the Math Lab Coordinator frequently interrupts and reminds students to be quiet.
- There are no Instructional Assistants available to tutor Math 11, 13, 10 and 15. A tiered system of IAs, where some are certified to tutor the upper level transfer courses, would be beneficial to students. This would provide tutor coverage for all department classes.
- Instructional Assistants for Math 54 are needed. Math 54 is one of the top ten enrollment courses on campus and there is a critical need for tutors in this subject.
- The appointment registration system has not been updated in two years.
- Instructional Assistants receive no tutor training. This type of training would improve effectiveness.

Facilities Issues

Math classes are taught in several buildings across campus, but most classes are in the MC, LA and LS buildings. The LA and LS buildings are outdated and, as was discovered during the heat wave last fall, are unacceptable for teaching purposes during extreme temperature conditions.

Additionally, most of the classrooms in LA were not constructed with 35 or 45 students per class in mind. Frequently, our classrooms are overcrowded, with desks barely a few inches apart, making it impossible for an instructor to circulate through the room and address students individually.

As in other areas of the campus, general maintenance is an issue. Learning happens best in a comfortable and inviting environment. As a college we should be doing our best to provide this for all students, not expecting them to try to learn in overcrowded and hot (or cold) classrooms.

Increased Hours for DSPS Testing

Proctored testing for DSPS students is available Monday – Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. – 3 p.m. during the fall and spring semester, with reduced hours during the winter and summer. The proctoring room is utilized by many math department students, but at times scheduling is an issue. Math classes are offered Monday – Thursday from 6:45 a.m. - 10 p.m., Friday 7:45 a.m. – 4 p.m. and Saturday 9 a.m. – 1 p.m. There are classes that meet entirely or almost entirely outside of the available proctoring room hours, making it difficult for students to schedule exam time. Proctoring services should be conveniently available to all DSPS students, regardless of their scheduled class time.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The department will need the capital resources to implement an improvement plan resulting from a discussion of the data presented in this report. This could include data gathering, improving

math lab conditions with furniture that encourages quiet study, and a noise mitigation system. Capital resources are needed for manipulatives for tactile and visual learners, software site-wide licenses for applications including document generation and classroom presentations. As more faculty move toward using tablet computers for classroom presentations and more courses are offered online, we will need appropriate technology, including computers and tablets, to make these offerings efficient and possible.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As discussed in question 1 above, the department is in need of extensive human resources. This includes full-time faculty, math lab instructional assistants and any additional human resources resulting from the implementation of a department improvement plan.

The current ratio of full-time to part-time faculty is 1 to 4. There are currently 25 full-time faculty. With two retirements and five new hires, beginning fall 2016 there will be 28 full-time math faculty. The department anticipates and additional two to four retirements in the next 5 years, more over the next 10. Not only will these faculty have to be replaced, the current number of full-time faculty is insufficient to meet the current needs of the department.

As discussed above and in section D-6: Looking Back, the math lab requires significant staffing increases to meet student needs. Staffing in the lab would include both additional instructional assistants and student tutors.

Annual	2015/2016
Media Center / Reprographics	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Media Services currently has a need for a replacement repair technician (former technician retired in 12/30/15) to provide support for troubleshooting, repairing and/or replacing audio/video technology in the classrooms. We currently have a temporary F/T Audio/Visual Equipment Technician who has the responsibility for maintaining all campus-wide A/V equipment. He also maintains inventories of hundreds of pieces of equipment, parts, and supplies for all the classroom technologies that we support.

We are anticipating to have this F/T permanent position filled by June 2016.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We now have a very large campus-wide inventory of controllers, switchers, amplifiers, document cameras and projectors installed in classrooms that have a duty cycle of approximately 5-7 years. In the past, it has always been challenging to keep an inventory of replacement technology on-hand so that when something failed it could be replaced immediately. However, our Chief Business Officer has this year proposed that the college establish a 7-year technology replacement plan that will be funded through a college replacement plan budget. I believe this is an excellent idea considering that in the past we have been beholden to instructional block grant funding to make necessary equipment repairs and upgrades.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

See G.1. Above.

6 Year	2015/2016
Modern Lang/Cul	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- NEED #1: TIMS data reveals that the Hispanic/Latino students are well represented in our Spanish classes, but their success rates are low. Strategies are needed to improve their success.
- REQUEST: #1 To continue work that has been begun on the additional curriculum for Spanish heritage-speaker series to address the needs of these students and additional data needs to be collected to determine what kind of curriculum is needed. Continue collaborating with the developmental English faculty on this project.
- NEED #2: The new MLCD certificates were created, but our students aren't aware of them. They have not been marketed in order to inform students about them and encourage students to complete them. The certificates need to be promoted to SMC students.
- REQUEST: #2 To receive institutional support in this effort: publicity, web page enhancement, information in the class schedule.
- NEED #3: Fall 2014 data for this program review indicates that 12% of our students are basic skills students. Many students in the Spanish 1 program struggle with the intensity and the pace of our 5-unit Spanish 1 course. These students need support in order to increase their retention and student success. 23.5% of our students are international. These students are enrolled in our classes, but are often still working on their English skills and struggle with understanding instructions and the content of course

documents. They also struggle with the pace and intensity of the regular track while they are adjusting to a new cultural environment. Students who are identified as beneficiaries of student equity resources also struggle keeping up with the work load. Students with learning disabilities are the last group of students who consistently show difficulty keeping up with the intensity and pace of the 5-unit Spanish course. We have referred elementary Spanish students to the Spanish 31A track in order to help them to prepare for Spanish 1, but often when they enter Spanish 1, they still need additional support.

- REQUEST #3: To create 16-week and/or 12-week 3 unit-courses for Spanish 1a and Spanish 1b, which would essentially divide the content of our 5-unit Spanish 1 course into two courses and add to each a 0.5 unit dedicated to language learning strategies.
- NEED #4: MLC Faculty undergo regular tech training in our department. CANVAS will be adopted by the college, but our faculty are not prepared to use it. They need training.
- REQUEST #4: To get all or most of our instructors on board with CANVAS to organize and use the features CANVAS provides to supplement their courses and address the varied needs of their students.
- NEED #5: The MLC eCompanion Homeroom and Lab Orientation shells need to be migrated to CANVAS. They need to be reorganized and enriched in order to meet the needs of our department so that we can take advantage of the features in CANVAS.
- REQUEST #5: District support is needed in this project.
- NEED #6: The MLCD Public website doesn't meet the current needs of the department.
- REQUEST #6: District support is needed in this project.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our Campus Lab management software is in desperate need of an upgrade. The SANAKO LAB 300 Teacher Console is currently running on a Windows XP station because it is not compatible with Windows 7.

The SANAKO LAB 300 (software and hardware) was installed in 1999. It is a hard-wired system that also requires headphones with telephone-type jacks. Students often complain that they can hear the sound from other stations on their headphones.

Having a functioning campus lab is critical to the language department. Our department offers 14 languages (ASL, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Russian, Spanish, and Turkish) and students in Levels 1 and 2 of these languages

have a 15-hour lab requirement for the semester. The language lab serves approximately 2000+ students per semester.

The department also needs to renew the annual license for the online language lab--SANSspace (which gives our students "anywhere/anytime" access to the lab learning resources).

Every year we must request funding for several program licenses that supplement our language programs, particularly the "less commonly taught languages": Mango, Transparent, Rosetta Stone, VoiceThread (the replacement for Wimba that is used in the hybrid sections), and we will need to purchase other new software to support the programs. These programs are essential Lab resources for our curriculum and for the success of our students. They need to be incorporated into the Campus Wide Software budget as part of the institutional planning process.

A persistent challenge for the MLCD is the fact that we don't have resources to support the program. The software needed to support language programs is very expensive. There is no specific budget at the college to support the software purchases required in the MLCD. Publishers of less commonly taught languages don't provide software or free textbooks for instructors. The tutoring program needs textbooks for all of our courses, but there is no specific budget to allow for their purchase. Less commonly taught languages are a priority of the US government, but there are no resources at SMC to provide the software and textbooks needed for these programs. LCTLs need lab support, for they are very challenging for our students to master. Most of them have different writing systems and pronunciations that are challenging to our students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Two new full-time hires in Japanese are needed in order to support SMC's Japanese program.

In Fall 2015, both of the full-time Japanese faculty retired. In Spring 2016, we hired two long-term subs to teach Japanese because the program is the second largest in the department and requires full-time leadership. In Fall 2015, adjuncts taught 100% of our J-1 classes and 80% of all of the Japanese classes. There is demand for our Japanese classes, and the addition of a full-timer will help us to support the educational goals and interests of many domestic and international students on an F-1 visa who enroll in SMC's Japanese courses. The Fall 2015 TIMS data revealed that Japanese program students are diverse: 58% Asian, 14.5% Hispanic, 7% White, 1.2% Black and 19.2% other. 61% are male and 39% are female. Most Japanese program students are transfer students, full-time and continuing students.

