Presentations/Reports/Actions at Board of Trustees Meetings 

**Strategic Initiatives**

- Basic Skills Initiative
- Global Citizenship
- Sustainable Campus
- Vocational Education

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*No written report distributed
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM K

SUBJECT: UPDATE: CAMPUS SUSTAINABILITY

SUBMITTED BY: Superintendent/President

Programs

American College and University President’s Climate Commitment (ACUPCC)
SMC continues to meet all of the ACUPCC requirements on schedule and is currently in good standing. Building on the SMC Greenhouse Gas Inventory, last year the ACUPCC Task Force developed the SMC Climate Action Plan, which provides a list of targeted recommendations for reducing SMC’s carbon footprint. Three work groups were formed to focus on the areas of the Climate Action Plan: Energy, Transportation, and Education. The Academic Senate Environmental Affairs Committee, serves as the Education work group (see Curriculum). A work group composed of DPAC College Services and the ACUPCC task force representatives met monthly to develop a comprehensive Sustainable Transportation Plan (see Sustainable Transportation). The Energy subcommittee, chaired by the SMC Director of Maintenance, consists of Sustainable Technologies Program faculty and various environmentally focused students. This committee focused on improved data collection and monitoring of energy use, identifying funding for energy management system retrofits and utilizing SMC facilities as a teaching tool.

SMC Organic Learning Garden
Significant progress and success have been achieved in this first year of the SMC Organic Learning Garden. A Garden Oversight Committee was established to assist in the implementation and management of the Garden. The committee included a faculty leader, a student intern, the Associate Students Director of Sustainability, and the SMC Director of Sustainability. This group met on a weekly basis to assign plots, manage facilities, develop policies, and promote a diverse group of garden participants. There are currently 13 gardening groups, ranging from clubs to classes, representing the various stakeholders at SMC.

Earth Week
This year, Earth Week focused on transportation and included a variety of events that both educated and celebrated SMC’s environmental community. The 2011-12 EcoHero Award was given to Tom Corpus and the Grounds Department and Madeline Brodie and the student recycling team for their work on supporting the newly implemented Green Zones Program and Organic Learning Garden and the Zero Waste and Recycling program, respectively. Other events included a movie screening of the critically acclaimed documentary Your Environmental Road Trip, Keynote Speaker Van Jones, Earth Day Festival, and Beach Clean-Up. Over 1000 faculty, staff and students participated in the week’s events, including nearly 100 people who attended the Beach Clean-Up on behalf of SMC.

In addition to the spring’s Earth Week celebration, the Center for Environmental and Urban Studies hosted a fall series of events for “Campus Sustainability Week”. This included a keynote lecture from Andy Revkin, New York Times reporter for the environment, the grand opening of the Organic Learning Garden, and a documentary movie premier of Urban Roots with followed by a director and producer “Q and A”.

Center for Environmental and Urban Studies (CEUS)
The CEUS continues to be a hub of sustainability on campus. Most importantly, this unique space serves as a “living laboratory” for sustainability, with an emphasis on educational linkages such as signage, workshops, tours, consulting on facilities and academic programs, and events. The Center works closely with Institutional Research to assist in the data selection, collection and monitoring for environmental performance, one of this year’s strategic initiatives.

Facilities

Green Zones
Recently, the SMC Grounds department implemented several certified Green Zones, in which designated areas of SMC Campuses will use all electrical equipment and organic fertilizer and weed control. This program was funded in part by a grant from the City of Santa Monica and the Air Quality Management District.

Green Building Policy
The ACUPCC Energy Workgroup drafted language for an SMC Green Building administrative regulation. This regulation is consistent with values and principles already guiding facilities development. Nevertheless, this regulation strengthens the College’s public commitment to the continued incorporation of green building features into its facilities, utilizing buildings as teaching tools, and informing the diverse stakeholders working on facilities planning through the participatory governance process.

Bike Parking Master Plan
The Transportation Task Force assisted with the development of a Bike Parking Master Plan that more than doubles SMC’s existing bike parking infrastructure. The process involved community activists, transportation experts, and a diverse group of SMC stakeholders to identify issues and successes with bike parking at SMC. Bike parking areas will have improved security by offering two points of contact, water refilling stations, repair kits and stand, permeable pavement, and emergency lighting and phones.

Energy Efficiency Project
The SMC Maintenance department is currently working with Compass Energy Solutions to identify additional campus-wide lighting retrofit opportunities, install high-efficiency boilers, and potential for increased solar generation.

Water Refilling Stations
This year, SMC expanded on the successful installation of a single water refilling station in the cafeteria to 18 additional sites on the main campus. This program will reduce the number of plastic water bottles purchased at SMC, reducing waste, plastic pollution and costs for students purchasing bottled water. Several water bottle giveaways were hosted in partnership with the Associated Students, CEUS, and the Interclub Council (ICC).

Institutionalizing Sustainability

Integrating Sustainability into Existing Campus Programs
Sustainability is being utilized as an educational and marketing tool by many programs campus-wide, including providing Green Campus Tours for VIP Welcome Day, workshops for the approximately 80 students in the Young Collegians program, and tours and activities for the 150 middle school students in the Connect for Success program. Additionally, faculty members from a variety of disciplines, including ESL, Botany, and DSPS have incorporated tours of the Center’s green features into their curriculum.

Green Grants
The newly awarded STEM grant includes funding and support for the Center for Environmental and Urban Studies as both a source for outreach and applied learning opportunities. A USDA grant application has recently received initial recommendation to award. This grant is a partnership with RootDown LA, a nonprofit organization working to educate inner-city families on proper nutrition, the US food system, and methods to grow their own food.
**Student Engagement**

As in years past, SMC students are a critical partner in promoting sustainability at SMC. The Center for Environmental and Urban Studies (CEUS) continues to see an increase in student involvement in sustainability through participation in environmentally related clubs, service learning, work study, internship opportunities at the CEUS, and the Sustainable Works Student Sustainability Program.

**Sustainable Transportation**

In 2010, the ACUPCC Sustainability Task Force produced a Greenhouse Gas Inventory, which identified transportation as SMC’s primary contributor of greenhouse gases, by a considerable 75 percent. This year, many important processes were either expanded or established to further support the institutional shift towards sustainable transportation. This included working with the Institutional Research (IR) department to develop and administer an Annual Student Transportation Survey to assess the impact of student travel, the modes and patterns students use to commute, barriers to participation in sustainable alternatives, and awareness of existing programs and interest or need for future program development. In addition to gathering and analyzing data, the Transportation Task Force developed a comprehensive Sustainable Transportation Plan in response to a Master Plan for Education institutional objective. This plan highlighted SMC’s achievements and identified several goals and objectives for reducing single-passenger car trips to campus and increasing participation in alternatives. A part of the plan focused solely on improving bike support services.

In addition to many programs and policies aimed at changing student and employee commute behavior Santa Monica College is also working closely with regional transportation agencies, such as the City of Santa Monica, Metro Transportation Authority, Big Blue Bus and Move LA, to improve regional sustainable transportation infrastructure through bike path connectivity between campuses, bus stop improvements, Expo Light Rail stops and additional boardings at 17th and Colorado Blvd, and participation in the City of Santa Monica’s Land Use and Circulation Element and Bike Action Plan. This increased collaboration and planning has resulted in reduced congestion during peak periods and improved neighbor relations and student access.

**Marketing**

Improving the awareness of SMC’s environmental commitment and achievements is an ongoing priority. The SMC Sustainability website was launched during Earth Week and provides a comprehensive overview of SMC’s environmental programs as well as detailed resources for adopting a more sustainable lifestyle and getting involved in sustainability at SMC. Significant college marketing efforts have been directed toward incoming and returning students to promote various sustainable transportation alternatives (such as the Any Line, Any Time program) included:

- Electronic mail blast and phone calls
- Postcard mailers
- Printed flyers and other materials
- Improvements to the SMC website
- Creation of alternative transportation logos
- Development of an SMC Green Map
- Participation in SMC VIP welcome day and other outreach programs
Curriculum

Some of the greatest accomplishments in sustainability at SMC have occurred through greening the curriculum. From measuring the number of sustainability-related and sustainability-focused classes to launching the nation’s first degree program in Recycling and Resource Management, SMC continues to be a leader in providing future generations the tools necessary to manage the environmental challenges of the 21st century.

Environmental Affairs Committee
This academic senate joint committee focuses on integrating sustainability across the curriculum. This year the committee defined which courses can be classified as sustainability-related, sustainability-focused, and/or are taught through the lens of sustainability. The committee is currently working with Institutional Research to count the number of students taking qualifying courses. The committee is using these criteria to measure the directionality of greening the curriculum efforts at SMC and to assess the feasibility of implementing the Sustainability Tracking and Assessment Rating System (STARS) framework, facilitated by the Association for the Advancement of Sustainability in Education.

Sustainable Technologies Program (STP)
Housed in the Earth Sciences Department, the Sustainable Technologies Program is both a traditional Career Technical Education program and a transfer oriented program that facilitates and supports students pursuing related fields in four-year and advanced degree programs while finding work in the emerging Green Collar economy. This year’s accomplishments include approval of the nation’s first 18-unit certificate and AS degree in Recycling and Resource Management (RRM). By the end of the academic year, the Earth Sciences Department will have awarded over 50 certificates in RRM and placed over 30 students in RRM related internships (both paid and unpaid). This program is funded by the Department of Labor, Community Based Job Training Grant.

Sustainable Works Student Greening Program
The Sustainable Works Student Sustainability Workshop continues to flourish, consistently graduating over 700 participants, which is double the goal outlined in the Memorandum of Understanding with the College. Workshop participants contributed over 2100 community service hours, supporting over 20 local organizations. Furthermore, Sustainable Works, in partnership with the SMC Center for Environmental and Urban Studies, is providing more opportunities for student leadership and professional development through internships, research projects, peer-to-peer learning environments, and service learning opportunities.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM J

SUBJECT: UPDATE: BASIC SKILLS INITIATIVE/STUDENT SUCCESS

SUBMITTED BY: Superintendent/President

SUMMARY:

Accelerated English Courses (English 85)

English 85

English 85, the entry level basic skills English course, contextualizes reading and writing, combining what was 12 units of study (6 in writing and 6 in reading) into a 5 unit class with a required lab. Students meet five hours per week in classroom, plus two hours per week with Instructional Assistants in a writing lab where they work primarily in small groups on assignments designed by the classroom instructor. Students also fulfill one hour of reading lab per week (or 16 hours per semester), which may be done online. Successful students move on the English 20, or if further C-Level work is needed in reading or writing, 84W and/or 84R may be recommended by the instructor.

In fall 2011, there were 474 students enrolled in ENGL 85. The course success rate was 76.4% (362 out of 474). The course retention rate was 89.7% (425 out of 474).

In comparison, the course success rate for other C level English courses was 65.7%. The retention rate for other C level English courses was 86.4%.

English 20

English 20, the B level course, also contextualizes reading and writing, combining 21A and 23, giving the student progressing from C level greater instructional support than was available in the required 21A. Like English 85, students meet five hours per week in classroom, plus two hours per week with Instructional Assistants in a writing lab where they work primarily in small groups on assignments designed by the classroom instructor. Students succeeding in this course move on to 21B or English 1.

Currently, the college is offering 17 sections of English 20, 14 sections of English 85.

Professional Development

The Accelerated classes require changes in pedagogy and content.

- Pedagogy will be more student-centered and engaging for students, and that more opportunities will exist for student-driven inquiry and collaboration.

- Students will be more self-reflective and engaged in monitoring and assessing their progress. Toward that end, we need to define and integrate ways for this to happen naturally within the accelerated course.

- Grammar and skill-building will be more thoughtfully contextualized into assignment sequences.

- Curriculum will move toward more cross-disciplinary opportunities, focusing more on reading and writing in the disciplines and career-technical fields.
• There will be a greater sense of purpose and articulation of goals for each assignment and for the course. Assignments will scaffold skills toward the expected learning outcomes of the course.

• We will be shedding the paragraph to essay structure and the focus on discreet grammar and usage skills that marks the "old" basic skills curriculum.

In order to support faculty, the Student Success Committee has offered and continues to offer professional development opportunities such as Acceleration in Context workshops, the Reading Apprenticeship Program, Mike Rose’s dialogue with faculty, and numerous technology workshops. Many of these directly affect English faculty as we move toward an accelerated model across pre-transfer level. But many of these continuing workshops also support cross campus disciplines as well as English.