This position supports an area of commendation in the MLC's 2010 Program Review, which is faculty involvement in SLOs. Our SLO collaborations are based on teaching levels. A new full-timer is needed to support these efforts, for there are 4-6 levels of instruction offered each semester. One of the PR recommendations was for MLC faculty to "encourage all faculty to

participate in using technology to broaden access to materials for students." The Japanese adjuncts have worked to integrate technology into the Japanese program and led the MLCD in this effort. They need full-time leadership. A new FT J-1 prof with technological acumen is needed to assist with program and technology oversight and development of resources, for monitoring of technology related to non-alphabet languages was another PR recommendation. This position helps the MLC in its commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

In our 2010 Program Review, one of the recommendations was for MLC to further explore alternatives to web based activities." In 2012 we were awarded the first President's Circle Innovation & Progress Award, which allowed us to purchase a license to use SANSSpace, which is a virtual language lab. The new Japanese position is needed to oversee the Japanese language programs in SANSSpace. The virtual lab needs many hours of support from FT faculty and lab staff. The Japanese faculty are committed to improving their program. A new course in Japanese culture and civilization was taught for the first time this year. MLCD also has a new certificate in Asian Studies, and full-time leadership in this area is imperative. Both full-timers were awarded a sabbatical, and an adjunct two fellowships. All were designed to support student success. TIMS shows that student success and retention were highest for FT Japanese faculty. The Japanese program, the MLC and SMC need two new FT Japanese professors.

Global Citizenship is directly supported by the creation of a FT position in Japanese language and culture. PR commended the Japanese program for its support of this initiative. The position responds to the diverse needs of its students and better equips them with practical language skills. Japanese is an important language in the global community. There are over 122 million native speakers of Japanese and despite Japan's small size, its economy ranks third in the world. There are many job opportunities for SMC students who learn Japanese. Among the major companies in the LA area who are interested in Japanese proficiency are Mitsubishi, Hitachi, Bank of the West, Panasonic, Toyota, Honda, Nippon Airways, Yamaha, Mitsui & Co., Japan Airlines, etc. MLC needs a new FT Japanese professor.

A new full-time hire in Applied Linguistics is needed in order to support and enhance SMC's linguistics program.

The MLCD Linguistics program began in Spring 2014. It was born of a collaboration between Modern Languages and Cultures & ESL. Faculty from both departments developed the Linguistics 1 curriculum and have taught the classes, and the course is housed in MLC. There is no full-time linguistics professor in MLC. Linguistics is our fastest growing discipline. We started with two sections per semester and one in the intersessions. In Summer 2015, after the Fall 2015 schedule had already been produced, we added a third section of Ling 1, and it filled very quickly. Last winter, we added a third section of Ling 1 to our Spring 2016 schedule two days before the spring semester started. It had over 18 students enrolled in it by the first day of class.

According to one of the authors of our Ling 1 course: "The demand has been outstanding, especially among the English, ESL and foreign language students who became interested to

know beyond the workings of specific languages. Linguistics 1 has served the student needs significantly. At the end of the course the students express that they have obtained a much better understanding on the universal properties and principles of human language in general, the inter-language relationships, language and its social and cultural implications, and many more. The course also supports them to be more successful in the related study areas. Many of the Ling 1 students want to declare a linguistics major when transferring or applying to study abroad and come to ask us for a recommendation letter. The Linguistics 1 course could be their great first step not only while at SMC but also for their future academic and professional paths.” Linguistics at SMC has tremendous potential. There are many prospects for curriculum development that will support the needs of our students.

One of the Program Review recommendations was for MLC faculty to “encourage all faculty to participate in using technology to broaden access to materials for students.” Ling 1 is MLC’s first completely online course. It is a discipline in our department into which technology is fully integrated. We need a full-time linguistics professor to support the technological needs of this program, its students and our department. We need a full-time linguistics professor to expand our online offerings and to help our enrollment to grow. Ling 1 was also the first course in MLC to be approved to fulfill the Global Citizenship requirement. Global Citizenship is directly supported by the creation of a FT position in linguistics. This position is needed to support the MLC’s commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

MLC has curriculum in 14 languages and linguistics. Most faculty who teach linguistics also have training in teaching language and culture. We would like for the linguistics professor to teach one or more of the 14 languages in our department and to collaborate with our language faculty on language acquisition and applied linguistics projects that will benefit our department. MLC students have diverse levels of academic preparation, linguistic backgrounds, and skill levels. It is a challenge for our department to teach under-prepared students language and culture. It will benefit our students and support student equity if we hire a linguistics professor to help develop curriculum that will help remedial students to understand how language works and how to approach language study.

A new full-time hire in French is needed in order to support and enhance SMC's French program.

In Fall 2015, adjuncts taught 60% of our French 1 classes and 40% of all of the French classes. Due to the Spring 2016 retirement of one of our two French FT professors, in Fall 2016 100% of the French 1 classes and 73% of all French classes will be taught by adjuncts. There is demand for our French classes, and the addition of a full-timer will help us to support the educational goals and interests of many domestic and international students on an F-1 visa who enroll in SMC's French courses. According to the Fall 2015 TIMS report, French program students are very diverse: 33.5% Hispanic, 32% White, 12.2% Asian, 10.6% Black, and 11% other. 68% are female and 32% are male. Most French program students are transfer students, full-time and continuing students.

This position supports an area of commendation in the MLC's 2010 Program Review, which is faculty involvement in SLOs. Our SLO collaborations are based on teaching levels. A new full-timer is needed to support these efforts, for there are 4-5 levels of instruction offered each semester. One of the PR recommendations was for MLC faculty to "encourage all faculty to participate in using technology to broaden access to materials for students." The French program is currently taught by faculty who aren't able to integrate technology into their classes and need support with the technological resources that are available to them. The French textbooks have many technological resources that are being underutilized by our faculty. We need a new French full-timer to guide our French professors in this area. A new FT French professor with technological acumen is needed to assist with program and technology oversight and development of resources, for monitoring of technology to help our French students to become more successful and to strengthen the program. This position helps MLC in its commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan. In our 2010 Program Review, one of the recommendations was for MLC to further explore alternatives to web-based activities." In 2012 we were awarded the first President's Circle Innovation & Program Award, which allowed us to purchase a license to use SANSSpace, which is a virtual language lab. Our students have embraced the virtual lab, but our French professors are reluctant to use it. A new French FT professor is needed to oversee the French language programs in SANSSpace. The virtual lab needs many hours of support from FT faculty and lab staff. Students can't use the virtual lab without the oversight and support of their professor.

A new FT French professor is needed to support MLC's new certificates in African & Middle Eastern Studies, in which French is a significant component. Global Citizenship is directly supported by the creation of a FT position in French language and culture. The position responds to the diverse needs of its students and better equips them with practical language skills. French is an important language in the global community. There are almost 400 million native speakers of French in the world, and France's economy ranks fifth in the world. In addition, there are 29 different countries and 11 dependent regions and other areas where French is an official language. There are many job opportunities for SMC students who learn French. Major companies in aerospace, manufacturing, entertainment, accounting, law, technology, education and other fields are looking for employees who are fluent in French. There are many employment opportunities for our French students in the US and in Francophone countries abroad. Only one FT French faculty will remain in Fall 2016, and he is eligible to retire right now.

Urgency

In Fall 2016, there will be five tenured faculty left in MLC, and three of them are currently eligible to retire. New faculty need guidance. It is imperative that we bring new full-timers into MLC while there are tenured full-timers there to guide, mentor and evaluate them. MLC, its students, SMC and the community will benefit from two new FT Japanese positions, a new full-time linguistics position and a new full-time French position.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

As previously discussed, course offerings need to be revised and strategies on repeatability need to be devised. We are working closely with Academic Affairs and other Arts Programs on campus. For instance, due to the low enrollment of the higher level piano classes, (Music 61A and 61B, Intermediate Piano fifth and sixth level) instead of offering them in the alternating semesters, we are offering them as a joint class in Fall 2015.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

There are two specific capital resources that would greatly enhance the effectiveness of classes currently being offered. The first would be Latin percussion: conga set and stands, claves, cabasa, etc. All of the performance ensembles and the percussion class would benefit. The second would be a portable sound amplification system, such as the Apmlivox Voice Carrier PA. Voice classes and Music 94: Concert Music Class could use the system.

Our PAC classrooms, especially the upper floors, could use additional ventilation, especially during the hot months of the year. Music classes inherently are noisy, as we are singing, playing, etc. Opening the door to the hallway to make the rooms temperature-tolerable is not always an option because during busy class times, this interrupts other activities in other rooms. Additionally, safety concerns are present while teaching in open classrooms as well as pedagogical problems with students making noise that is heard throughout the halls. **We look forward to having a full AC system installed in our building for every classroom.**

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We have a part-time staff member who does stage management, house management and library duties, whose workload should be increased, probably double.

Increase number of full-time faculty in the department, which numbered ten in 1991. As of July 2014 we officially reached seven. We are requesting consideration for two ranked positions at this time -- one additional vocal/ensemble instructor and one full-time guitar instructor.

Plans for requesting another full-time jazz and theory/musicianship instructor in the future. The latter is absolutely essential given the imminent retirement of at least one full-time faculty who was originally hired to teach theory/musicianship and music appreciation.

The collaborative art of accompanying should be compensated much more for their professional contribution to the department.

A classified position for an audio/computer technician to oversee the operation and maintenance of the department's technology resources.

Annual	2015/2016
Office of Student Judicial Affairs & Ombuds	Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Student Judicial Affairs:

- **Issues:** There remains to be an increase in caseloads involving students with mental illness. A greater number of the Crisis Prevention Team student cases are referred to the Office of Student Judicial Affairs due to these students' continuous inappropriate and disruptive behavior. Many of these cases result in disciplinary probation or suspension. The newly hired Crisis Prevention Team's Case Manager Coordinator, a licensed social worker, now joins me in student many student meetings. Her role is invaluable due to her knowledge of and her experience in working with clients with mental illnesses or mental disabilities.
- **Issue:** This year, we have seen a slight increase in reported sexual misconduct cases. The Title IX Coordinator and the dean work closely in coordinating investigation efforts.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Student Judicial Affairs:

Facilities needed: The office of Student Judicial Affairs still lacks additional space for the part-time counselor who assist in seeing students during the fall and spring terms. If my office is occupied, the counselor must see students in the conference room. She handles her email and student files in the lobby of the office, and at a desk with a computer, but no telephone. This problem may not be resolved until our office moves to the new Student Services Building in late 2018. Therefore, additional office space (**which includes a computer, printer, and phone (technology need)**) is still needed for the hourly counselor who serves as a conduct officer.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Student Judicial Affairs Staffing Needs: Our office staff is composed of one full-time administrator, one full-time administrative assistant (II) and one part-time (10 hour per week/fall and spring only) counselor.

This office continues to be in need of more office space and one 18 hour per week part-time counselor/conduct officer. The work load for the one administrative assistant continues to increase. Last year, we received 702 referral reports, the year prior, over 500 cases. When she is out, ill or vacation, the dean must step in and conduct administrative assistance tasks by managing and processing the reports/cases. With the new Maxient software, it is extremely time consuming and challenging to train a temporary assistance to step in while the full time administrative assistant is out. Student Help or College Work Study support is not an option in this office due to confidentiality required in all cases.

6 Year Personnel Commission	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Climate and Challenges

Since the last Program Review in 2009, there have been a number of changes within the Personnel Commission, including an extensive workload increase, significant staffing turnover, departmental restructuring, and a net increase in the number of staff members. In addition to these changes, ongoing challenges exist related to limited space for test administrations.

Staffing and Workload Changes

During the 2013-14 fiscal year, the Personnel Commission experienced a significant increase in requests for examinations, and in requests for classification and/or compensation studies.

Only two of the six staff members from 2009 are still with the Personnel Commission. The previous Director of Classified Personnel left the District in March 2013. The Commission continued operations with five permanent staff members and occasional temporary assistance for approximately two years, until department restructuring had taken place and selections of new personnel were completed. The Commission now has a total of nine positions, including the addition of a part-time Classification and Compensation Manager, and an additional full-time Administrative Assistant. The Personnel Commission had deferred hiring for one Personnel Analyst position for the two previous fiscal years. This position was re-activated, and downgraded to a Personnel Technician. The Personnel Specialist position was up-graded to a

third Personnel Technician position. All of these changes resulted in an overall 10% increase to salary and benefits.

Our previous Supervising Personnel Analyst, Michael Cool, accepted a position as a Director of Classified Personnel for Santa Monica-Malibu Unified School District, effective September 1, 2015. We are now preparing to run a recruitment to back-fill this vacancy.

Classification Issues

Over ten years ago, an outside contractor was brought in to complete a District-wide classification and salary study. When the contractor ended their services at the end of 2006, outcomes of many of the studies had not been finalized. There were a number of challenges still present in 2013, when I assumed the role of Director of Classified Personnel.

Documentation of classification work and compensation studies completed prior to 2007 is often incomplete or non-existent. Levels within some of our classification series were not clearly defined and appropriately distinguished, which brought about many challenges when studying positions for allocation and/or reclassification. Processes for performing classification, salary, and position studies were not clearly defined, including processes for communicating the outcomes to employees, managers, and employee representatives. The appropriate roles between the Commission and the District were unclear when it came to establishing and/or re-allocating salaries for classified positions.

Ongoing classification system maintenance is required by our Merit Rules (Merit Rule 3.2.9), but this had not been a regular, pro-active, internal practice since 2006.

Physical Accommodations

With the increase in the volume of testing and interviewing during the past two years, we are experiencing ongoing challenges with securing physical locations for all scheduled events. Personnel Commission staff currently utilizes two interview rooms, and two computers designated for testing purposes. The two computers are set up in one of our interview rooms, meaning that we cannot perform computer testing and interviews at the same time without borrowing other rooms from Human Resources.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional computers (or laptops), and additional space for computerized testing would be helpful, but not essential. Our resources in this area are very limited; therefore, computerized testing for large candidate pools can take up to one week to complete, since we can only have the resources to test 3 - 4 candidates at the same time.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

At this time, we are not considering additional staffing increases for the Personnel Commission. Before I can make an accurate evaluation of our ability to effectively handle the current workload, I would like to gather further data related to our project cycle timelines, and continue focusing on process improvement and staff training.

Annual	2015/2016
Philosophy/Soci	Instructional

1. *Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].*

The Department has requested two new full-time positions, one in Philosophy and one in Women's/Gender Studies.

Because all Department faculty are assigning a great deal of writing, we strongly urge the College to reconsider class size. English instructors have only 25 students, while we, who are assigning as much writing and perhaps even more writing, have 45 students. Class size is probably the number one hurdle to effectively helping our Basic Skills students and to closing the equity gap.

2. *If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

The Department is housed in the HSS South Building. Our Conference Room is used almost every hour of every day of the week. Department Meetings, Supplemental Instruction meetings, and full-time hiring committees are held in this room. A computer and projector similar to the one in the HSS North Conference Room, 301, are sorely needed.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

We continue to need full-time faculty in all 5 disciplines in the Department, but especially a Women's/Gender full-time faculty member.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The Physical Science department has an urgent and ongoing need for the college to hire a Chemical Hygiene Officer (CHO) who is professionally qualified to assist our laboratory technicians and our faculty regarding issues of chemical safety. This request has been made to Risk Management and to the Executive Vice President, and it was a recommendation for Institutional Support in our last six-year program review in 2013-2014. However, there has yet to be movement on this front.

As has been communicated in previous program reviews, all institutions using chemical substances are required by OSHA to have a written Chemical Hygiene Plan as well as a designated Chemical Hygiene Officer to provide regular updates to the plan and to ensure that the plan's components are indeed practiced by those employees handling hazardous substances. SMC's Chemical Hygiene Plan is updated regularly by our Office of Risk Management with input from the faculty of the Physical Science Department and from the District's loss control consultants. A few years ago, the Office of Environment, Health and Safety at UCLA also reviewed our plan. We appreciate the collaborative effort and feel that our plan is appropriate for our program. One weakness, however, is that we do not have a Chemical Hygiene Officer with training in chemistry and chemical safety on campus. Our department is therefore working with the District to identify potential solutions to this problem.

In the past couple of years, the request has been reiterated to senior staff, jointly with the Life Science Department Chair. Faculty in Life Sciences share our view that this is a top priority for all of the sciences programs, and that we are in need of a more *universal* training regime—covering all disciplines, workers, faculty, and students—that is beyond the scope of our faculty to create, and one that makes sense for our particular academic setting.

A recent incident with a minor student injury in the lab resulted in the fire department visiting the building. Because we have no CHO to meet with the fire department when they visit, we are concerned that other incidents like these could result in the fire department taking action to curtail or halt our lab activities. OSHA is typically notified of these types of incidents, and inspections from OSHA often are the result. We desperately need a qualified, responsible CHO party to be the point person for laboratory incidents like these, as well as for the planning of a more consistent safety training regime. Having a CHO in place means that responses to accidents will be consistent, prudent, and carry weight. As it is now, classified stockroom workers and instructional faculty advising the CHO designee, but it is incredibly difficult and untenable, given all our other responsibilities.

One final reason why an experienced, well-suited CHO is necessary is the implementation of Standard Operating Procedures (SOPs) for special chemical hazards. After trying for two years to create these in-house, we have concluded that without assistance from a CHO, this will not be viable. Over the two years we were able to create two SOPs out of an estimated 25-50 that are needed in total. We are frankly unsure how to proceed, and given the many duties of the faculty, and their lack of expertise, we cannot complete the project as we originally thought we could.