**Accelerated Math Courses**

Recent studies show that attrition is exponential in developmental sequences. Currently out of those students who begin in Math 81 (Arithmetic) only 9.8% make it to a transfer level course (Math 54, Math 21, and Math 26). This in part has to do with the number of courses they must take (81-84-31-18, 20). Even utilizing summer and winter terms, this is more than a full year without even reaching a transfer level course. For several years, the Mathematics Department has been investigating alternate models to address this “pipeline” effect. One of our first attempts was to create paired 8-week courses so that a student could complete two developmental math courses during a single full-length semester. We offered pairings of Math 81 and Math 84, Math 31 and Math 20, and Math 31 and Math 18. These pairings result in a unit count of six, ten, and eight units, respectively, and allow a student to complete their developmental sequence in significantly less time. It was theorized that since the students would spend so much time per week together that natural study teams would form, bonding would occur which would increase retention, and the immersion would increase understanding. Also because the mathematics courses were such a significant portion of a full-time twelve unit load, it was thought that students would have only one or two additional classes which would further increase success since students did not have to split their time between four or five different subjects. Unfortunately, many unforeseen problems arose including, but not limited to, issues with enrolling, issues with unit loads, and overlap of material. Although the pedagogy behind these pairings was sound, the unintended consequences are unacceptable to our department.

The department now is in the process of changing these eight week pairs to a compressed single accelerated course. This in itself will eliminate the overlap of material and the enrollment unit problem. This redesigning of the developmental track has several goals. A major goal is to decrease the amount of semesters necessary to reach a college level course and to update the program to meet the current needs of our global community. The creation of these compressed courses will be beneficial to students in terms of time required to complete a degree for several reasons. If the student is successful on the first enrollment, then essentially two courses have been completed in one semester. Secondly, if the student is unsuccessful on his/her first attempt and successful in the second attempt, the student would not have lost any time because it essentially took two terms to complete two semesters of material. They have essentially “bought” themselves a semester, since success the second time around still places them in their next course. Finally, consider a student who barely passes the equivalent of the first part of a compression course. This student could then take the complete compression course and better acquaint themselves with the old material while still learning the new material. (For example, Math 85 is a compression of Math 81/84. A Math 81 student who earns a low C could enroll in Math 85 instead of Math 84 and get a stronger foundation in Math 81 material to better prepare them for the material that is equivalent to Math 84 increasing their chance of success.)

Another important advantage of the compressed classes is that they will decrease the amount of money spent on non-transferable math courses. Students would purchase one text instead of two and would experience a decrease in fees for units. The decrease of units associated with the compressed course would also help ensure students remain under the cap of thirty developmental units a student may accumulate.
Math 85 (Math 81 and Math 84)

The department has completed a compression of Math 81 and Math 84 and will be teaching thirteen sections of a new 5-unit class Math 85 in Fall 2012. This course will replace the 8 week Math 81/84 pairing. Students with little or no assessed mathematics ability will be eligible for enrollment in Math 85 and upon successful completion be prepared for Math 31. This option is the first in three planned courses to be listed in the class schedule under an “accelerated pathway” to transfer. We will continue to offer the Math 81/Math 84 sequence for students who desire a slower pace, but the creation of Math 85 allows a viable option for accelerating the pathway to transfer for those students with the time and maturity to tackle such a course. The topics covered in Math 85 will be a merging of the content of Arithmetic and Pre-algebra so students from both the Math 81/Math 84 sequence or the accelerated course Math 85 will have the same preparation for Math 31.

Math 51 (Math 31 and Math 18)

Under the guidance of Ebrahim Jahangard and Benjamin Jimenez, the department is currently developing an accelerated course for non-STEM majors to replace the pairing of Math 31/18. Currently there is much discussion about the amount of mathematical prerequisite material needed for statistics; however, basic mathematics has long been assumed of any college graduate. The need for literacy, including quantitatively literacy, is essential in today’s global environment. Mathematics departments are dividing along two different approaches of how to accelerate the statistics pathway, one that strips away the vast majority of algebra topics typically taught in a developmental sequence and one that tries to create an accelerated course while leaving in the traditional topics. The Mathematics Department at SMC will take the current 8 unit pairing of Math 31/18 and combine them to a 6 unit accelerated course, Math 51, tentatively titled “Algebra for Statistics and Finite Math”, with a prerequisite of Math 84 or Math 85. We will create a new exit skill list that clearly shows our commitment to Intermediate Algebra to satisfy the UC system requirements but that also incorporates skills that the Statistics and Finite Math teachers feel are lacking from the current curriculum. This will probably include an earlier commitment to the usage of technology. The department hopes to be teaching this course by Fall 2013.

Math 34 (Math 31 and Math 20)

Under the guidance of Moya Mazorow and Maribel Lopez, the department is currently developing an accelerated course of algebra for STEM majors, Math 34, tentatively titled “Beginning and Intermediate Algebra”. This course will replace the Math 31/20 pairing. It will be an 8 unit course that uses a Beginning and Intermediate Algebra text that is designed for these accelerated courses. Because this particular class will be serving students whose next course will not be terminal, it is of utmost importance to maintaining consistency of exit skills; therefore, this course will be a simple merging of the exit skills from Math 31 and Math 20. It is thought that this course should be available to students in Fall of 2013.

Recapping, if a student is currently placed into Math 81, they would have to take four classes, 81-84-31-18 or 81-84-31-20, before being ready to take a transfer course. This would take four terms to complete which would be two years if summer and winter terms are not available. Under the new scheme, non-STEM majors could take two classes, Math 85 and 51, while STEM majors would take the two classes, Math 85 and 34. Both pathways will cut the required terms for completion for pre-collegiate mathematics from four to two terms.

Non-Credit Summer Intensives in Math

Finally, some members of the department are exploring the possibility of adding an additional transfer level course for non-STEM majors and/or a non-credit summer intensive “Mathjam” session. The additional transfer level course would be designed to give students an alternative to Math 21 and Math 54. Its goal would be to teach the skills required to understand and interpret quantitative information that is encountered in day to day life. The goal of the summer “Mathjam” session would be to help students progress faster through the mathematics sequence, to develop a community of learners, and to increase students’ awareness of the tools and skills needed to be successful college students. It would be modeled after similar programs at Pasadena City College or Cañada College.
Basic Skills and Career Technical Education Collaborative

Jeff Shimizu, Dr. Patricia Ramos and Dr. Roberto Gonzalez formed the BSI-CTE Collaborative to address the student needs in the areas of Basic Skills and Career Technical Education. Following is a complete listing of the BSI-CTE committee. The charge for the group was to come up with programs to positively impact the student success of large numbers of BSI/CTE students. The group has been meeting since August 2011.

**BSI-CTE Collaborative Committee Members**

- Dr. Patricia Ramos, Dean, Workforce and Economic Development
- Dr. Roberto Gonzalez, Associate Dean, Student Success Initiatives
- Alan Emerson, Department Chair, Math
- Susan Sterr, Department Chair, English
- Laura Campbell, Faculty Leader, BSI/Student Success
- Laurie Guiglielmo, Department Chair, Counseling
- Frank Dawson, Department Chair, Communications
- Chris Fria, Department Chair, Design Technology
- Fariba Bolandhemat, Department Chair, Computer Science and Information Systems
- Vicki Drake, Department Chair, Earth Science
- Hannah Alford, Director, Institutional Research
- Maria Leon-Vasquez, Project Manager, Career and Technical Education
- Laura Manson, Faculty, Early Childhood Education

The BSI-CTE Collaborative has been looking at student success data provided by Hannah Alford from the Office of Institutional Research. Following is a synopsis of the major findings from the data

**BSI-CTE Findings**

- There were 132 certificate and 96 degree completers in Communication, CSIS, Design Technology, and ECE (2009-2010).
- There were 7506 CTE concentrators. Concentrators were defined as first time students at SMC in the Fall 2006 term who enrolled in at least two courses coded SAM 'B' or 'C' in the same department within two years of entry. SAM code B courses are courses that are a capstone course that is taken after a sequence of courses. SAM code C courses are courses that are taken in the middle of a program.
- Of the completers who earned an AA degree, 39.4% of students started in a basic skills English course. In the area of math, 68.4% of students who earned an AA degree started in a basic skills math course.
- Of the completers who earned a certificate, 50% of students started in a basic skills English course. Of the completers who earned a Certificate, 64.1% started in a basic skills math course.
- Of the students who started as first time freshman in the Fall of 2006, 10% became a CTE concentrator in one of the four CTE departments of Communication, CSIS, Design Technology, and ECE.
- In the Fall of 2010, CTE concentrators represented 24% of credit SMC student population (7506).
- Fewer than 50% of CTE concentrators enroll in English or Math courses. The lower students start in the sequence, the less likely they are to reach the transfer level course in English and Math.
- Of the cohort that started in the Fall of 2006 and became a CTE concentrator (689), 309 students (44.8%) persisted to the Fall 2008 term. By the Fall of 2009, 166 students (24.1%) persisted.
- By the fall 2008 term, 47 students (6.8%) from the Fall 2006 cohort were awarded a degree or certificate. By the fall of 2009, 103 students (14%) from the Fall 2006 cohort were awarded a degree or certificate.
In response to the statistics and findings listed above, the BSI-CTE Collaborative examined a variety of programs to help students who are Basic Skills students within the CTE departments. The Collaborative decided to create programs to assist students to develop the necessary skills in math and English to successfully enter the workforce. Overwhelmingly, CTE chairs communicated a need to implement more programs to help students develop the foundational skills in math. Below you will find descriptions of the programs submitted by the BSI-CTE Collaborative for future implementation. These programs were ranked as priority projects by the BSI-CTE Collaborative committee during the Spring 2012 term. Committee members will be working to develop and implement these programs within the next year.

**BSI-CTE Innovative Programs**

**Non-Credit Summer Intensives**
The intensives would be offered in the summer and would be 3-6 weeks long. These courses would provide students contextualized preparation (“jams”) for college success. The intensives will include career education and English/math instruction; they will set foundations for growth mindset and cultivate intrinsic motivation as students explore, view video, read, discuss, and write about published works/research encouraging meta-cognitive reflection. Throughout intensives, students will collaborate in small groups, using technology software to access and present information in assignments that teach and build technology skills.

Whether “jams” integrate math or English skills, they could culminate in reassessment and a tentative educational plan that leads to enrollment priority. Students could also be given a designed menu of fall courses to select from, according to areas of interest and eligibility. (Fall courses could be organized in career pathway clusters and be staffed by faculty who collaborate in curriculum design and teaching strategies.)

**Career Pathway Clusters- Themed Career Academies**
Career pathway clusters, where teachers from across disciplines engage in a "pathway" curriculum (like Promo Pathways). The pathway is pretty well defined for students, and teachers work together to dovetail curriculum so there is contextualization and integration of skills (math, reading, technology, public speaking). A very simple, scalable way to start a more general approach to contextualized learning is with themed composition/reading courses tailored to the kinds of real-life and academic reading/writing students will do in a field, like allied health, or education, or business, or you name it.

**Contextualized Math Modules**
Math modules will be created to assure our students have sufficient math skills to successfully complete the second and third semester coursework in the Solar Photovoltaic Installation Certificate, as well as being successful in the workplace where math skills will be part of their job requirements. To that end, self-paced, online, industry-specific math modules would be developed with the assistance of the math department for students. These modules would also be used in other CTE departments to assist in providing students the necessary skills in math to be successful in the designated CTE department.

**Non-Credit Math Course (ECE 84)**
Working closely with the Math Department we will develop a non-credit Early Childhood Education course ECE 84 that will focus on Math Skills for ECE students who are fearful of taking math or don’t have the necessary skills to be successful. The math skills that will be address in ECE 84 course will be the Math 84 course objectives. ECE 84 will use a different textbook than the math department and the students will have a Supplemental Reader. ECE students will take the math placement exam, if they assess into Math 81 or Math 84 they would be eligible for ECE 84.

After completing ECE 84 course the students will retake the assessment test. ECE 84 Students will assess into Math 84 or ideally into Math 31. We know some students need more time to grasp concepts so even those you might need to take Math 84 after completing ECE 84, seeing the same types of information again might be the ticket to owning the math concepts. Hopefully acquiring the skills they need to move forward to Elementary Algebra.
Contextual General Education for Media Studies Majors
Course content could be contextualized within GE courses (including English and Math) for students in Promo Pathways and other media/arts/design programs to improve retention by adding relevance to careers. The instructors for these classes could be paid a stipend to work together to integrate curriculum across disciplines and all courses could potentially be contextualized for media-film-design studies to make the courses more relevant to students. These would be taken as part of a Career Pathway Model.

Assessment App Development
Enrollment Development, Career and Technical Education, Student Affairs, Academic Affairs, and Management Information Services are working to develop a mobile website (assessment app) for incoming SMC students.

The purpose of the project is the following: (1) To communicate to new students the importance of the assessment test; (2) To consolidate math, English, and ESL review materials into one central location; (3) To include math, English, and ESL review materials to help students gauge their college readiness. The app would be available to students using smart phones, personal computers, tablets, and laptops.