We also continue to desire a more flexible re-formatting of the highly valuable program assessment data that were provided to us by the Office of Institutional Research and by the MIS department via the faculty portal. The data packet compiled by IR for our department's 6-year review and the access to compiled SLO assessment data via ISIS were both *extremely* helpful in allowing our department to engage in a data driven analysis of our program's strengths and weaknesses. The following items have been discussed, both within our department, and by the Institutional Effectiveness Committee:

1. For six-year reviews, we would like IR to include summaries of SLO assessment results in the same format currently used to compare success and retention rates over the past six years. Currently, we need to download literally hundreds of different data files from the semester ISIS SLO reports to gather SLO assessment results over all of the intervening years, and then the data do not allow for easy viewing of longitudinal trends in the results. In fact, the number of files just to gather SLO assessment results for Physical Science for only three years was over 100, and that is the reason these documents were not included among the attached files on this report.
2. Also for six year reviews, we would find it helpful to have at least some of the data broken down by course, or even course sequence. For example, our courses that serve non-science majors have dramatically different demographics than those that serve only science majors, yet the current format aggregates data for all courses within a discipline. We realize that specific needs of this sort will vary significantly from department to department, but request that IR consider the issue to see if it could be addressed in a way that would not simply overwhelm departments with data.
- For annual reviews, we suggest that MIS provide success and retention data, currently available only to department chairs, to individual faculty on a semester basis via the portal. These reports would be very similar to the existing SLO reports faculty can view currently. Each instructor could view his/her own "TIMS" data along with averages for the course(s) they taught. In addition to facilitating analysis of current success and retention rates for purposes of the annual reviews, these data would also assist individual faculty in knowing how their own grading practices compare to others teaching the same course. This suggestion will be discussed with other departments at one of the spring 2014 Department Chairs and Coordinators meetings.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Since the opening of the current Science building 16 years ago, there has been such tremendous expansion of our course offerings that we are not currently able to meet student demand for some courses due to insufficient laboratory and classroom space. Our introductory and general chemistry labs are booked from early morning, often starting at 7:00 a.m. through the evening hours Monday through Thursday and until late afternoon/early evening on Fridays and we could still fill additional sections of Chem 10, and probably of 9 and 11, if additional lab space were available. We hope to gain at least one chemistry lab when the second Science/Math building is designed and built in the coming years, but we have no solution for expanding our course offering to meet demand in the near future.

As our student enrollment has grown, so too has the size of our faculty. Where once we had double offices each occupied by one full time instructor with the second desk shared by part time instructors, we have now lost part-time office space in our regular office area. All of our faculty offices will likely be fully occupied by full time faculty in the fall of 2015. 60-70 part-time faculty employed by Physical Science and Life Science combined are now able to occupy a new room across from the elevators on the second floor of the science building. Each department is now faced with the problem that if hiring outpaces retirements across these two departments, we will run out of office space very shortly.

And, of course, as the program grew, so did our need for lab preparation space and lab technicians. Our current chemistry stockroom is bursting at the seams with chemicals, glassware, and other supplies. We have one lab tech office, but two lab techs, and the office opens into the stockroom itself, an arrangement that we are told is now prohibited for safety reasons. We hope to remedy this issue with the new math/science building and, in the meantime, our techs share one office and are masters at working in small spaces and keeping supplies on movable carts, in the basement storage, etc.

Finally, we have implemented Supplemental Instruction support for many of our courses as part of our HSI STEM grant activities. Finding space for these groups to meet is challenging and is now a limiting factor in determining how many class sections can have SI support. While we have not yet received data from the SI office regarding its impact on student success in our program, the data from the math department which initiated SI 5 years before we did, are very compelling. We hope to demonstrate similar improvements to student success rates soon and to expand SI in the sciences as space and funding will allow.

One solution to SI study session space could be to move white boards and student tables into the science building lobby areas, which currently have minimal seating, but much space available. This potential is currently under investigation along with the SRI/STEM program.

In addition to the shortage of space needed to support our current program, we also have a number of problems related to building maintenance that are negatively impacting our program. In particular, the heating, cooling, and air flow in the lab wing (east side) of the building can make it nearly impossible to work. Temperatures in some labs will drop to 58 °F while at other times it will be above 85 °F. The hoods intermittently seem to pull a tremendous amount of air, going into emergency flow mode. At such times, there is often strong negative pressure inside the building on all floors. This causes the doors to be difficult to open, and slam shut with

tremendous force, creating a hazard for all passing through doorways. Additionally, as doors open and close, the pressure changes inside the rooms and causes ceiling tiles to move and fall, and slams inner doors shut without warning. Falling ceiling tiles continue to be a problem, recently resulting in the injury of a stockroom employee.

Smelly chemical vapors are often pulled from room to room by the hoods and ventilation system due to the pressure problems. Requests have been made to facilities personnel and we have been assured that they are aware of the issue and are in the process of addressing it. This is an issue of lab safety due to potentially toxic fumes moving around from lab to lab, and we are hoping to have the issue addressed soon.

There are ongoing maintenance issues with the fume hoods in the labs, especially the organic chemistry lab (Sci 305). As of Spring 2014, six of the thirteen fume hoods in room 305 regularly used by students to perform experiments had at least one sink that leaked. The pattern is that a sink develops a leak, a sign is placed on the hood and maintenance is informed, and eventually the problem is fixed; however, the fixes are often short-lived. The hoods themselves are aging, with the hood sashes needing replacement in some cases, while in others, the emergency warning buttons are broken. In addition, two of the seven large sinks used for washing glassware are currently unusable -- one has had a plugged drain for the last two semesters, and the hot water faucet is non-functional on the other.

For the time being, a long-term issue of gas smells across the north side of the building has been solved, and seemed to be actually coming from an uncapped drain in SCI 101. Hopefully this puts to rest the concern that we have ongoing gas leaks.

Our Chem 10 program (about 30 sections per semester) and now our Chem 11/12 program (another 20 or more per semester) are using common multiple choice final exams across all sections. The physics program appears to also be headed in a similar direction. Analysis of the student responses to each exam question provides powerful information for discussions of course improvements, but managing such large amounts of data is extremely cumbersome and time-consuming. We had a demonstration of an analysis system (like Parscore) that will allow our faculty to run Scantron answer keys from students directly into a computer system so program faculty can easily obtain tabulated data aggregating student responses to individual exam questions. The cost of the Parscore system is daunting--nearly \$20,000 for a single unit. Modern technology may make this type of system obsolete, and now there are many optical scanning systems available that do this type of analysis by taking a picture of an answer sheet and uploading it to a web application. It's possible that with a site license, this type of technology could be widely available across campus for a fraction of the cost.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Since 2000, the physics program has lost five full-time faculty members, three to retirement and two to resignation, the most recent resignation occurring in May 2015 after he had completed

just two semesters at SMC. Remaining are what add up to 4.5 physicists, two who were hired in the late 1990s, plus two full-time physicists hired since 2000, and an engineer hired in 2015 who, for the time being, splits her load between physics and engineering, although she will eventually move to an all-engineering teaching load, once the engineering course offerings are expanded. As of now, only 2.5 of the five faculty lost have been replaced, and the physics discipline is expecting to lose the 0.5 of that to engineering in the very near future.

There has been an ongoing need to have larger numbers of full-time physicists, with six full-timers being the high-water mark reached in the early 2000's, shortly after the new building opened, and when the course offerings and seat capacities were smaller than they are today. Two physicists would bring us back to that level, which we consider a minimum for the healthy continuation of the program.

To support the idea of growth in physics faculty, data collected through our STEM grant activities show a sharp increase in the number of engineering students taking science courses at SMC. Indeed, engineering is the most popular major indicated by the 200+ students in our first two cohorts of participants in the grant project. The core of the first two years of engineering curriculum, along with calculus, is the engineering physics course sequence, Physics 21-24.

Both the nationwide and local focus on STEM are now resulting in a strong growth in engineering and physics enrollment. With the college's support of a full-time engineering faculty member, we are building new partnerships and strengthening transfer pipelines with four-year engineering programs in the area, and exploring options to give our engineering students exciting hands-on experiences related to engineering while at SMC. This new path will allow students to transfer to engineering programs as juniors, without needing to take freshman- and sophomore-level courses after they transfer. At this time, two (out of 4.5) full-time faculty are participating in the statewide discussions that are working to create an engineering transfer curriculum.

As STEM becomes institutionalized at SMC, it is important to note that students participating in the grant-supported cohort program (SRI) are succeeding at high levels, much higher than the class success rates overall. The word is out about SMC's support of STEM students, which is now resulting in engineering and physics classes, as well as general chemistry (also an engineering requirement) having extremely high student demand and high fill-rates. Anecdotally, it seems that numbers of pre-medical and pre-dental students are flat or declining, seen through the weak enrollment numbers in Organic Chemistry, and Physics 8-9 for life science majors. In contrast, our engineering numbers are spiking. We will need to carefully consider our future faculty hiring and course offerings to respond accordingly, as we continue to monitor this trend in the future. But for now, this type of growth will continue to intensify the need for more engineering physics courses and more full-time support of that course sequence.

We are now offering 11-12 sections of engineering physics courses each fall and spring semester, and due to the high number of WTH per section, two sections constitute a full-load. The engineering physics sequence (Physics 21-24) is an essential class for physical science and engineering majors, and it is a sequence that has not been heavily taught by full-time faculty until recently. This is the most advanced physics course sequence we offer, and the department is

solidly behind having more full-time faculty take the lead in this course, helping to keep it relevant to the engineering program, and to help maintain rigorous standards.

Both chemistry and physics classroom and lab space are nearly at their maximum possible use, with the only possible area for growth being on weekends or late on Friday afternoons. We have used up most of the room for physics growth by adding either an additional section of Physics 21 each semester, or in some cases and additional general education physics, Physics 12 or 14.

For the time being, we aren't requesting any new chemistry hires, and indeed most of the growth in the size of our department is due to physics—even at a time when our physics faculty numbers are down. It should be noted that the department size numbers reflect primarily a growth in the chemistry faculty and the rapid growth in course offerings seen in the early 2000's.

Additionally, it should be mentioned that we share one full-time department administrator with Life Sciences. These departments are each quite large with huge amounts of work being required for each, and on top of the daily responsibilities, both departments have enforced prerequisites and thus require the administrator to deal with the large numbers of student waivers. As enrollment continues to be strong, and the trend of “reverse-transfer” seems to be on the rise, this is no small task. If the departments were to share another half-time administrator, there is no doubt that things would run more smoothly. And if the current administrator were to retire (she has over 30 years of service to the college), it is difficult to imagine a single full-time administrator being able to effectively take on all these duties.

Please see also our response to question 1 above in this section of our report where we document our ongoing need for an institutional Chemical Hygiene Officer with training in chemical safety.

Annual Pico Promise	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Currently, the Pico Promise Program utilizes 2 offices in the counseling complex. One is a shared office by program counselors and the second is an office for the programs' Project Manager. The counselor's office is available for use for other Transfer Center counselors when not in use by the program. At this time, the Project Manager office also is being utilized by other programs in counseling when not in use by the Project Manager.

Previous Project Managers were 100% and the office space was a designated manager's office. Having the office utilized by other programs has created some difficulties when trying to plan program activities and staff meetings. In addition, while the current manager is 50%, this has also limited the Project Manager's flexibility in scheduling time in the office and working on program projects.

Ideally, this office would be able to be identified as the Project Manager's office and not be considered shared office space. This would allow for more flexibility for program management for scheduling and also provide a designated space for the program that can be used for a variety of program activities.

While it is understood that office space in the Counseling Complex is limited, having 1 designated office for the program would be extremely valuable in enhancing the programs efficiency and overall program management.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Please see #1 above.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Not applicable at this time.

6 Year Psychology	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

"Social Skills, i.e. behaviors that allow students to interact with peers and adults in positive and productive ways" are cited by the group "Public Profit" as one of the most important non-cognitive skills. As such, we are seeking to revamp some of our classrooms with tables and chairs more conducive to group work. The department received a \$46,000 block grant for instructional equipment in the Spring of 2016, as is currently looking for appropriate solutions to this issue. A recent department meeting was dedicated to exploring options that would 1) facilitate student to interact and work in groups while still 2) allow faculty to move about the classroom freely and 3) provide an environment conducive to secure test taking.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Adequate computer resources are lacking in the department. For several semesters, requests and complaints with respect to the computers available to adjunct faculty have been voiced. To date,

little progress has been made. Here is the text of the current “2016-2017 Departmental Instructional Technology Request.”

Description of Item 1 *

New computer for Psychology Adjunct office, HSS 376.

Justification for Item 1 *

This computer is in use almost the entire day, and serves the needs of nearly all the psychology department adjuncts. Recently, and without explanation, the already lacking computer in that office was downgraded. I.e. a slow, glitchy computer that contained a CD drive was replaced with a computer with no CD drive (but instead, a 2.5 in floppy drive!). At a recent department meeting, several part-time professors expressed their feeling that this reflects a general sense of their expendability at SMC. I feel this is totally unacceptable, and would like to see an excellent computer replace this one. Please help hard-working faculty feel appreciated and respected.

Update as of 3/8/16

Telecom has responded to the request.

Description of Item 2 *

New (best case, third) computers for Psychology dept. shared adjunct space in South / East corner.

Justification for Item 2 *

I have been requesting a replacement for one specific computer in this area for several cycles. It is a computer that is used for grading (connected to the Datalink 1200). I personally (Alex Schwartz) put a makeshift cover over one of the USB ports, as plugging anything in to this port shuts off the computer automatically! This area, like HSS 376, is used constantly for Part-Time and Full-Time instructor tasks, and is necessary to such functions as grading, holding office hours, printing, etc. It is important that the computer resources in this area are adequate.

Other (less dramatic) requests were made for HSS 253 and specific faculty computers.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As a department, we have discussed the benefit that a "subject pool coordinator" would give those faculty attempting to do research. Most research institutions have such a dedicated professional, as putting the coordination of research participants in the hands of any one researcher poses a large set of logistical and ethical considerations. As of yet, we have not

instituted a subject pool, and so face somewhat of a "chicken-egg" problem of whether to first try and recruit the position, or first test the concept to see if it gets utilized.

Relatedly, the lack of a regularly meeting Institutional Review Board (IRB) poses a challenge to securing external research funding and conducting research. The Department has been in active discussion with the Office of Institutional Research and various members of SMC's Administration team to proactively plan for the future. Research is clearly an important part of an institution's service to the scientific community. But also, the success of our students depends on access to rich mentorship in research theory and practice. It is important that SMC professors are able to get research approved in a timely and professional manner through a regularly meeting and certified IRB.

6 Year Public Programs and Communication	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Marketing

Marketing Design Analyst position to be reclassified to a classified manager. The Marketing Design has evolved into a managing position that oversees the operation, design production, quality and delivery of product, and supervision of the design team, consultants, and vendors. In addition to the daily responsibilities, the Marketing Design Analyst's presence is needed more frequently to participate and to provide guidelines in specific institutional campaigns.

Reinstate and redefine the position of Director of Marketing to alleviate the marketing responsibilities provided by the Senior Government/Community Relations Director.

We want to encourage the internal college community to utilize the marketing and design services provided by the Marketing Department for their promotional efforts. This will ensure consistency and accuracy of content and unified voice throughout various media.

Additional staff is needed to support increasing demands of service and college growth.

Public Information Office

The expansion of an audience for SMC in Focus (from 2,300 to over 77,000) made it clear that the department needs a dedicated database management specialist to assist with researching potential new audiences, methods of delivery and to provide technical and analytic support to build an even larger audience. This position would also support the office of community relations, which relies heavily on a constantly updated database of contacts for their communications and outreach.

While print media is “disintegrating,” its importance especially in engaging the immediate community (Santa Monica and Malibu residents) whose support is crucial in facilities improvements and other collaborations and cannot be underestimated. Still, the need to develop a strong web presence (develop the newsroom page, possibly increase the frequency of SMC in Focus to once a month) will require more technical support.

Web and Social Media

From 2009 to 2011, responsibilities of the web and social media were spread among the PIO, senior tech specialist, IT staff and the marketing department. From 2012-2014, Web Content and Digital Marketing was a one-person unit, with some responsibilities taken by the web developer at the time and it was suggested that additional staff and budget are needed to meet needs in this area.

As of April 2015, the Web Content and Social program remains primarily a one-person unit. Suggestions from the previous program manager are being taken into consideration through planning budgets, establishing best practices and making a strong effort in hiring a web developer (web services coordinator) to assist with the web. Budgets have been allocated for possible use of third-party tools. In October 2015, a student worker with social media experience and film background was hired quarter-time to assist with Instagram and Snapchat, currently the two most popular social media channels, as well as generation of video content in the next few months. The program is also actively looking to hire a web services coordinator, despite challenges in salary and a competitive market. Also on the social media front, engaging visuals are needed. The program is working with marketing/graphics to meet some of these needs. Photography needs that cater to social media users have not been fully met yet with existing contracts. The program manager is currently taking photos, along with a graphic designer to meet some of these needs.

In addition, the program is experiencing limitations with the current content management system given the depth and breadth of campus needs and as a result, preparations and evaluations are recommended to address the college’s growing needs and accessibility standards.

As technology continues to change, website needs expand and new social media outlets are becoming popular, additional staff will be needed to assist with the college’s digital presence and next iteration of the college’s website. For example, Mt. San Antonio College and Orange Coast College are comparable California community colleges undergoing a web redesign. Both community colleges sport a more robust staff for their web and social media needs. Both have a designated web team in their IT department comprised of approximately 5-7 people while their social media/content operations are under a marketing team made up of a marketing/communications director and several assistants. At Santa Monica College, web and social media duties are handled by a manager with a quarter-time student worker, hopefully a web services coordinator in the near future and a 1-3 IT staff members who are also booked with many responsibilities and multiple projects already. To carry out a successful web migration in a

timely manner, the college requires a substantially robust web team composed of programmers, analysts and content creators.

Community and Academic Relations

Staffing for web/social media and marketing graphic designers are needed. The shortage of staff in this area impacts Community and Academic Relations programming and ability to meet deadlines.

Establish a location where we can all work together in one space – in close proximity to campus so we can remain connected to the college.

Space on the main campus is needed to store posters, supplies and easels for events to ease with the set-up for the multitude of lectures hosted.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Marketing

Continue efforts in updating equipment and software to keep abreast with current technology.

Find technological support in the development of the SMC website.

Public Information Office

N/A

Web and Social Media

In 2012-2014, needs included facilities and technology/equipment. These needs still remain today. Office space is needed to conduct trainings and demos, record tutorials/webinars and to host meetings. A centralized location on campus would be ideal, as web and social media needs should stay on the pulse of the campus. Currently, the program manager travels on a daily basis between the Bundy campus office and main campus for trainings and meetings, with occasional meetings at 2714 Pico.

Given the pace of change in this program, equipment and software is needed to increase video content and create quality photos.

Community and Academic Relations

Identify and designate a department location where all can work together on or near the main campus.