At this point in the development of the mobile website, we are working with the Math department chair to identify faculty to assist with the development of math sample questions. These questions will help students review concepts in Math. The ESL department has already developed a set of sample test questions which will be used on the Assessment App. The English department has two faculty members assisting with the development of sample test questions. The English faculty will be finishing the sample questions this Spring 12 term. We are hoping to have the Math sample questions completed by Fall 2012.
CONSENT AGENDA: ANNUAL RECOMMENDATIONS

RECOMMENDATION NO. 18   ANNUAL CONTRACT WITH BIG BLUE BUS
Requested by:    Don Girard, Senior Director, Government Relations/Institutional Communications  
Approved by:    Chui L. Tsang, Superintendent/President  
Requested Action: Ratification of Contract

<table>
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<tr>
<th>Santa Monica Big Blue Bus</th>
<th>Provides a system-wide pass for all current SMC students and staff with ID to ride the Big Blue Bus any time, any line at no charge.</th>
<th>Not to exceed $1,219,480.</th>
<th>2012-2013 District/Transportation Budget with an offset provided by the Associated Students (approximately 50 percent)</th>
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MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: CONTRACT FOR PROMOTION-EDITOR CERTIFICATE AND DEGREE (PROMO PATHWAY) PROGRAM

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the following contract for the Promotion-Editor Certificate and Degree (Promo Pathway) Program.

Title of Contract: Promotion Editor Certificate and Degree (Promo Pathway) Contract Education

Organization: South Bay Center for Counseling

Requested Funding: $299,867 (Fiscal years 2011-2012 and 2012-2013)


Summary: SMC will provide contract education to the South Bay Center for Counseling to provide the following services on this project: complete the Promotion-Editor (Promo) course curriculum; complete the 27-30 unit Promotion-Editor Certificate of Achievement; develop a new AA degree in Broadcasting to include a pathway for the Promo Certificate; develop contextualized curriculum; provide instruction, internships, books, and materials for a 25 student cohort. All student fees are to be included. The creation of this program is driven primarily by the television industry who has determined a need for merging separate jobs into one career track and offering unique employment opportunities to under-represented students to enter the technical-marketing field of television.

Budget:

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MOTION MADE BY: Louise Jaffe
SECONDED BY: Rob Rader
STUDENT ADVISORY: Aye

AYES: 7
NOES: 0
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: UPDATE ON DIGITAL MEDIA PROGRAMS

SUBMITTED BY: Superintendent/President

SUMMARY:

We live in the era of digital media. From iPhones to XBoxes, the convergence of media and technology has reshaped the way we communicate, educate, conduct business, entertain, interact socially and, in general, express ourselves as human beings. It is a challenge for any educational institution to adapt to this ever-changing technological landscape. Santa Monica College has not only adjusted, it has lead by investing in programs and curriculum that innovate, respond to industry needs, and prepare students to be competitive--both in the workplace and at the baccalaureate level.

This innovation and responsiveness is evident in many areas of study across campus. One example is the Design Technology department, which consists of three programs: Entertainment Technology, Graphic Design and Interior Architectural Design. This department offers degrees and certificates in 13 areas including animation, digital media, game design, and web design. The discipline of Entertainment Technology alone has 59 different courses and has 3000 enrollments per academic year.

It is the mission of the Design Technology department to provide students with a comprehensive and well-rounded education in rapidly evolving media fields such as animation, game development, motion graphics, post-production, web and mobile design, and visual effects. The ongoing effectiveness of the Design Technology curriculum can be attributed to three key considerations:

1. Industry involvement and support
2. Interdisciplinary collaboration
3. College investment

Industry involvement and Support

The programs of the Design Technology department are able to establish and maintain long-term strategies in line with the needs of industry through active collaboration with adjunct faculty and advisory board members, both of whom represent working professionals from a diverse range of fields in highly respected companies such as Rhythm & Hues Studios, Gensler, and Sony Computer Entertainment. Please see the attached document for a listing of Advisory Board members for Entertainment Technology as an example. Recruiting educators and advisory board members directly from industry ensures that students learn practical, job-oriented skills and current methodologies as curriculum is developed and revised. This collaboration also has a significant influence on technology adoption as well as interaction with the community.
The following represents a number of the recent developments within the Design Technology department that have been based on feedback from advisory boards and/or faculty:

The Entertainment Technology program has made significant changes to its Animation certificate track, creating areas of concentration and department certificates to provide students with more flexibility to pursue their chosen fields. These certificates include 2D Animation, 3D Animation, 3D Modeling, 3D Rendering, Digital Effects, and Game Design. In addition, the program has adopted high-end software tools. For example, in Fall 2012 Santa Monica College will be offering courses using Nuke, the standard visual effects compositing application typically reserved for profit-based training institutions that charge thousands of dollars per student.

The Graphic Design program created a course dealing with conceptualizing, designing and implementing mobile touchscreen interfaces. Whether through mobile apps or mobile web sites, the course is the first of its kind in dealing with the design process, interface design elements and interaction design patterns for mobile devices.

The Interior Architectural Design program is in the process of implementing major changes to its certificate offerings. The program will retain fundamental skills of manual drafting and design while incorporating industry standard 2D and 3D software applications such as Google SketchUp and Autodesk Revit Architecture. Beginning in Spring 2012, SMC will be designated an IIDA Campus Center, a student charter of the International Interior Design Association.

During the Winter session, the Academy of Entertainment & Technology campus is hosting a week-long series of training workshops using Mental Ray, a high performance, photorealistic rendering software application which produces images of unsurpassed realism from computer-aided design and digital content creation data. The workshops, provided by the Nvidia Corporation and open to the public, will help raise community awareness of the department and the Academy of Entertainment & Technology facility.

Another example of industry involvement and support comes from our own KCRW and the Greenberg-Steinhauser Internship Program. This program has provided internships to students with interests from journalism to business to broadcasting the opportunity to gain professional skills and experience. The interns have played a role in all of KCRW’s operations which has enhanced their own education. KCRW hopes to extend this internship to more students and increase the areas of education to include video editing as well as audio production which is a perfect fit with their new location at the AET site.

Interdisciplinary Collaboration

The traditional disciplinary boundaries continue to blur as the integration of technology and media becomes critical to all fields. It seems more and more that the discipline names are more a convention for organizing the schedule of classes than a reflection of divisions between them. There is ongoing collaboration between Design Technology and programs such as Photography, Film Studies and Journalism. The fact that we are bringing together the disciplines of Design Technology with Film Studies, Broadcasting, Media Studies and Journalism under one roof with the remodel and addition at the AET site is reflective of the way things are developing in these fields.
The “Promo Pathway” program provides an example of successful interdisciplinary collaboration. This program includes courses in Entertainment Technology and Broadcasting as well as a “business boot camp” and skill building in English and math to train students for positions as promotional writers, editors and producers in high-paying careers in the media industry. There is great potential for productive interdisciplinary collaborations designed to prepare students for emerging fields going forward. For example, like Graphic Design the CSIS department has responded to a recommendation from their advisory board focused on mobile apps. The Computer Science faculty created a series of courses including a course focused on learning Objective-C (the language designed for iOS, Apple's advanced mobile platform), and two subsequent courses on the development of applications that run on Apple iOS. These courses will be offered beginning in Spring 2012.

**College Investment**

Santa Monica College continues to make significant commitments to staying at the forefront of digital media. Every year, SMC invests in updating technology, equipment and materials to ensure students are obtaining the best possible learning experience--at or above present industry standards. The hiring of new full-time faculty in areas such as Digital Post Production and Interior Architectural Design is a long-term investment in the future of the Design Technology programs. The expansion of the AET campus and the added presence of KCRW in their new facility at that site will establish SMC as the digital media hub of the Westside.

There is a tradition of innovation at SMC, and there is no place that this is more true than the education provided in media arts and technology. Media arts and technology are not distinct, and the way the faculty of SMC integrate the two is a hallmark of our programs. Our students become technically competent and are able to use those skills to showcase their own creativity and artistry. SMC has developed the capacity to respond to developments in the field in order to benefit our students and the college.

**Entertainment Technology Advisory Board Members**

- **Adam Taylor**, President
  - Associated Production Music
- **Bob Hoffman**
  - Vice President of Marketing
  - Technicolor Entertainment Services
- **Brooke Keesling**, Manager
  - Animation Talent Development Cartoon Network
- **Chanel Summers**
  - Co-founder/Executive Producer
  - Syndicate 17
- **Greg Talmage**, Executive Producer
  - Iron Claw
- **James Reilly**
  - Senior Training and Technical Support Specialist
  - ALELO
- **John Brooks**, Senior Partner
  - BFA, LLC
- **John Ridgway**
  - Via Worldwide

- **Karen J. Smith**
  - FX Animator
- **Kevin A. Brown**
  - Manager, Art Development
- **Sony Computer Entertainment**
- **Mark Grasso**
  - Cal Media Group
- **Mike Young**
  - Mike Young Productions
- **Peter Anton, Vice President**
  - Digital Me
- **Steve Michaels, Co-Owner**
  - Brickyard VFX
- **Tim Kittleson, Director**
  - UCLA Film & Television Archive
- **Pam Hogarth**
  - LOOK Effects
BOARD OF TRUSTEES
Santa Monica Community College District

Action
February 7, 2012

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 4

SUBJECT: AMENDMENT NO. 1 TO AGREEMENT FOR ARCHITECTURAL SERVICES – INFORMATION TECHNOLOGY RELOCATION (BICYCLE RACK RELOCATION)

SUBMITTED BY: Superintendent/President

RECOMMENDATION: It is recommended that the Board of Trustees approve Amendment No 1 with MORRIS ARCHITECTS not to exceed $63,765 for the permanent relocation of bicycle racks currently located at the Library Village.

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<td>Revised Contract Amount</td>
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FUNDING SOURCE: Measure AA

COMMENT: Due to the construction of the Information Technology project, the bicycle racks in the Library Village area need to be relocated. Instead of a temporary relocation, this amendment will provide for the planning and design of a large permanent bicycle parking facility on the south side of the campus. The project will provide paving for circulation, anchorage of bicycle racks, retaining walls as necessary, grading for drainage and accessibility, storm water management for clean discharge or retention, area lighting, and security systems. Lastly, this project will also include landscape and irrigation design and be submitted to Division of the State Architect.

SUMMARY OF BICYCLE PARKING PLAN

Students, faculty and staff are increasing the use of bicycles as a method of alternative transportation to the college. A recent campus survey reported that 5.5% of students bicycle to campus during the week. The importance of bike transit and parking was recognized in the Board of Trustees-approved 2010 Career & Educational Facilities Master Plan Update.

The City of Santa Monica has recently adopted a comprehensive Bike Action Plan. The plan encourages the use of bikes with many recommendations to make cycling safer and more convenient. The college is recognized in several sections of the plan as a major user of bike transportation. A number of the recommendations from the plan are already being implemented.

The college currently has 470 bike parking spaces on the main campus, making it the largest single location for bike parking in the City. However, some of these are temporary or moveable units and do not properly secure the bikes.
SMC Facilities has been working with students, faculty and staff to plan for the increase in number of bike parking spaces on campus and to find the best possible bike parking equipment. The attached draft plan for the main campus was recently reviewed by the Transportation Task Force, which includes students and faculty who bike to campus.

The plan recommends more than doubling the number of bike parking spaces from 470 to 1,000 on the main campus. The increase can be considered even more sizeable as many of the current bike racks cannot hold their rated capacities. The plan also recommends that a “Bike Center” be part of the Drescher Hall and Pico Promenade Modernization project. The Bike Center would include a variety of bike services and support, including training and repairs. Showers and lockers for bike riders will be available in the new Health, PE, Fitness and Dance building.

The plan recommends new bike parking areas on the perimeter of the campus. The SMC campus is small compared to other colleges and the amount of pedestrians in the center of campus during peak periods makes it dangerous to have bike traffic pass through the campus.

Each bike parking area would be provided with enhanced lighting, security cameras, instructions on how to best secure a bike, and emergency phones. Most bike areas would also have a “Skateboard Dock” available so skateboard riders could lock their boards up. In general, the new bike parking areas would be constructed in tandem with each new bond project beginning with the Information Technology Relocation project.

Increases in bike parking are also planned on the satellite campuses, starting at the Academy of Entertainment and Technology in the new AET parking structure.

PUBLIC COMMENTS
Lee Peterson
Johnny Torves
Erik Zavala

MOTION MADE BY: Susan Aminoff
SECONDED BY: Louise Jaffe
STUDENT ADVISORY: Absent
AYES: 7
NOES: 0
INFORMATION ITEM G

SUBJECT: UPDATE: CAREER TECHNICAL EDUCATION

SUBMITTED BY: Superintendent/President

SUMMARY: With the growing pressure from international competition and rapid technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution in the Westside region, Santa Monica College must produce a workforce that supports the critical industries in our region, the growth of existing business, and that of emerging industries.

The Office of Workforce and Economic Development aids the District in this endeavor by applying for and managing grants that assist departments in developing new programs, securing funding for professional development and for the purchase equipment that keeps CTE programs consistent with industry standards, and piloting not-for-credit, short-term training programs and contract education in emerging industry sectors to test demand before developing credit programs in a new field.