Install video capturing software in the large classrooms used for Associate's lectures/events so that content can be repurposed on the SMC YouTube and SMC webpages. This will allow the lecture to be viewable to the entire community even if unable to attend during the activity hour.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Marketing

With the expansion of the Community and Academic Relations department under the new reorganization of the Government Relations/Institutional Communication division, the Marketing Department has acquired more responsibilities in the institutional communication to the community and students at large through web and social media.

The Marketing Design Analyst position has evolved into a managing position that oversees the operation, design production, quality and delivery of product, and supervision of the design team, consultants, and vendors. This position should be reevaluated and reclassified to a management level classification.

We need to reinstate the position of Director of Marketing to alleviate the marketing responsibilities provided by the Senior Government/Community Relations Director.

Additional designers and content generated writers are needed to support the reorganization of the Government Relations/Institutional Communication division and SMC's website and social media developments.

Public Information Office

Add a Database/Web Management Specialist available to the PIO and other members of the department, including Community Relations, and additionally available to the SMC Foundation.

Web and Social Media

In 2012-2014, a student worker and/or social media "street team" was recommended. In October 2015, a student worker was hired to assist with social media operations. The program is in the process of looking for a web services coordinator to assist with website needs. As technology continues to change, website needs expand and new social media outlets are becoming popular, additional staff may be needed to assist with the college's digital presence. For example, Mt. San Antonio College and Orange Coast College are comparable California community colleges that sport a more robust staff for their web and social media needs. Both colleges have a designated web team in their IT department comprised of approximately 5-7 people while their social media/content operations are under a marketing team made up of a marketing/communications director and several assistants. At Santa Monica College, web and social media duties are handled by a manager with a quarter-time student worker, hopefully a web services coordinator

in the near future and a 1-3 IT staff members who are also booked with many responsibilities and multiple projects already. To carry out a successful web migration in a timely manner, the college requires a substantially robust web team composed of programmers, analysts and content creators.

Community and Academic Relations

Add a Database Specialist position (shared between Foundation, PIO and Community and Academic Relations).

Annual	2015/2016
Scholars	Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

We do have some facility constraints, but foresee a time when the program will move to a newer and improved space.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In the 2014/2015 Annual Review, we reported that we needed to replace and antiquated and failing front office printer. We are happy to report that the printer was replaced since that report was submitted.

At the time of this 2015/2016 Annual Review we are currently exploring ways to create an online application for our students. We are working with the campus IT division to create this online resource for our students. We are hoping to do this with the resources available on campus. However, there is a possibility that we may need to solicit an outside vendor.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

In the 2014/2015 Annual Review, we reported that we would like a full-time Students Services Clerk and that we needed another full-time counselor. We are happy to report that we have been granted and hired personnel for both of those positions.

At this time, we have no request for additional human resources.

Annual	2015/2016
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School Relations**Student & Instructional Services**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

1) Grow programs implemented in 2015-2016

2) Create outreach plan that develops the relationships with local communities for future recruitment.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Wireless hubs would allow connectivity to SMC (internet/Corsair Connect/ISIS/etc.), all of which are crucial to the outreach & enrollment process for new students.

2. Additional space would allow for the scheduling of more than five counselors on any given day, thus increasing the number of student appointments.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Ideally, Outreach would benefit tremendously with the inclusion of one or two full time Outreach Counselors.

Annual**2015/2016****Student Health--Health Office****Student & Instructional Services**

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Last year's Program Review stated: *Issues that need to be addressed: Redesign of the front counter/waiting area to assure privacy and comply with HIPAA standards; sound proof the exam rooms to prevent HIPAA violations. This redesign will be done within the next 2 years. Funding will be secured from the Auxiliary money.*

Student Health's Dean Benson has diligently advocated for environmental updates for Student Health Services but work orders take time and are prioritized by an unknown process. The requested plastering of holes in the walls, painting, leaking ceiling pipes, falling overhead light fixtures and other aesthetic requests took longer than anyone could have imagined. The leaking

ceiling pipes and overhead lights were fixed quickly due to safety concerns. The re-plastering and painting was finally done during Spring Break in 2 rooms after many requests. Another work order has already been submitted requesting completion of all the re-plastering & painting when Student Health is closed. This will occur again during the 2017 Spring Break. The HIPPA secure construction for the front counter has not been done due to change of supervisors and lack of personnel. Apparently, these small ‘patch-up jobs’ may be futile due to plans to relocate Student Health to another building in the future. Efforts have continued to make Student Health look as aesthetic, clean and modern as possible. Fortunately, the maintenance person assigned to Student Health consistently keeps our area very clean.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Funding is solely from student health fees and Auxiliary account.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

N/A

Annual	2015/2016
Student Health--Psych Services	Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Unfortunately, we live in a time where violence on college campuses is in the news almost daily and so often mental health is part of the equation. College campuses are clearly at risk, and the need for services is huge, particularly at an open door community college. Creating a safe community requires that all members be educated about the risk factors and then have the skills to get those students to the appropriate on campus or off campus resources. This is clearly why we see our outreach, education, and training role as critical. Prevention is the key to making our community safe. Although SMC is at the forefront of this effort compared to the other California community colleges, we are woefully under resourced.

The research shows that more young people are arriving on campus with pre-existing mental health diagnoses (APA, 2010) and the HASCCC project (2011) where 7,898 California Community College students were surveyed and nearly one-third felt so depressed in the past year that it was difficult to function and more than half overwhelming anxiety, making it difficult to succeed academically. The availability of services that focus on supporting students' psychological needs is increasingly more important.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

1. Technology support - We have asked for support to implement additional features of our electronic medical records system (Titanium). These additional features would allow us to collect important data from our clients (students) which would then allow us to better serve the campus. We have purchased the product several years ago and have not gotten the support we need to implement it.

2. Space - we have facility challenges and foresee a need for newer more improved space for additional staff and to have the opportunity to provide group counseling in addition to individual counseling. We also have two agencies who offer services to our students on site, making it very convenient for students. However, we are challenged to find space for them, therefore limiting this option for students.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Our most pressing need is human resources.

We currently have 2 full-time faculty and 1 full-time student services clerk. Doctoral level interns play a critical role in helping to meet the demand for services. However, they require many hours of close supervision and they are placed with us for only one academic year at a time. Our department is dealing with complex psychological problems that require many hours of consultation, case management and oversight outside of the therapy hour. It would be helpful to at least have a budget for a part-time licensed mental health professional.

The urgent need for additional staff was highlighted during the Spring 2016 semester. The coordinator was out on a 13-week family leave, which left our office understaffed. During this same time, other staff experienced unforeseen circumstances that necessitated sick leave and time off for bereavement. Due to the complex nature and safety concerns related to our high risk clients (students), there is a need to have Psych Services open during the Fall, Winter, Spring and Summer sessions. Our limited staff creates a challenge, however, especially during times when we are understaffed due to illness, family leave, off-site conferences, etc. Although we have interns, they must be supervised by a licensed psychologist who is on-site. A part-time licensed clinician would help to ameliorate these problems.

Annual Student Life	2015/2016 Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be

reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

After taking a year to truly assess and evaluate the Office of Student Life and the Associated Student Government organization, it is clear that major re-working of the entire organization would be advised, including all processes, staffing, and budgeting. The organization as it is now established grew over many decades from when SMC and the A.S. were relatively small organizations, serving a relatively homogenous and small population of what we used to consider "traditional" students.

Although, the systems have been working to keep up with the growth and diversification of SMC into a world class institution, those same systems have become archaic, cumbersome, inefficient and often ineffective. The systems do not allow for appropriate data collection and assessment, they often require manual input, and are not easily searchable. A better designed Student Life organization would streamline processes, limit liabilities, and save money. Moving to a digital proposal system is a first step, but it is only a bandage for a larger wound. Every paper based process currently in place needs to be replaced by an integrated database system that automates much of the workflow and auto-fills necessary reports and documentation.

One area of deep concern is the staffing structure of the Office. As noted earlier in this report, we are in need of student help funding to simply manage the walk in traffic of the office. Additionally, with one administrator, one full time counselor and two part-time counselors, the number of responsible parties is not the problem. It is the distribution of work and what is not getting done that is! Currently, the primary administrator/advisor for the office is the Associate Dean who is responsible for all aspects of the operation. With a clean 100+ student leaders (directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and thousands of other students coming through the door, the counselors have become "assistant administrators" in order to ensure the smooth flow of work and support for all our students.

Currently, the full time Counselor has graciously taken on most of the responsibility for the ICC and the club work, however, in doing so, this limits his availability for supporting our student leaders through counseling, workshops, and other support services. Similarly, each of the two part-time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours.

Going forward, the Office of Student Life might be better served, for example, with one truly full-time counselor and one part-time counselor to meet the counseling demand and an Assistant Director to help manage the administrative advisor responsibilities, such as advising the ICC.