The recent institutional research findings from various studies show that there is much to learn and implement in order to improve outcomes for CTE students. However, this report will demonstrate that SMC CTE students are successful in ways besides earning a certificate and degree. It is clear that CTE plays an important role in SMC’s and the state’s college completion agendas. In addition to improving completion rates, strengthening the SMC CTE mission will help the College meet critical regional and state workforce goals, improve equity goals, and increase post-secondary productivity due to the significant number of students identified as CTE concentrators and large number of students taking CTE courses.

The complete report is included as Appendix A.
APPENDIX A: UPDATE: CAREER TECHNICAL EDUCATION

Submitted by: Patricia Ramos, Dean Workforce & Economic Development, Vice-Chair of Career Technical Education (CTE) Committee

Report Summary

With the growing pressure from international competition and rapid technological change, the competitive position of the Los Angeles region and the state of California in the global marketplace is largely dependent on a highly skilled workforce. As a premier educational institution in the Westside region, Santa Monica College must produce a workforce that supports the critical industries in our region, the growth of existing business, and that of emerging industries.

The Office of Workforce and Economic Development aids the District in this endeavor by applying for and managing grants that assist departments in developing new programs. We secure funding for professional development and for the purchase equipment that keeps CTE programs consistent with industry standards. We pilot not-for credit, short-term training programs and contract education in emerging industry sectors to test demand before developing credit programs in a new field.

Our recent institutional research findings from various studies show that we have much to learn and implement in order to improve outcomes for CTE students. However, this report will demonstrate that SMC CTE students are successful in ways besides earning a certificate and degree. It is clear that CTE plays an important role in SMC’s and the state’s college completion agendas. In addition to improving completion rates, strengthening the SMC CTE mission will help the College meet critical regional and state workforce goals, improve equity goals, and increase post-secondary productivity due to the significant number of students identified as CTE concentrators and large number of students taking CTE courses.

Career Technical Education Mission at SMC

The Career Technical Education (CTE) mission of Santa Monica College is not as well understood as its transfer mission. As such, the CTE mission at Santa Monica College has only in recent years received the needed attention. This rich and complex mission can benefit from more attention and greater understanding by College stakeholders especially when viewed within a context of state and national workforce trends and economic conditions.

Motivated by the strategic priority adopted by the SMC Board of Trustees and College governance committees, the CTE Committee of the Academic Senate, and the Office of Workforce and Economic Development have dedicated the last two years to studying patterns of CTE student enrollment and progress. The Office of Institutional Research has provided the CTE Committee with vital comprehensive data analysis and has included CTE as a focus in its research agenda.
Report Contents
This Board update contains components of a broader research agenda aimed at understanding how SMC could best promote the success of students who pursue programs in occupational fields of study. This brief report will focus on efforts underway to better understand CTE at SMC and improve outcomes. Included are updates of new CTE programs. The contents of this report include:

- Career Technical Education Infrastructure
- The new CTE-BSI Research Collaborative
- Completer/Leaver Survey highlights
- NEW CTE Programs and Updates

Career Technical Education Infrastructure
Career Technical Education at SMC prepares students for entry-level employment opportunities, ranging from one semester to four semesters. SMC offers numerous options spanning 9 industry sectors. Credit programs include:

- 37 CTE related Associate Degrees,
- 33 Certificates of Achievement
- 22 CTE Department Certificates

Who are CTE Student Concentrators?
31138 students enrolled in fall of 2010. A total of 7506 or 24.1% of credit students are CTE concentrators (enrolled in one or more credit courses coded SAM code ‘B’ or ‘C’).

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New CTE-BSI Research Collaborative
In an effort to better understand and improve CTE outcomes, Jeff Shimizu, Vice-President of Academic Affairs, formed a committee that includes CTE and Basic Skills chairs, along with initiative administrative leaders. This collaborative research project began this summer and is funded with SB70 and BSI funds.

The main goal of this committee is to explore the possibility of 1) identifying common/basic and technological skills needed for emerging careers SMC is currently pursuing 2) to discuss developing courses that teach basic skills in the context of occupational skills training 3) discuss innovative programs and approaches which have or could increase student success in CTE areas.
Understanding barriers to completion is critical to improving outcomes. Data reviewed includes: CTE awards and degrees; time to completion of awards; Basic Skills status. We are also seeking to know how many students satisfy certificate requirements but fail to earn one and why? We also hope to better understand what levels of English and math certificates should require. What are the major barriers to completion in CTE? Could this committee contribute to intervention strategies to improve CTE outcomes? Although this committee has met only a few times, we have reviewed best practices, and analyzed research data provided. The following is a sample of some preliminary findings:

- The persistence and graduation of CTE concentrators is low
  - The persistence may be low because of the course reductions; how can we keep courses open to help the progress of students, especially in courses that are only offered once a year
- A large proportion of CTE concentrators already have degrees
  - How can we serve the professional development students or those who only come to us for courses only and not a certificate or degree?
- CTE students with degrees still enroll in basic skills courses
  - It is clear that we should still focus on math and English skills in the CTE courses as degree holders still enroll in these courses.

Implementing more effective instructional practices could mean including student-centered models, peer group support, accelerated courses, and courses that teach basic skills in the context of occupational skills training. These are all things we have done quite successfully with Promo-Pathway. However, contract funding has allowed for the unique design of services in this relatively small program (25 students). The challenge is creating programs which impact larger numbers of students.

The committee includes: Chris Fria, Frank Dawson, Fariba Bolandhematics, Vicki Drake, Laura Manson, Susan Sterr, Laura Campbell, Alan Emerson and Counseling Chair, Laurie Guglielmo. The administrators include Roberto Gonzalez, Maria Leon-Vasquez, Hannah Alford, and Tricia Ramos.

Early recommendations from the committee include exploring the feasibility of:
- Implementing an online portal to collect departmental certificates so we can count them as successes; right now, there is no systematic way to collect and store this information and it varies from department to department
- Advertising certificates via counseling
- Offering math modular courses that are self-paced and are CTE program specific. Encourage students to take these courses before or while enrolled in CTE courses in order to serve the students with varying math levels in CTE courses
- Implementing writing across the curriculum with broad CTE themes (technology, education, etc.)
- Administering a survey in the beginning of the CTE courses to capture students who just want to take one course and update contact information

**Completer/Leaver Survey**

Tracking employment outcomes of CTE students is critical to the success our programs and it is a major challenge for college personnel. Having this information would allow the college to better understand the impact of our educational programs in CTE. Therefore, the CTE Committee used Perkins funds to pilot a qualitative study conducted by our Office of Institutional Research. The college surveyed 1,232 former CTE students who earned a career certificate or associate degree (Completers) and those who took substantial coursework in a CTE program but did not receive an award (Leavers). Students returned 173 surveys for a response rate of 14.0%.
The following points summarize the major findings of the survey study. To view survey and findings in its entirety, visit:


- About 43% of survey respondents had earned an associate or higher degree prior to enrolling at SMC. The large proportion of former CTE students who already have a degree implies that a certificate, degree, or transfer goal may not apply to all students.

- A larger proportion of Leavers (32.7%) reported that the primary reason for attending SMC was to obtain or update job-related skills or for personal enjoyment or self-improvement than Completers (9.3%). The data has implications for using award completion as the sole measure for CTE student success. Nearly one-third of Leavers indicate that their primary educational goal at SMC was not to earn a certificate, degree, or transfer but to obtain or obtain job skills or for professional or personal development. Therefore, it is important to identify other measures of student success.

- Although they left the college without earning a certificate or degree, a large majority of Leavers (84.4%) reported that they were satisfied with the education they received at SMC.

- A large majority of survey respondents reported that the courses at SMC helped them obtain their current job, advance in their current job, improve their job performance, and or improve their overall employability. Disproportionately fewer Leavers reported that SMC helped them on all four points when compared with Completers; however, the percentages of Leavers who indicated that SMC did help them were still high (64% to 76%). Although they did not earn a certificate or degree, a large majority of Leavers reported benefits of attending SMC, including obtaining or advancing in their current employment and improving their job performance and overall employability.

- On average, students reported a gain of $5.41 in hourly wage when comparing their wages before and after attending SMC.

- Overall, with the exception of dental, survey respondents reported a gain in benefits, including medical, vision, retirement, vacation, and paid sick leave. A fewer proportion of Leavers reported having these benefits after leaving SMC when compared with before their education at SMC; however, Leavers reported a 20% gain in opportunities for pay increases and 27% gain in opportunities for promotion after leaving SMC.

- A large majority of survey respondents reported using general work, computer/technology, interpersonal, reading and writing, and math skills in their current jobs.

This finding has implications for the curriculum of CTE programs. In addition to discipline-specific knowledge and skills, survey respondents reported using soft skills in their jobs on a regular basis.

- Among the options listed for the primary reason Leavers left SMC without earning a certificate or degree, the highest proportions of students (15% each) reported that they did not have enough time for classes or transferred to another college. Twelve or 14% of the respondents indicated that they reached their goal and earned a departmental certificate.

The finding suggests that students who leave SMC may have other reasons besides academics. In addition, a large number of former students reported they left the college because they earned a departmental certificate. Although the Chancellor’s Office does not recognize the departmental certificate as a formal award, students recognize it as an achievement.
Emerging CTE Program and Funding Updates

New programs are added in response to emerging industries and careers in our region. Several of these are credit programs that have already begun. Others have completed the curriculum process and will launch in the next academic year. Some have begun as contract education. Programs described below (with the exception of Resource and Recycling Management) are still in the development stage and must complete the curriculum and certificate/degree process. Two have launched in the 2010-2011 academic year and two will launch in 2011-2012. What makes these programs unique and exciting is their inter-disciplinary content and design.

Promo-Pathway

The viewing audience is rapidly changing into a diverse demographic with unique social cultural realities, varied product and programming interests, and divergent ways of using technological platforms. Despite this change and diversified psychographic landscape, marketing departments at many entertainment companies and networks remain in large part ethnically and culturally homogenous, struggling to produce marketing strategies that effectively connect to diverse populations.

This unique education initiative gives young creative talent the opportunity to develop promo-editing-marketing skills. The pathway exposes students to arts education and leads into intensive program focused specifically on promo production. There exists a relative lack of diverse perspectives, experiences, and identities in on and off air, media strategy and planning, PR, communications, promo, graphic design, motion design, broadcast and interactive media. The program is focused on building a sustainable diverse talent pipeline for the media/entertainment marketing industry with strong industry collaboration. The pathway provides basic remediation skills when needed. Santa Monica College is the first institution in the nation to offer this unique degree program.

The Promo Pathway program has been developed with contract education funding provided by South Bay Center for Counseling in association with the industry trade organization Promax. Communication Department chair Frank Dawson has designed the new curriculum and program.

View a short documentary about SMC's first Promo Pathway program produced by Promax on SMC's iTunes U or use the following link: [http://www.youtube.com/watch?v=WfcwOtJK_Hk](http://www.youtube.com/watch?v=WfcwOtJK_Hk)

New classes include:
Broadcasting 20: “Introduction to Writing and Producing Short-Form Media” (CSU)
Broadcasting 21: “Short-Form Visual Media Production” (CSU)

Medical Laboratory Technician (MLT)

A new occupation in California has emerged whose purpose is to alleviate the clinical laboratory workforce shortage, which is by most industry estimates, in a crisis.

Recently licensed by the state of California, the Medical Laboratory Technician (MLT) is being touted as the needed middle step in the clinical laboratory career ladder—bridging the gap between the lower rung jobs of Phlebotomist and Laboratory Assistant and the high rung job of Clinical Laboratory Scientist (CLS), which is most in demand. This creates an opportunity for Santa Monica College because Medical Laboratory Technicians only require a two-year associate degree.

The MLT program has received funding from UCLA Medical Center for nearly $400,000 for two years. It requires and has strong industry commitment (with UCLA and St. John's Hospitals). Currently only three community colleges in the state are operating an MLT program. The MLT program will be housed in the Life Sciences academic department and will launch in Fall, 2012. New courses include:

MLT 1: “Introduction to Clinical Laboratory Profession” (1 unit, CSU)
MLT 2: “Hematology, Coagulation, Urine and Body Fluid Analysis” (5 units, CSU)
MLT 3: “Blood Banking and Immunology” (5 units, CSU)
MLT 4: “Clinical Chemistry” (5 units, CSU)
**Resource and Recycling Management Program**
Through a Department of Labor grant, SMC is leading a consortium of community colleges and environmental advocates to provide training and education programs that supports the growth of recycling and resource management industry. The project serves both Los Angeles and Orange County. This training and education program began in July, 2010 with industry not-for-credit training and launched its much anticipated academic program this Fall, 2011. It compliments SMC’s sustainable technologies program and is housed in the Earth Sciences Department.

In collaborating with faculty at Irvine Valley College and Golden West College, as well as industry partners, this Community-Based Job Training will likely become a national model. The program demonstrates SMC’s commitment to environmental and ecological responsibility. The new core courses in this program are:

RRM 1: “Introduction to Resource Management” (CSU; Global Citizenship)
RRM 2: “Culture and Zero Waste” (CSU)
RRM 3: “Resource Management and Zero Waste for Communities” (CSU)

**Homeland Security**
Homeland Security is the largest agency in the federal government. Homeland Security/Emergency Management is a program that has the potential for enormous growth and variety, outside of a traditional criminal justice program.

Through the hard work and diligence of a small team of administrative staff led by Al Vasquez, Santa Monica College has been selected to participate in the Transportation Security Agency (TSA) contract training program. Though implementation of the TSA contract training program is pending further negotiations, it is indeed an honor to have been selected to train LAX’s Transportation Security Officers (TSOs) as it is the largest base in the nation. TSA training will be the first focus under a larger Homeland Security program envisioned. The curriculum and new certificate of achievement program are currently under development.

The program will to every extent possible, align with existing training academies and universities that offer programs that students can articulate to. Other planned Homeland Security programming could include curriculum in cyber security, emergency management and prevention, and terrorism in a geopolitical context.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: GLOBAL CITIZENSHIP INITIATIVE

SUBMITTED BY: Superintendent/President

SUMMARY: As much as ever before, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one's local and nonlocal communities through understanding and active participation, the college strives to equip its students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today's high levels of personal mobility and communication—not just for one's own selfish gain, but in service to others as well.

For the second consecutive year, the SMC community was invited to incorporate a common annual theme in their work. Beginning with “Water” in 2009–2010 and continuing last year with “Food”, the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in the college's highly constrained budgetary environment, the themes provide the best vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.

This report summarizes the work of the Global Citizenship initiative during the 2010–2011 academic year and concludes with a look ahead to the priorities for 2011–2012. See detailed report in Appendix B.
APPENDIX B: GLOBAL CITIZENSHIP INITIATIVE

We live in an era of global change driven by a thickening and expanding web of global connections. When the original SMC Global Citizenship Task Force was formed in Spring 2007, Facebook had approximately 20 million users; Twitter was only a year old, and both the first iPhone and Android were still several months away from public release. Today, just four years later, smart phones are fast becoming ubiquitous, Facebook’s active user number 750 million, and Twitter handles an average of 150 million “tweets” worldwide…per day!¹

These revolutionary changes in the world of personal communication might appear trivial at first glance, at least if one can look past the hundreds of billions of dollars of market capitalization and the tens of thousands of employees accounted for by companies such as Facebook, Twitter, Apple, and Google. Rather than isolated phenomena, however, the changes in mobile communications and social networking are just the latest chapter in an accelerating history of global connections and social and environmental change that one can trace back hundreds of years.² If not obvious before, the tumultuous events of 2011 have reminded us of the transformative times in which we live. A tsunami and nuclear catastrophe triggered by an earthquake in Japan. A contagious debt crisis that has spread from one financial sector to another and one country to another, sickening the world economy in the process. Uprisings on the streets of multiple cities around the world, each one reflecting a different set of causes and intended outcomes—the differences, say, between Tahrir Square and Tottenham—but all of them facilitated by the new grassroots-organization potential of the social network. These are all examples of how events today are rooted in global connections and have consequences that ripple and reverberate around the world, carrying both the promise and the peril of our global age.

As much as ever before, then, it is vital that Santa Monica College continues its mission of educating global citizens. By raising awareness of global diversity and global connections, and by encouraging an ethic of personal responsibility toward one’s local and nonlocal communities through understanding and active participation, we strive to equip our students with the tools and the attitudes they will need to nimbly adapt to a future characterized by recurrent change. These tools include knowledge of the context and the processes by which various types of social, cultural, technological, and environmental change are occurring, as well as an ability to exploit the powerful potential of today’s high levels of personal mobility and communication—not just for one’s own selfish gain, but in service to others as well.

This report summarizes the work of the Global Citizenship initiative during the 2010–11 academic year and concludes with a look ahead to priorities for 2011–12.

Annual Theme

Beginning with “Water” in 2009–10 and continuing last year with “Food”, the annual theme has been quickly integrated into the life of the college. The theme is proving to be an effective tool for raising awareness of Global Citizenship around the campus and promoting thoughtful engagement in the initiative. Especially in this highly constrained budgetary environment, the themes provide an effective vehicle for both developing and disseminating the idea of global citizenship in a diverse and inclusive way.


The Global Citizenship Council added two new features to the annual-theme project this second year. First, a campus-wide common book was selected that the entire college community was invited to read and discuss throughout the year. By an almost immediate consensus among the Global Citizenship Council, Food Rules by Michael Pollan was selected. The book’s brevity and its unorthodox organization made it a very accessible read, across a wide variety of disciplines, but it also made the book a bit of a challenge to incorporate into class projects and campus-wide discussions. With that experience in mind, the English Department was asked to select the common book for 2011–12, and after a great deal of interested and productive discussion, they selected two common reads. As the work of fiction, they chose Hermann Hesse’s 1922 novel about one man’s quest for happiness, Siddhartha; as the work of non-fiction, the department chose the recent bestseller by NPR foreign correspondent Eric Weiner, The Geography of Bliss: One Grump’s Search for the Happiest Places in the World. Both works promise to offer much potential for discussion this year across a wide range of disciplinary perspectives.

The second innovation related to the annual theme was the development of a new system for selecting each year’s theme. The process was opened to a campus-wide vote. Throughout the Fall and the Winter, nominations of prospective themes were solicited from SMC faculty and staff. Early in the Spring, the Council refined the list of suggested themes into seven finalists, which were then put to an online vote. At the end of the voting period, 189 employees and 997 students had submitted their preferences. “Health, Wellness, and the Pursuit of Happiness” came in as the top selection.³

This theme readily connects to the first two themes of Water and Food, but it also provides a welcome change of pace. Especially through the “happiness” component, this theme is not as anchored to material, environmental concerns and readily lends itself to interpretation and examination by the arts and humanities, as well as for better integrating Kinesiology, Nutrition, and Health Sciences into the initiative.

**Student Engagement**

Thanks in large part to the annual themes, Global Citizenship enjoys a high profile at SMC, especially among faculty and staff. One of the primary rationales behind opening the selection process to a college-wide vote last year was to help raise student awareness of the initiative.

The Global Citizenship Council pursued several different tactics last year. Under the leadership of Jose Cue and Peggy Kravitz, for example, Global Citizenship has been integrated into two major student-orientation projects—Counseling 20 and VIP Welcome Day.

One of the most common responses from students upon first learning about SMC Global Citizenship is, “How do I sign up?” As a result, the Council is developing ways in which students can gain a sense of membership in the initiative. Professor Eric Minzenberg, who advises the vibrant Anthropology Club, served as a liaison to the Inter-Club Council this past Spring. The Council will build on his initial outreach and identify existing and perhaps new clubs that facilitate students taking a leadership role in global citizenship.

To further address students’ desire for a sense of membership, and to give it a more academic slant, Cue and Kravitz are now developing a Global Leadership designation that students would earn as a transcript notation for consideration by the Academic Senate. With the tag line, “Promoting service, sustainability, and global awareness,” the SMC Global Leadership designation will incorporate a combination of coursework, experiential learning, and service.

³ Individual votes were translated into points, based on whether the theme was selected as the respondent’s first, second, or third choice, as well as the weighting factor to give equal influence overall to the student and employee groups. The final tally for the top three themes was: Health, Wellness, and the Pursuit of Happiness = 2099 points; Poverty and Wealth: The Inequities of Globalization = 2063; Consumption and Waste: Are We Drowning in Stuff? = 2057. A complete report on the vote is available at the Global Citizenship website.
Global Citizenship now has two marquee events during the year that highlight student engagement. Toward the end of the Fall semester, the nationally designated International Education Week (IEW) provides a concentration of activities that cross-promote each other. Led by Dean Kelley Brayton and the International Education department, IEW is a time to celebrate SMC's diverse campus community with a collection of lectures, performances, and social events that promote global citizenship generally while also informing students of related curricular and extracurricular opportunities, such as study abroad and local field trips.

Highlights from last year's food-themed IEW included:

• a screening and faculty panel discussion of the 2000 feature film What's Cooking?, which explores the connections between food and family through the interwoven story of four Los Angeles Thanksgiving celebrations, each based in a different ethnic heritage: Vietnamese, Mexican-American, African-American, and Jewish.

• three events featuring Najwa Abbas Ahmed, of the United Nations and the Salzburg Global Seminar: a lecture on the conflicts in her native Sudan; a presentation on the experiences of African women in Islamic Societies; and a seminar discussion with students and faculty about the role of the United Nations and how students might get involved with the UN, through internships as well as a possible career path.

• Global Citizenship Day—a celebration on the Quad featuring music, dance, and a multicultural variety of street foods to sample, as well as an international fair of tables providing information about global opportunities offered both on and off campus.

Another effective tool for reaching students is through movies. SMC Film Studies faculty Josh Kanin and Salvador Carrasco have presented a number of globally themed films to the campus community. In Spring 2011, they hosted screenings of two films distributed through the Global Film Initiative (GFI): Becloud, a Mexican film about the reunion of three childhood friends in Mexico City after years of separation; and Ordinary People, a Serbian film about soldiers engaged in an ethical struggle upon learning that their orders involve the execution of Croatian civilians. SMC’s participation in GFI was funded by the Title VIA grant, and includes permanent access to both the 2010 and 2011 GFI collections.

Finally, to keep students and the rest of the campus community engaged in Global Citizenship, the Council continues to utilize social media wherever possible. The Facebook page is attracting new followers all the time, more than tripling in number in the last 12 months. The Council also maintains a Twitter feed, a public Google calendar, and SMC webpages to keep people abreast of events and meetings related to the initiative. The initiative's faculty leader, Pete Morris, has used Facebook also to share articles and reports from around the world that touch on the themes of global connections and global change. There are limitations, however, to using Facebook for this purpose, so in May he created a more robust Global Citizenship blog at Tumblr [sic].

**Curriculum and Professional Development**

The most effective method for reaching students in the Global Citizenship initiative is to integrate these ideas across the curriculum. This requires knowledge, creativity, and commitment on the part of SMC's faculty.

The Global Studies Associate in Arts degree and Certificate of Achievement, developed by the Interdisciplinary Studies committee, are currently awaiting approval from the Chancellor’s office. Two new courses were developed (Global 10, Introduction to Global Studies and Global 95, Experiential Learning in Global Studies) and two courses were revised (Geog/Global 11, World Geography and Pol Sci/Econ/Global 5 Global Political Economy) for this new program of study.

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During the 2010–11 academic year the following courses were approved by the Curriculum Committee and Academic Senate to fulfill the Global Citizenship Associate degree requirement:

- Envnr/Psych 40, Environmental Psychology
- Envnr/Psych 20, Environmental Ethics
- RRM 1, Introduction to Recycling and Resource Management

The Global Citizenship Associate degree requirement is facing its first challenge as a result of SB 1440. SB 1440 does not permit community colleges to impose any local degree requirements upon students pursuing Associate in Arts-Transfer (AA-T) or Associate in Science-Transfer (AS-T) degrees. In discussions during the year the Curriculum Committee decided that it is not yet time to remove the degree requirement across the board. The hope is that if/when such a decision needs to be made, the ideas and ideals of global citizenship will be so deeply integrated across the SMC curriculum that a degree requirement will no longer be necessary to achieve the curricular goals of the initiative.

As described above, the annual theme has been a powerful vehicle for faculty to integrate global citizenship into their courses across disciplines. The Second Annual Global Citizenship Research Symposium and Tournament—originally developed by Professors of Communication Studies Nancy Grass Hemmert and Nate Brown—demonstrated this cross discipline integration. There were 31 submissions from 70 student participants (there were a few group projects). This included seven in the Speech category, five papers, seven films, eight art/photo submissions, and four dance performances. Approximately 50 audience members attended. Each work was judged by a panel of faculty for its overall quality and illustration of global citizenship. In addition works were judged for their representation of the annual theme for the special President’s Award. The President's Circle of the SMC Foundation provided cash awards to winners in each category.

None of the curricular developments described above would be possible without a strong commitment to professional development, spearheaded by the Academic Senate. The Professional Development Committee consistently demonstrates support for the Global Citizenship initiative and the annual theme by featuring them prominently at campus-wide Flex Days. In addition there have been numerous events on campus during 2010–11 to enhance professional development, including the Global Connections speaker series as well as the series on culture and food around the world presented by the Modern Languages and Cultures department. SMC faculty also provided several Global Citizenship events using mini-grants funded by the original monies set aside by the Board of Trustees in support of the initiative.

Professional development provides a very good example of how the college has been able to leverage resources to maximize the collective impact. The events described above were sponsored by the District, the SMC Associates, the Foundation, the Senate, and the Title VIA grant.