Finally, there seems to be some confusion regarding the collection of A.S. fees and the I.D. Card fees from students. In total, students pay \$32.50 each semester for the two combined and must pay both of these fees to ride through the Big Blue Bus Any Line Any Time program. Unfortunately, this is confusing to students who think they can pay only one or the other. It is time to re-think these student fees and how the Associated Students are budgeted through these

fees. One Director suggested charging one "Activity Fee" of \$32.50, for example, might eliminate this confusion and then all Big Blue Bus, ID, district funds and other restricted funds can be pulled out and only the A.S. unrestricted budget provided to the A.S. Directors at the beginning of the year. This is only one possibility, but some re-imagining of the budget is sorely needed and this Office is open to working with Senior Staff to come up with a workable solution that is fair and clear.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Funding for student help is needed to manage the front desk traffic. During the spring semester 2016 alone, we have had over 7,500 people come to the front desk for assistance. Without adequate student help, our Administrative Assistants are relegated to the work of receptionists and their more important jobs remain undone. Although we were lucky to find multiple Federal Work Study students this spring we were not so lucky last fall and do not have any degree of assurance that we can get them this coming fall either. Consistent funding is the only way to ensure continued efficient running of this office.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As noted above, the Office of Student Life would be better served to have the addition of an Assistant Director to assist with advising and managing the operation. See below for details.

(copied from #1 above)

One area of deep concern is the staffing structure of the Office. Currently, the primary administrator/advisor for the office is the Associate Dean who is responsible for all aspects of the operation. With a clean 100+ student leaders (directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and thousands of other students coming through the door, the counselors have become "assistant administrators" in order to ensure the smooth flow of work and support for all our students.

Currently, the full time Counselor has graciously taken on most of the responsibility for the ICC and the club work, however, in doing so, this limits his availability for supporting our student leaders through counseling, workshops, and other support services. Similarly, each of the two part-time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours.

Going forward, the Office of Student Life might be better served, for example, with one truly **full-time counselor and one part-time counselor** to meet the counseling demand and an

Assistant Director to help manage the administrative advisor responsibilities, such as advising the ICC.

Annual Sustainability	2015/2016 Administrative Services/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- **Staffing:** Currently there is only one full time unit member of the department and one part-time member. The scope, frequency, and variety of services provided by the CEUS, including answering and directing student queries is overwhelming and can make it difficult to accomplish tasks necessary to achieve the service area goals in a timely manner. Additional administrative support is needed to meet the institutional, community, and student demand.

- **Facilities:** The Sustainable Works Student Program continues to grow in its success; however, we only have one workshop area. We reserve class rooms to meet the demand of activity hour, but the program is more effective and efficient when held close to the CEUS. The CEUS often secures demonstration equipment, giveaways, and materials. Storage for these items in addition to event equipment and campus signage is challenging and often encroaches on the shared meeting space. Additional storage would alleviate the stress of constantly relocating items, organizing, and displacing students.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- **Energy Management System and Meters:** In an effort to utilize the campus as a teaching tool, the CEUS is working with the facilities department to provide comprehensive energy data to the Energy Efficiency and PV programs. SMC energy data tracking is extremely challenging due to shared meters on campus, providing a comprehensive energy management system and individual meters. In addition to integrating infrastructure with the curriculum and providing students with important hands on experience, improved energy management systems and meters would help in identifying which buildings are using the most energy so that targeted programs could be implemented to reduce energy use. EMS and meters also help in identifying issues and inefficiencies in operations, such as non-functioning or poorly functioning equipment.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

- Full time administrative support.

- Additional student help funds, not tied to FWS funding is needed to employ knowledgeable students that do not qualify for financial aid.

- Bike Coordinator position is needed to plan biking infrastructure support and promote cycling to students and employees. This position was funded for at least a year previously but ended when the student transferred. It was extremely effective having this position separated from the day to day responsibilities of the Bike Club President.

Annual Theatre Arts	2015/2016 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Needs impacting Program Effectiveness center around staffing, capital resources, and facilities updates.

Staffing needs:

The Theatre Arts Department is in need of the following two faculty positions and one staff position:

1. Full-time tenure-Track faculty in **Theatre- Acting, Shakespeare and Directing**
2. Full-Time Tenure-Track instructor in **Musical Theatre** (*joint request with the Music Department*)
3. Permanent staff, **Master Electrician** well-versed with **networking programs for Stage Lighting**

1. Full-Time Faculty Position: Acting, Directing, Shakespeare

Since last year’s Program Review, we have made several adjustments and updates within our department. We were fortunate to get a new FT hire in Technical Theatre as requested last year. This will strengthen our CTE program in Technical Theatre. We have postponed requesting a FT hire in Musical Theatre, until we fully develop the Musical Theatre Program, create curriculum and generate enrollments to support the position.

Our request for the new position for a Full –Time Tenure-Track instructor in Acting, Directing and Shakespeare has been spurred by the following recent developments as well as some ongoing issues:

- Typically, we have 7-8 sections of Th Art 41 (Acting I) and 3 sections of Th Art 42 (Acting II). The majority of these core courses are taught by adjunct faculty. We are looking for a full-time faculty who could teach some of these courses and streamline the offerings across sections.

- Recently, we have committed to hosting an Annual Summer Shakespeare Festival at SMC in collaboration with a professional Shakespeare company, Shakespeare Center of Los Angeles (SCLA). This will involve 2 summer-long productions of Shakespeare plays, in which SMC students as well as professional actors will work together. We are looking for a faculty with a strong background in teaching and directing Shakespeare, since we would like to go further into teaching this area of study. In order to provide the best possible training for our students, we are in the process of creating additional course offerings in Shakespeare acting theory, scansion and performance. To make our program more effective, it would be beneficial to have a full-time faculty member who can write new curriculum and support/ lead the Shakespeare program.
- Since we produce several plays annually, the new faculty member would take on directing assignments for some of the following courses: Th Art 50, 53, 54, 55.

2. Full-Time Tenure-Track instructor in Musical Theatre

The Theatre Arts Department, in collaboration with the Music Department is currently in the process of creating a comprehensive program in Musical Theatre. This program will have two areas of study:

- a) Musical Theatre Performance (*many of the courses are currently offered*)
- b) Musical Theatre Development (in collaboration with UC Irvine) leading to a bachelor's degree from UC Irvine. (*new courses are being written*)

We are in need of a faculty Musical Director who would also help enhance the Musical Theatre Program, help write curriculum, develop pathways and provide additional support for the program.

3. Permanent staff, Master Electrician well-versed with networking programs for Stage Lighting

We are also in need of hiring a master electrician staff member who is well-versed in networking programs for stage lighting. This is where stage lighting is going in the future, and it would be highly beneficial for us to have staff who specialize in these systems.

Capital resource and facilities needs are addressed in the next question.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Capital Resources:

The Perkins grant is supporting many equipment needs in Technical Theatre, for which we are very grateful. Due to limited funds, not every equipment need can be supported. Technology is

changing rapidly and the demand for industry standard equipment increases constantly. Current technology becomes obsolete very quickly and we need to keep up with changes in automated systems in intelligent lighting, sound and video projection.

Facilities

1. Signage for Theatre Arts building

We have been blessed with a fairly new (9 year-old) and beautiful Theatre Arts building with two functioning theatres and 2 classrooms. There is currently no signage on the building or for the theatres. It would be great if signage for the Theatre Arts building would be implemented soon.

2. Smart Classrooms

Our classrooms are used rigorously for Theatre Arts courses. Many courses require the use of electronic media and fast internet access. The multi-media carts are obsolete and inadequate for those needs. It is necessary to have smartboards installed in the classrooms with multi-media capabilities.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Funding for Professional Development and Master Classes

Annual

2015/2016

Transfer & Articulation Services

Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Along with MIS and A&R, we continue to work towards the implementation of a process which allows new students with previous coursework completed to receive some kind of automated evaluation, so that they can understand, upon being accepted to SMC, how their prior coursework will generally apply towards the SMC AA and/or transfer objectives. Prospective has been purchased and is the intended vehicle to accomplish this goal.

The implementation of SB 1440 and 440 has required SMC to develop transfer degrees (ADT) and submit courses that are part of the ADT to C-ID. At present we have 14 approved ADT's: Anthropology, Art History, Business Administration, Communication Studies, Early Childhood

Education, Geography, History, Theatre Arts, Spanish, Journalism, Kinesiology, Studio Art, Political Science and Mathematics. Nutrition is pending.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Counselors cannot do their jobs and facilitate successful enrollment for students without updated, current computers, printers and programs that support counseling transactions. So far, SSSP funds have adequately provided for the necessary technological support this year and we hope that this will continue. But we are very concerned about how this need will be supported in the event that SSSP funds are reduced or redirected to some other need on campus. Hardware and new programs are critical for the work that we do.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

No additional human resources needed at this time.

6 Year

2015/2016

Transportation & Parking

Instructional

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Auxiliary Services

Transportation program exists to serve the student body with their transportation needs. With the College opening new buildings and improving its existing facilities transportation will have to adapt to accommodate the growing needs of the staff and student body.

Parking

Based upon conversations with our Parking Enforcement Officers (PEO's), we anticipate 2 or more retirements by the end of the 15-16 fiscal year. If both leave as planned, we will be down to 13 PEO's of which two are part-time employees. Based upon our staffing needs, we will not be able to staff to minimum levels as we will be 2 or more PEO's short per shift, assuming that the rest of the PEO corps report for duty that day.

As part of upgrading our capabilities and to ensure adequate staffing levels, we have created the Campus Safety Officer position and are still working through the parking and transportation committee to adopt a new parking permit system where the vehicle's license plate will be the

permit and we can check permits on a much less labor intensive means by scanning license plates to determine whether a "permit" was paid for or issued.