**Study Abroad**

SMC values study abroad as an essential part of the Global Citizenship Initiative. Study abroad participants have had an invaluable experience of learning in a foreign context and culture. There were a number of factors that affected Study Abroad during the 2010–11 academic year. For reasons of low enrollment, the programs for both Winter and Summer 2011 sessions were canceled. Despite tireless recruiting in the Fall, none of the three planned Winter programs (to Egypt, Mexico, and South Africa) met their 25-participant minimum. It appears that the weak economy largely is to blame, because all three programs had received inquiries throughout the Fall from interested students only to fall short as deposit deadlines arrived. In previous years, Study Abroad benefited from very generous scholarship support by the Associated Students—as much as $68,000 for Summer 2010 alone. The A.S. was able to offer only $20,000 in scholarship support this year—still generous, but not enough to support study-abroad students in this economic climate.
While waiting for the economic situation to improve, the Study Abroad subcommittee has been utilizing this time for collaborative reflection. The committee’s co-chairs, Nancy Grass Hemmert and Garen Baghdasarian, produced a preliminary Master Plan for Study Abroad during the 2010–11 academic year. Still in draft form, the Master Plan includes suggestions for planning, developing, recruiting, and supporting the out-bound programs that have thus far defined Study Abroad at SMC, as well as potential new types of offerings, including in-bound study tours for visiting students, and out-bound, not-for-credit study tours for the public at large. The goal is to finalize the Master Plan for Study Abroad this year, built around the following principles:

- **Develop a larger and more predictable pool of scholarship funding.** It is a high priority for SMC that the Study Abroad program represent traditionally underserved populations. This has been successfully achieved in the past largely through the generosity of Associated Students scholarships; by developing additional funding sources, SMC can continue to provide Study Abroad opportunities to a diverse population, while also ensuring that future programs aren’t cancelled.

- **Continue the creation of annual Study Abroad centers.** Using successful South Africa and Mexico-based Latin American programs as models, SMC will complete its continuing efforts to create similar centers for Study Abroad in both Turkey and China, with the goal of running at least one program per year in each of the four centers.

- **Develop and offer additional Study Abroad programs to supplement the four centers.** There is demand among both faculty and students for Study Abroad programs in other locations that could be offered on an occasional basis.

- **Create a new Academic Senate Joint Committee on Study Abroad.** This new Joint Committee will be responsible for recommendations regarding program and faculty selection.

Despite the budget-related suspension of SMC Study Abroad programs, there are several international opportunities open to community-college students to pursue. One is the short-term volunteer abroad tours that STA Travel offers in 30 countries with its non-profit partner, Planeterra. Another non-profit, BUNAC, offers similar short-term work abroad programs in the UK, Canada, Australia, New Zealand, Ireland, and France. For students with an interest in German language and culture, the German government offers a full-year work-study internship—the Congress-Bundestag Youth Exchange—specifically designed to provide intense language training along with postsecondary instruction and work experience in the student’s chosen career field. Finally, three SMC students in 2010–11 received scholarships to study for a semester at Soonchunhyang University in Korea.

In February 2011, the Title VI grant funded a site visit for two SMC faculty department chairs to a prospective Study Abroad site in China. Chris Fria, Department Chair of Entertainment Technology, and Perviz Sawoski, Department Chair of Theatre Arts, visited Zhejiang Vocational Academy of Art. They were joined by SMC administrators in Hangzhou and Shanghai to explore potential collaboration in the areas of student and faculty exchange, as well as curriculum design and development. As a result of this visit, a delegation of 12 faculty representing the Zhejiang Vocational College of Arts (ZVC) came to Santa Monica in late July and August to learn about SMC’s programs in theatre, dance, broadcast communications and entertainment technology (digital media, animation).
Looking Ahead to 2011–12

SMC enters the fifth year of its Global Citizenship initiative with a great deal of enthusiasm for the year of “Health, Wellness, and the Pursuit of Happiness.” Building on the momentum that has developed around the initiative’s ever-widening core of active participants, efforts will be concentrated in the following areas:

Maintain and continue to develop the annual themes. In just two years, the annual theme has been quickly embraced by the college community. As originally intended, it is proving to be a helpful tool for facilitating creative interaction between faculty across disciplines, and for giving both faculty and students tangible ideas that they can use to connect to the rather abstract notion of global citizenship.

Strengthen awareness among, and participation of, students. As described above, this is a point of emphasis that carries over from last year. In addition to continuing efforts described above, the Council plans to develop a comprehensive marketing plan for the initiative. This will include working closely with student clubs and Associated Students, particularly in developing service-oriented activities.

Expand efforts to include community service. The Academic Senate’s Professional Development Committee made globally aware, locally placed community service a prominent part of the college Flex Day in March. One contact made through those efforts was with the local organization, Big Sunday, which has been organizing a region-wide day of service—now a three-day weekend of service—for more than a decade. By tapping into Big Sunday’s infrastructure for placing volunteers in service projects, which include numerous opportunities for groups to work together, SMC will mobilize a much larger portion of students, faculty, and staff, to participate in this year’s event (May 4–6). In addition, the Council plans to work more closely with the many other clubs and organizations at SMC that already emphasize community service in their activities.

Use the new Democracy Commitment to bring more attention to the “citizenship” part of Global Citizenship. While there is potential tension between the Democracy Commitment’s focus on a nationalized conception of citizenship and the implicit international (or even anti-national) conceptions of global citizenship, this is a productive, creative tension that can be exploited to good effect. Any activities that engage SMC’s students, faculty, and staff in examination and discussion of what it means to be a committed, active 21st-century citizen of the United States will influence, and be influenced by, ideas of our being simultaneously “citizens” of the Planet Earth.

Continue to develop opportunities abroad for students, faculty, and staff. Studying and working abroad is essential to one’s development as a global citizen, and opportunities to do so played a prominent role during the first three years of the Global Citizenship initiative. Budgetary concerns led to a suspension of these programs last year, and moving forward, even if the fiscal situation improves, it is clear that cost will always constrain the number of these opportunities that can be provided. Developing outside funding sources, then, is instrumental toward plans for increasing and improving opportunities abroad.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM H

SUBJECT: UPDATE: CAMPUS SUSTAINABILITY

SUBMITTED BY: Superintendent/President

SUMMARY:

Programs
American College and University President’s Climate Commitment (ACUPCC)
SMC continues to meet all of the ACUPCC requirements on schedule and is currently in good standing. The SMC Greenhouse Gas Inventory, which provides a comprehensive summary of SMC’s carbon footprint, was completed last year. Following the inventory, the task force began working on an institutional Climate Action Plan that includes a date for Climate Neutrality and a variety of aggressive yet achievable recommendations on how to reduce SMC’s carbon footprint. The Climate Action Plan is currently being discussed through various participatory governance committees, with the goal of a Fall 2011 launch.

SMC Organic Learning Garden
Led by the efforts of Club Grow, a student organization, the SMC Organic Learning Garden project has been expedited by the support of Measure AA Bond funds. The project officially broke ground this month and is scheduled for completion by Fall 2011. Club Grow is currently developing a formal process of allocating space to various SMC stakeholders and working with faculty to integrate the Garden into the curriculum across disciplines.

Earth Week
This year, Earth Week focused on community gardens and included a variety of events that both educated and celebrated SMC’s environmental community. This year’s EcoHero Award was given to Greg Brown and Dana Morgan for their work on bringing the Organic Learning Garden project to fruition. Other events included a movie screening of the Oscar-nominated documentary The Garden, a Native American Ground Blessing, Earth Day Festival, and Beach Clean-Up. Approximately 750 faculty, staff and students participated in the week’s events, including nearly 100 people who attended the Beach Clean-Up on behalf of SMC.

Zero Waste Events
Implementation of the Zero Waste Board Policy continues. Campus eateries and outside vendors are increasingly equipped to accommodate SMC’s Zero Waste Goals. Likewise, institutional events, both large and small, are integrating Zero Waste practices more effortlessly than ever before, including the Zero Waste Graduation reception. This year, the Department of Labor CBJT grant funds are being leveraged to improve Zero Waste processes, including improved signage, additional bins, and educational materials that will transform the college recycling system into a teachable venue for the Recycling and Resource Management program participants.
Institutionalizing Sustainability

Integrating sustainability into existing campus programs

Sustainability is being utilized as an educational and marketing tool by many programs campus-wide, including providing Green Campus Tours for VIP Welcome Day, workshops for the approximately 80 students in the Young Collegians programs, and tours and activities for the 150 middle school students in the Connect for Success program. Additionally, faculty members from a variety of disciplines incorporate tours of the Center into their curriculum.

Center for Environmental and Urban Studies (CEUS)

The CEUS continues to be a hub of sustainability on campus. Efforts to “green our facilities” continue through the incorporation of additional environmental building features. Most importantly, this unique space serves as a “living laboratory” for sustainability, with an emphasis on educational linkages such as signage, workshops, tours, and events.

Global Citizenship Themes

The Global Citizenship themes provide rich opportunities for integrating the three-pronged philosophy of sustainability: environment, equity, and economic stability. The past two themes of food and water highlight the core values of sustainability and have provided faculty and students a lens through which to view social issues and cultural movements related to the environment.

Curriculum

Some of the greatest accomplishments in sustainability at SMC occurred in the curriculum. From expanding the Sustainable Technologies Program to the approval of two new transferable environmental classes, SMC is leading the way in greening the curriculum.

Environmental Affairs Committee

This academic senate joint committee focuses on integrating sustainability across the curriculum. It is currently working on creating a website of discipline-specific resources that will facilitate the incorporation of sustainability into a variety of courses. Additionally, the committee contributed to the Climate Action Plan education chapter recommendations and is currently assessing the feasibility of implementing the Sustainability Tracking and Assessment Rating System (STARS) framework that is facilitated by the Association for the Advancement of Sustainability in Education. This program will help further qualify and quantify sustainability in existing curriculum and will also promote the integration of environmental themes in traditional courses.

New AAs and courses

Recently, SMC adopted six new sustainability-focused courses including four new courses in Recycling and Resource Management, an Environmental Ethics course, and a course in Environmental Psychology. The new Environmental AA degrees are slowly gaining momentum, and additional graduates are anticipated this year.

Sustainable Technologies Program (STP)

Housed in the Earth Sciences Department, the Sustainable Technologies Program is an academic program that combines traditional Career Technical Education with rigorous academic standards that allow students to pursue related fields in four-year and advanced degree programs while finding work in the emerging Green Collar economy. This year’s accomplishments include development and approval of two Energy Efficiency courses and four Recycling and Resource Management (RRM) courses to be offered in Fall 2011. The state application for an 18-unit certificate/Associate Degree in RRM was recently approved by the regional workforce consortium. Given the interest in the program, the College anticipates exceeding the proposed grant outcome of fifty students per year completing the Certificates of Achievement. Additionally, the STP was awarded a full-time tenure track faculty position that is currently in the final stages of the selection process. This will greatly enhance the quality and scope of the program.
Sustainable Works Student Greening Program
The Sustainable Works Student Sustainability Workshop continues to flourish, consistently graduating over 700 participants, which is double the goal outlined in the Memorandum of Understanding with the College. Workshop participants contributed over 2100 community service hours, supporting over 20 local organizations. Furthermore, Sustainable Works in partnership with the Center for Environmental and Urban Studies, is providing more opportunities for student leadership and professional development through internships, research projects, peer-to-peer learning environments, and community service opportunities. This year, nine of the twelve student government positions were students who had participated in a CEUS-affiliated club or program.

Future Plans
- Support the goal of LEED certified facilities and public input and awareness
- Support the continued development of transportation alternatives (Big Blue Bus, Zimride)
- Further implement the Recycling and Resource Management and Sustainable Technology programs
- Evaluate the feasibility of the Sustainability Tracking and Assessment Rating System (STARS)
- Launch the Organic Learning Garden and Climate Action Plan
- Continue with the “Greening the Curriculum” Web Resource
- Update the Center for Environmental and Urban Studies website and increase marketing
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: REPORT: BASIC SKILLS INITIATIVE

SUBMITTED BY: Superintendent/President

SUMMARY: Roberto Gonzalez and Gary Todd provided an update on the Basic Skills Initiative. Existing programs will be highlighted in the areas of Counseling, Instructional Support, and Faculty Development. Preliminary data showing the impact of existing programs will be shared. The update will also include an overview of new programs the Student Success Committee will be implementing within the next academic year.

See Appendix A: Basic Skills Initiative Report
APPENDIX A

INFORMATION ITEM G

SUBJECT: BASIC SKILLS INITIATIVE UPDATE

The following Basic Skills Initiative Update highlights existing programs in the areas of Counseling, Instructional Support, and Faculty Development. Preliminary data showing the impact of existing programs is included. The update also includes an overview of new programs the Student Success Committee will be implementing within the next academic year.

A. Existing Programs

Counseling

Online Orientation

The Student Success Committee, Enrollment Development, and Counseling Department partnered together to create the online orientation. The Online Orientation committee was chaired by Dr. Delores Raveling and Brenda Benson. The committee worked on the content and structure of the orientation for about a year. The new Online Orientation was launched December 2010. Every week since the implementation of the orientation, 333 to 1288 students have completed the orientation each week. A total of 11,556 students have completed the orientation thus far.

Counselor Visitation Project

A study conducted by the Institutional Research Department examined the impact of counselor classroom visits on students. Specifically, we looked at whether students participating in a counselor visit were more likely to visit a counselor in the future. Counselors visited a total of 374 sections. The courses which were visited were English 21A, English 81A, English 81B, English 83A, English 84W, ESL 10, ESL 10G, ESL 10W, ESL 11A, ESL 21A, and ESL 21B. The combined enrollment for all the courses was 10,077 students.

Findings:
- 1.23% of student participating in the visits visited a counselor during the same term
- 2.2% of students participating in the visits visited a counselor within an academic year

Instructional Support

Math and English Student Achievement Zone

English 84W students independently schedule lab time, selecting specific hours. Instructional assistants work with students and groups of students according to the instructor, allowing students to collaborate on assignments. In the Fall 2010 term, 556 students were served in English and math. The shared lab has been evolving over the past year, under the supervision of Cynthia Lopez, Project Manager for Supplemental Instruction (SI), and has been a boon. Additionally, the Supplemental Instruction Program which focuses on providing services for students in math is also housed in the Zone. Every year about 2,000 students participate in supplemental instruction sessions. The table below shows the actual number of SI participants for the 2009-2010 academic year.
Table 1: Number of SI Students, Course Sections, and Sessions Attended during the 2009-2010 Academic Year.

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<th>Term</th>
<th>Subject</th>
<th>Total Course Sections</th>
<th>Total Students (Unduplicated Count)</th>
<th>Total Sessions Attended (Duplicated Count)</th>
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<td></td>
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<tr>
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</table>

Other Learning Resource Centers

Writing Center

The center opened in the spring of 2009 to assist English 21A students. Within the first year, 1387 students used the center. Every semester the center serves about 300 students. After this semester, the Student Success committee will be discussing ways to keep the center funded. Unfortunately, the Basic Skills Initiative will not be able to continue to fund the Center past the Fall 2011 term.

Reading Center

Instructional assistants were trained and funded through BSI since the fall of 2008. About 600 students are served per semester. IA’s have continued to tutor students, helping them with quizzes, tests, vocabulary, and overall reading comprehension.

Math Lab

In the Math Lab, instructional assistants help students with short questions and student tutors are available for longer tutoring appointments. Every semester over a 1,000 students use the Math Lab. Additionally, math faculty offer course focused workshops for students every semester. The workshops provide an opportunity for students to get additional instruction on course material. There are 21 workshops each week, 12 of which focus on the needs of students in Math 81 through Math 20. Faculty also collaborate with the Counseling Department to offer workshops on such topics as coping with math anxiety and test taking skills.

Instructional Support/Tutoring

Having observed tutoring models at Santa Barbara City College and Chaffey College in 2009-2010, BSI committee members recommended Directed Learning Activities and further coherence/overlap among the disciplines. This pursuit continues. To formalize the review of tutoring services, the Academic Senate’s Tutoring Task Force (2009-2010) became the Senate Tutoring Committee in 2010-2011, chaired by Janet Harclerode. Some key points emerging from the committee follow:
As far as a strength of the current organization whether centralized or decentralized, currently the tutoring programs at SMC are decentralized both physically and organizationally. One of the issues discussed as it relates to centralization/decentralization is a lack of unified presence or image for the tutoring centers. As a member of the tutoring committee, Jason Beardsley, faculty member in English who coordinates the Writing Center, has worked on a marketing package for the tutoring program, including renaming the centers to a common name, which at this juncture is Academic Resource Centers for Success (ARCS), with a common logo. Signage would be added on buildings indicating ARCS inside, and creating a brochure featuring all tutoring centers. Professor Zeny Baduel of the Graphic Arts department orchestrated a competition among her GR DES 41 students in order to find a winning design. Having now completed the process of reviewing her students' entries, including a viewing and voting by the Associated Students, the Tutoring Task Force has found its winner and runner-up. The task remains to develop an implementation plan in coordination with Facilities and the various academic resource centers on campus. The earliest possible roll-out of the ARC brand appears to be the Fall 2011 semester. Finally, the Tutoring Committee presented and then fielded questions at our March flex day.

**Tutor Tracking:**

Since the Fall of 2010, the new tutor tracking system has been in place. The tracking system tracks the services being used in academic resource centers across campus. All students log in to the specific lab they are seeking assistance in. The students then indicate what services they are seeking to use in the center. The options are tutoring, supplemental instruction, homework, computer use, and lab hours. Next, students indicate which course they are seeking assistance in. The tutor tracking system is in place in the following labs: Math Lab, Reading Lab, Writing and Humanities Tutoring Center, Modern Languages Lab, Science Learning Resource Center, Math and English Student Achievement Zone, and Business Computer and Tutoring Lab. The tutoring tracking system will also be added to the Bundy Campus for Career and Technical Education disciplines to use. Plans are also being discussed to track tutoring offered by special programs such as Adelante Center, Collegians, Pico Partnerships, and Student Support Services. Lastly, the Office of Institutional Research is currently examining the data collected in all centers during the Fall 2010 term. The purpose of the evaluation is to determine the impact that academic support services have on student success.

**Faculty Development**

**Faculty Conversations on Student Success**

During the past year, the Student Success Committee came up with a series of topics to offer Faculty Conversations in. The conversations have been provided to all faculty across campus. The purpose of the conversations has been to provide faculty an opportunity to share strategies with other faculty who have been shown to increase student success in the classroom. At the end of the Spring 2010 term, the Office of Institutional Research will be conducting an evaluation on the impact of the conversations on faculty. In the fall 2010 term, about 150 faculty participated in the conversations. In the Spring 2011 term, about 75 faculty have participated in the conversations thus far. Attached is a list of workshops and brief descriptions on all the conversations offered this year.

**Faculty Conversations Preliminary Assessment Results**

The following provides a summary of the findings from the preliminary analysis:

- 97% of survey respondents reported being satisfied or very satisfied with the workshop they attended;
- Over 90% of respondents found the workshop they attended to be valuable;
- 100% of respondents reported being likely or very likely to attend another workshop in the future;
- About eight in ten respondents reported that the workshop they attended increased awareness of the session topic;
• About nine in ten respondents reported that the workshop provided practical strategies for teaching and learning and they were likely to apply the strategies in their own practices;
• Nine in ten respondents reported that the workshop offered depth in the session topic;
• Nearly all respondents reported that the workshop speaker was engaging and knowledgeable about the topic they were presenting.

B. New Approaches to Increase Student Success

Overview

The Student Success Committee has been looking at new approaches to implement at SMC to increase student success in the area of basic skills and is looking to make adjustments to existing programs and structures. The Committee recognizes the need to identify new approaches due to student success statistics and current fiscal situation. With about a year and a half of BSI funding left, some programs to target funding have been identified.

Early Assessment

The Santa Monica College Student Success committee, Enrollment Development, Student Affairs, Academic Affairs, Assessment Center, Outreach and Recruitment, and SMMUSD partnered together to create an Early Assessment Program. The purpose of the program was to help students understand and prepare for the SMC placement test. Research literature has pointed to a lack of information among incoming college students regarding the importance of the assessment test. This lack of information may lead students to not prepare for placement tests. Students from SMMUSD high schools and SMC feeder high schools were given the opportunity to participate in a series of workshops designed to get students prepared to take the assessment test at SMC. The first workshop gave students a general idea of what to expect on the test and exposed them to some resources to help them study. There were 60 students from SMMUSD who participated in the first workshop. Workshop two was the actual assessment test with a diagnostic portion in English and math. There were 50 students who signed up to take the test on April 14 or April 15. Students received a score on the assessment test as well as some pointers on what to study to improve their test scores. Lastly, a math preparation and review session will be conducted in May for students who are planning to re-take the math portion of the assessment test. Maribel Lopez, math faculty, will be assisting with the review session.

For next year, the Student Success Committee will be exploring the possibility of offering test preparation options for students who have decided to enroll at SMC. One option being explored is a self-paced online preparation program to help students review concepts in English and math before taking the assessment test. Discussions have begun on possibly developing an application (App) which students could access through the internet or through an IPhone or smart device. Another option being explored is offering a four week course which would help students review math and English concepts.

Alignment of Standards

Within the context of better aligning K-12 and Higher Education standards, the SMMUSD Educational Collaborative and Student Success Committee have started working on ways to get students prepared for college. Initial plans have been drafted to create programming at the high school level to help students develop their college readiness. Creating different programs to help 10th, 11th, and 12th graders become ready to complete college level coursework is in process.
English Accelerated Learning

For the past 6 to 7 years, the English Department has been doing 8 week classes which works well for English 1 and 2 and even for 21A and 21B. These classes are scheduled during fall and spring semesters in addition to the summer and winter sessions (6 weeks, in summer sometimes 8). Other accelerated learning models are being investigated and well as implemented. 8-week (3 unit) intensive courses in reading and writing at the C and B levels were piloted in Spring 2010. The model is comparable to the MTWTh summer and winter sessions but 8 weeks instead of 6 weeks. A model for the fall which seems more feasible for students’ scheduling as well as their success is a 5-unit reading/writing class [English 85 (a C-level reading/writing class)]. This new course is designed to improve students’ progress from the C to B to A (transfer) levels. Also being developed is a 5-unit B-level reading/writing class (English 20) planned for Spring 2012.

Offered first in Spring 2010, C-level first-8-week reading and writing classes went very well, with students showing great enthusiasm for the format when surveyed at the end of the course. Attendance, retention, motivation, and general focus in the classes were all positive when compared to semester-long versions of the same class taught by the same teacher. The teachers also found the format exciting and motivating, with a particular plus being a deeper connection with the students and the ability to intervene effectively with them.

There was some concern about students having enough time to reflect on their process and develop their skills as solidly as students taking the class in a semester-long format. For the next round of classes, teachers considered that it might well be better to focus on fewer topics and require fewer projects than in semester-long class. More depth, less breadth, was the consensus.

Math Accelerated Learning

For the Fall 2011 term, the math department will continue to offer accelerated 8 week courses in math. The courses will be math 81 and 84. The Math Department has been offering the paired Math 81-84 classes since the Fall of 2009, usually scheduling two groups of paired classes. The department has also offered Math 31 (Elementary Algebra) paired with Math 20 (Intermediate Algebra), Math 18 (Intermediate Algebra for Statistics and Finite Mathematics) and Math 32 (Geometry) for the past 10 years. Students can take accelerated courses to get to college level math at a faster pace. We will be looking at how students opting for the accelerated course format progress through the math developmental sequence.

English Curricular Changes

English 85 (the combined reading/writing class) has been voted on and unanimously approved by the Curriculum Committee and the overall Senate. This model offers focused, contextualized learning experiences, scaffolding assignments while holding high and clear expectations for results. A hold-over from the Specialized Curriculum Optimizing Retention in Education (SCORE) project and the College’s experiments with learning communities beginning in May 2005 has been Ed Markarian’s (heroic) effort to create one cohort of students who take his English 81A and 83A as co-requisites in a fall semester, many of whom continue with him (if they are not ready for English 21A at the end of that first semester), taking Eng. 84W/84R in the spring. He has taught these “combined” classes every semester since Fall 2006 and has consistently had remarkable success with retention and matriculation. Ed’s expertise will help to look at what he is doing in the classroom to move students ahead. As previously stated, the English Department is also developing a 5 unit B-level reading/writing class (English 20) for spring 2012 to follow English 85. Finally, the English Department has completed the application materials for a BSI Professional Development Grant, 3CSN’s new Community of Practice in Accelerated Curriculum and Pedagogy, a six-month professional development opportunity for faculty preparing to teach new accelerated English and pre-Statistics courses in 2011-12.

Math Curricular Changes

The math department is exploring the possibility of combining Math 84(Pre-Algebra) and Math 81(Basic Arithmetic). The math department is also considering the possibility of creating a combined Math 31(Elementary Algebra) and Math 18 or 20 (Intermediate Algebra) course.
FALL 2010 FACULTY CONVERSATIONS ON STUDENT SUCCESS

Barriers and Solutions for changing students’ motivation and engagement for learning

Facilitator: Dr. Myron Dembo, Emeritus Professor of Educational Psychology
Rossier School of Education University of Southern California

Description: Dr. Dembo will be speaking about student engagement and motivation. Specifically he will present key research findings and recommend instructional strategies that are likely to improve students’ motivation, engagement, and ultimately their academic performance. Additionally, Dr. Dembo will dialogue with faculty about student attitudes and perceptions, which positively and negatively impact student success in college.