Transportation

The college will have to meet the new AVR target of 1.75 by 2017

New Expo line at 17th street may have a large number of students needing to complete the last mile of their journey to campus. Bike share and shuttle service may be adequate but weigh finding signs may be needed.

Increasing budget from Auxiliary Services to incentivize students and employees to try alternative modes of transportation.

The City's new Transportation Management Authority will provide many useful tools to help achieve our goals but it will mean SMC loses its 25% discount it pays on City fees. This amounts to approximately \$2,500 per year.

Continued development of SMC facilities on main campus and at three satellite campuses will add 1,432 new parking spaces, which will act as disincentives to our efforts and make it more difficult to achieve our AVR.

The Big Blue Bus and other transportation systems like Metro have all switched to the TAP card. SMC will need to migrate to the TAP system within a year or so.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Parking

There are two areas where we anticipate needed training and equipment:

1. If we receive permission to go forward with the CSO position, we will need funds to obtain their initial uniform and equipment supplies and to send them to the mandated classes for all personnel working security on a college campus.

2. If we are able to get the authority to implement the new license as permit parking permit system, we will need to contract with the company selected to host the process and to outfit two parking enforcement vehicles with the necessary license plate reader equipment.

Transportation

The TAP card system may require the replacement of all ID cards. The cost of new cards and technology to print new cards with the TAP chip, photo, and information strip is estimated to be as much as \$1,000,000.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Auxiliary Services

We need to identify and hire additional drivers now, and in anticipation of imminent retirement of current drivers. We need a roster that includes a few more qualified drivers on call, who can work when regularly scheduled drivers call in sick or take vacation days.

Parking

As part of upgrading our capabilities and to ensure adequate staffing levels, we have created the Campus Safety Officer (CSO) position and are still working through the parking and transportation committee to adopt a new parking permit system where the vehicle's license plate will be the permit and we can check permits on a much less labor intensive means by scanning license plates to determine whether a "permit" was paid for or issued.

While final approval has not been given by the Personnel Commission and the Board of Trustees, we anticipate the position being approved and receiving authority to hire six (6) CSO's.

It should also be noted that this does not take staffing the former AET site when it reopens as both a campus and as the home of KCRW and will be running 24 hours a day. Those discussions are still in progress.

Transportation

Additional staff hours dedicated to managing Breeze Bike Share application requests submitted through the City, transportation studies, and commuter data research. The new TAP card system may require additional training.

The funding of a Bike Coordinator position would help maintain an even level of attention to this underutilized mode of transportation.

Overall

Hire a Transportation Coordinator or Director of Transportation to oversee all Transportation and Parking Services at the District.

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

SPACE has been and still is a huge issue for us. Because our veterans have indicated through the years that they are most comfortable when around other veterans and that having space to study and "hang out" with other veterans has made a big difference to them and because we know that it is not most beneficial to have students trying to study in a room that also has students eating lunch and talking and in which the air temperature is very high, we need to find a larger and more adequate space. Additionally, there is no space for us in the planned Student Services building. The students also need space to meet with outside professionals who can help them with their issues (financial, personal, legal, etc.) that affords a degree of privacy. Based on recommendations made by Student Veterans of America and the Rand Study of 2009 that veterans need a place where they can feel "safe," we will continue to explore the possibility of having more space for our program. This does not have to be an expensive venture (we are exploring sources for financial support) nor result in a splashy, over-the-top space. It just needs to function to meet the needs of our students.

We are fortunate to have received a generous donation from the American Legion which will allow us to add more computer stations to our program - limitations on space and connectivity will make it difficult to bring those computers online in the VRC.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

As mentioned above, SPACE is our biggest issue. We have identified several spaces on campus that would work well for us. One is the house, yard and garage currently inhabited by Auxiliary Services, the Scholarship Office (which is moving to the new Financial Aid location) and the Van Pool Coordinator's office. The other location is the basement of the Cayton Center. Cayton is actually our first choice at this time if we could have the entire space. Access to the entire basement would allow us to do everything we want to do for the program - offices for faculty and staff, the ever important "hang-out" space, study space, a computer room, a special needs computer space, a kitchenette, spaces for visitors from various veteran-serving agencies to meet with students, a cot-room (some of the issues our veterans deal with make it ideal for them to get rest during the day.) It could also include a meeting room that could be used by other Student Services and campus groups.

We will be asking for updated computers (to replace very old ones) and for computer dorms for disabled students to replace those received from the Chancellor's Office a few years ago which are now out of date.

3. *If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].*

Our current staffing with Equity funding has put us at a good level of staffing. The next time we have a chance, we will request a fulltime counseling position. The VRC faculty leader will retire at some point and it would be great to have someone fulltime to work with her and be able to grow the program.

There is also need for additional psychological counseling hours. We now have the psychologist in the office 12 hours per week and hope to increase that to 18 hours per week if additional Equity funding is received. Our psychologist will be giving a series of workshops to our staff regarding issues we might see in our veterans, how to deal with these issues and be sensitive to veterans' needs. We would like to offer this training to other departments on campus as well.

Annual	2015/2016
Welcome Center	Student & Instructional Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The two issues impacting efficiency are staffing and space. We could serve more students and turn away less students if we had additional staffing and space.

In terms of staffing, we could always use more staffing during the busiest times of the semester when enrollment starts. In the Fall, the busiest season is at the end of December for Winter and Spring enrollment. In the Spring, the busy season is in May and ends at the end of August.

Additional resources in the form of information technology assistance is needed to effectively communicate with first year and continuing students. We piloted the use of TargetX/Salesforce for communication with our new FYE students. Specifically, we used this technology program to automate the application, acceptance, and orientation process for students accepted into the program. We were able to reduce the amount of staffing needed to assist with FYE student admissions and orientation. However, the communication with FYE students can be streamlined using Target X/Salesforce. We can create targeted communication campaigns to remind students to come in to see a counselor to meet their academic counseling requirement, complete their long term educational plan, enroll for FYE designated courses, submit their progress report, and meet with a career counselor. Moreover, we need the same resource for students served through the Welcome Center. Lastly, we have the need for a line management system to be used throughout the academic year where a student is notified when they are waiting on a drop in basis to see a counselor. This line management system would allow students to leave the Welcome Center

after they had checked in to be able to take care of other school business before seeing a counselor.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

Additional space is needed to accommodate the students served by the FYE program and the increase in students we have seen in the Welcome Center.

The space need we have is for a conference room to be able to provide group counseling sessions. The group counseling sessions are for new students to SMC. Counselors take groups of five to ten students and review the six steps to enroll at SMC and provide students with a transition to college. Counselors also provide students a list of classes to enroll in based on their assessment results. The sessions take between an hour to two hours to complete. The additional space would be used primarily in the Spring and Summer terms.

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

We need additional funding to provide counseling services to incoming students and continuing students. We also need office staff to support all the activities which must take place to support the services provided through the Welcome Center and First Year Experience program. Currently, we have a part time Student Services Clerk vacancy. We submitted this position for approval to be filed but we have not been approved as of 5-27-16.

As mentioned previously, the additional counselors are needed during our busiest periods. Currently, the Welcome Center serves new, continuing and returning students under 30 cumulative units. The First Year Experience counselors serve students in the First Year Experience program. At certain times during the year, Welcome Center counselors assist with FYE students.

Lastly, we could use professional development for faculty and staff in the Welcome Center. We have had a high turn-over in the past two years because of the volume of work in the center and due to the abundance of full time counselor positions which were available throughout the system. We have been fortunate to get support for additional classified staff to support the Welcome Center and FYE but professional development is needed for these new staff members.

Annual	2015/2016
Workforce and Economic Development	Administrative Services

1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be

reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Investment in Innovative Pathways.

The development of pathways is an iterative process that involves engaging not only college personnel across roles and departments, but also industry, workforce development, and community partners. Pathways are a comprehensive approach to education reform which, when done well improves services to students with varied backgrounds: incumbent workers, re-entry students, veterans, adult school students, opportunity youth, and high school students, among others. Often the work of new career pathway development begins with the CTE faculty in collaboration with administrators in Workforce in response from an outside funding source or employer needing workforce solutions. This is exactly what occurred in Promo Pathway, Resource and Recycling Management. These ideal collaborations benefit all students and employers.

However, a growing trend that the CTE faculty leaders have been grappling with is the interdisciplinary skills students now need in a majority of SMC's CTE programs - certainly required of emerging occupations such as the examples given above. Collaboration is difficult yet critical to meet the needs of students, employers and indeed the disciplines and faculty alike. There are no easy solutions but collaboration regardless of the difficulty is critical.

2. If applicable, list additional capital resources (facilities, technology, equipment) that are needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

n/a

3. If applicable, list additional human resources (staffing, professional development, staff training) needed to support the program as it currently exists. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request resources through established channels and processes].

The inter-disciplinary nature of emerging careers and its development poses challenges on the faculty side. Many faculty could use and have expressed the need for intensive training that allows SMC's CTE programs to prepare students for "21st Century Skills" in the new market place. These include in design thinking, interactive STEAM, programming, ideation and iteration, and mathematical thinking.