SMC Student Panel-Challenges and Success Strategies in Academic Life

Facilitators: Laurie Guglielmo and Rosilynn Tilley, Counseling Faculty

Description: Current SMC students at the pre-college level will discuss the personal obstacles and academic challenges to academic success which they have experienced while attending college. Our student panelists will share which institutional services and support structures they have used to be successful in college. Come and learn from our students!

Video In The Classroom: Increasing Literacy Through Media Production

Facilitator: Nick Pernisco, Communications Faculty

Description: Using video productions to engage students will help make them excited about improving their reading, and will leave them something to show their friends and family. We will discuss strategies for using video in the classroom, studies that show it works, the tools needed to do it, and some sample lessons.

Workshop on Jing

Facilitator: Keith Graziadei, ESL Faculty

Description: Learn how to use Jing to facilitate instruction in courses. With Jing an instructor can send screen captures and screencasts to help students with anything from completing an assignment to making a post in a threaded discussion. Special emphasis will be placed on how Jing can help students use eCompanion.

Can you hear me now?! Using Voicethread to give your Students a Voice

Facilitator: Andrea Spector, ESL Faculty

Description: Voicethread, a great easy to use online tool that allows students to record their voices, will be demonstrated. Applications of Voicethread for a variety of disciplines will be shown.

Helping Students Develop Critical Thinking Skills

Facilitators: Lisa Farwell, Chair Psychology Department
Stephen Drucker, Psychology Faculty

Description: A primary goal of higher education is the development of critical thinking skills, but how do students get from here to there? And what are the roadblocks along the way? Current psychological science has a lot to say about this process. Please join us as we share some of this research and discuss ways in which these findings could be implemented in your discipline.
### The Classroom of the Future

**Facilitators:** John Quevedo, Math Faculty  
Keith Graziadei, ESL Faculty

**Description:** Come and experience the Digital Learning Studio! In this session, you will get a glimpse into the teaching environment of the future. John Quevedo and Keith Graziadei will demonstrate some of their lessons and share their experiences teaching in a highly interactive environment. There will be time to ask questions about the benefits and drawbacks to the classroom of the future.

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### SPRING 2011 FACULTY CONVERSATIONS ON STUDENT SUCCESS

**Reading Fluency and Comprehension adapted to Content Courses**

**Facilitator:** Ron Klemp, Professor  
California State University Northridge

**Description:** The presentation will concern an instructional sequence of activities that focus on fluency and comprehension that can be adapted to content courses. I will provide templates to all who bring a flash drive so that they can upload them and modify them for content.

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**Differentiated Instruction**

**Facilitator:** Dr. Mira Pak, Professor  
California State University Northridge

**Description:** What does Differentiated Instruction mean? A working definition and framework will be explored.

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**Writing to Learn, Dr. Mira Pak**

**Facilitator:** Dr. Mira Pak, Professor  
California State University Northridge

**Description:** How does Writing to Learn differ from Compositions? How can writing to learn be used across disciplines? Join the conversation and discuss/share writing to learn ideas.

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**Presentation Power: Inviting your Students to Shine**

**Facilitator:** Dyana Valentine, Counseling Faculty

**Description:** How many student presentations leave you wanting more or wondering if you’ll ever get those 15 minutes back? This workshop is an interactive curriculum building presentation about creating group projects and presentations using tools that engage participation and energize class dynamics. You will learn to create group projects and assignments with such tools as PowerPoint, Google Docs, Slide Share, and YouTube.

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**Twitter in the Classroom**

**Facilitator:** Keith Graziadei, ESL Faculty

**Description:** Twitter is a social media tool that many of our students use every day. This workshop will show you how to increase student engagement and build community through the use of Twitter. Participants will also learn how to create a backchannel (simultaneous face-to-face and online discussions). Twitter widgets and hashtags (#) will also be discussed.
<table>
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<tr>
<th><strong>Using VoiceThread to Give your Students a Voice</strong></th>
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<tr>
<td><strong>Facilitator:</strong> Andrea Spector, ESL Faculty</td>
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<td><strong>Description:</strong> VoiceThread is a great easy-to-use online tool that allows students to record their voices. A basic introduction to this dynamic communication tool will be provided. Using VoiceThread to record online mini-lectures will also be demonstrated. Applications of VoiceThread for a variety of disciplines will be shown. Bring a Word document or jpg you want your students to discuss.</td>
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<tr>
<th><strong>Blogging for Beginners, Luddites, and Everyone in between!!</strong></th>
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<tr>
<td><strong>Facilitator:</strong> Marina Parise &amp; Brenda Antrim, Library Faculty</td>
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<tr>
<td><strong>Description:</strong> A blog can be used for class information, learning logs, digital portfolios, and as a display forum for student work. In this workshop, participants will create a blog, edit their profile, create and add an avatar, and learn to add gadgets such as video bars, videos, RSS feeds, images, and banners. Please create a Google mail (gmail) account before the workshop for use on Blogspot.</td>
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<th><strong>iPads and Tablet PCs</strong></th>
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<tr>
<td><strong>Facilitator:</strong> Eduardo Garcia, Math Faculty</td>
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<td><strong>Description:</strong> Tablet PCs and iPads are tools that more and more students and instructors are using during classroom instruction. This workshop will present how instructors can use tablet PCs to incorporate multimedia and textbook passages in their courses. The highlighting features of One Note will also be covered.</td>
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<th><strong>Mobile Learning: Apps for the iPad, iPhone, and Droid</strong></th>
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<td><strong>Facilitator:</strong> Keith Graziadei, ESL Faculty</td>
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<td><strong>Description:</strong> iPhones, Droids, iPads and other smart devices are a common sight on college campuses. This workshop will present an overview of the most common smart devices. Popular and highly effective educational apps across disciplines will be highlighted.</td>
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<th><strong>Appreciative Counseling</strong></th>
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<tr>
<td><strong>Facilitator:</strong> Dr. Jennifer Bloom, Associate Professor University of South Carolina</td>
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<td><strong>Description:</strong> The presentation is based on the book titled, The Appreciative Advising Revolution, which the presenter co-authored with Dr. Bryant Hutson and Dr. Ye He from the University of North Carolina at Greensboro. The workshop will specifically address how appreciative advising may be applied to basic skills and other student populations, and how it may enhance student success. Dr. Bloom will introduce participants to the six phases of Appreciative Advising – Disarm, Discover, Dream, Design, Deliver, and Don’t Settle. Participants will not only learn what each phase encompasses, but they will also have the opportunity to learn how to implement each of these phases.</td>
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### English Language Learner/Basic Skills Colloquium

**Academic Writing Across the Curriculum**

**Facilitators:** Dr. Jan Frodesen,  
University of California, Santa Barbara  
Dr. Lia Kamhi-Stein  
California State University Los Angeles

**Description:** The topic of the morning talk will be “Writing Across The Curriculum.” We will examine actual writing assignments from various subject areas across the campus and discuss strategies that English instructors can employ to prepare students to succeed on such assignments. During the afternoon breakout session, a hands-on “scaffolding” workshop will be conducted.

### Teacher-Student Collaboration: Tales From A Transfer Student

**Facilitator:** Michele Serros  
Author

**Description:** Named by Newsweek as “One of the Top Young Women to Watch for in the New Century,” Michele Serros is the author of Chicana Falsa and other stories of Death, Identity and Oxnard, How to be a Chicana Role Model, Honey Blonde Chica, and her newest young adult novel, Scandalosa!
INFORMATION ITEM G

Subject: CALIFORNIA WORKS: JOBS IN RECYCLING AND RESOURCE MANAGEMENT

Submitted by: Superintendent/President

Summary: The Board of Trustees accepted the U.S. Department of Labor Education and Training Administration’s Community Based Job Training grant “California Works: Jobs in Recycling and Resource Management,” ($4.87 million) at its meeting on August 3, 2010. As the lead agency for the grant, SMC has contracted with three regional Workforce Investment Boards to provide recruitment, intake services, job placement and job retention services. The program will train and certify 660 students in the field of Recycling and Resource Management and place over 400 highly skilled professionals in rewarding green jobs with upward mobility. In this large collaboration (which includes Irvine Valley College and Golden West College), the Orange County Workforce Investment Board (OC WIB), Jewish Vocational Services (JVS) and Pacific Asian Consortium in Employment (PACE), will:

- Recruit participants to the program and raise awareness of career opportunities in the recycling and resource management industry
- Provide on-site campus intake services for all program participants and initial eligibility assessment and enrollment into WIA for unemployed, dislocated and incumbent workers participating in the program
- Facilitate access to WIA core and/or intensive services including Basic Skills Assessment, career advising, resume writing and interview skills
- Provide supportive services, including tuition reimbursement, child care and transportation assistance, and other basic support
- Track student progress and maintain case files for all participants
- Provide job placement services and track job retention status for six months to assure a successful transition to the workforce and progress through career ladders
- Provide monthly progress reports including expenses, and quarterly narrative and student data tracking through the Dept. of Labor online Performance At Work (PAW) Management Information System
- Participate in monthly partner planning and advisory committee meetings to assure CBJT grant program success
INFORMATION ITEM G

SUBJECT: CAREER TECHNICAL EDUCATION AT SMC

SUBMITTED BY: Superintendent/President

SUMMARY: The mission of career technical education is to provide industry-linked programs and services that enable all students to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California’s economic prosperity. To that end, the Office of Workforce and Economic Development and the Academic Senate Career Technical Education (CTE) Committee conducted a study in 2009-2010 aimed to assess the state of career technical education at Santa Monica College. With additional support from SMC’s Office of Institutional Research and Economic Modeling Systems Inc., the document includes a quantitative study of the CTE infrastructure, student enrollment, student achievement, demographic data and new program development in emerging industries. Additionally, this institutional data is analyzed in a regional economic context.

While it is acknowledged that CTE programs are designed to achieve a wide range of outcomes, key findings from these reports could inform future approaches, strategies, and policies that lead to increased success in CTE disciplines.

The detailed written report (Appendix B) indicates that the college offers 37 associate degrees, 33 certificates of achievement and 22 department certificates in several career technical areas, including business and management, media and communications, information technology, fine and applied arts and more. There are several new programs just launched or to be started in 2010-2011 that include film and TV promotions, homeland security, and medical laboratory technician. The report also addresses how the SMC Office of Workforce and Economic Development has assisted small businesses in the region through counseling and training.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM I

SUBJECT: GLOBAL CITIZENSHIP INITIATIVE

SUBMITTED BY: Superintendent/President

SUMMARY: The Global Citizenship initiative continues to grow and thrive at SMC. 2009-2010 marked the first year in which the college adopted an annual Global Citizenship theme: Water. This proved to be an effective tool for integrating the ideas and philosophy of global citizenship across the curriculum and the activities of the college. The Global Citizenship Council continued to develop the initiative through the work of four subcommittees who addressed Study Abroad, integration across the curriculum, promoting student involvement, and professional development for faculty and staff.

Milestones for the year included the approval of a Global Studies degree program and related courses, the success of the annual theme, and three successful Study Abroad programs. During the Fall 2010 semester, the college will introduce the new annual theme, Food, and is planning for International Week in November which will prominently feature Global Citizenship at SMC.

The full report is included as Appendix D.
Three years ago, President Dr. Chui L. Tsang presented the people of Santa Monica College with both a challenge and an opportunity: to define and develop the idea of global citizenship, and to broadly integrate these ideas in innovative programs that positively impact the lives of our students.

Under the leadership of an Academic Senate Joint Presidents’ Task Force, now called the Global Citizenship Council, a fluid and diverse group of faculty, staff, and student volunteers have passionately responded to that challenge. One of the earliest accomplishments was to develop a definition of Global Citizenship for SMC and incorporate it into the college’s new Mission, Vision, and Goals, as well as its Institutional Learning Outcomes.

As these words have developed into actions and activities, both in and out of the classroom, it has become clear that global citizenship to Santa Monica College centers around three overlapping values:

- the promotion of inter-cultural exchange, both domestically and internationally, as a celebration of our human diversity and a commitment to peace and understanding;

- a commitment to environmental sustainability and to understanding how our daily activities impact our planet; and

- a commitment to service both globally reaching to the far ends of the earth, and locally rooted in our own back yards.

These three values are joined by two pairs of global concepts: connection and change, peril and promise. However “globalization” might be defined by different academic disciplines, and whatever it might connote to various ideological and philosophical perspectives, it is a label that suggests processes of change linked to increasing connections between peoples and places.

With significant change comes the twin prospects of both peril and promise. What old problems are being exacerbated, and what new problems are arising, as a result of the disruptions and dislocations generated by global change? Conversely, how can the new connections be harnessed to address problems both old and new, and how can we as individual global citizens seize the opportunities that global change presents?

Our efforts to define and apply global citizenship are far from complete. Citizenship, after all, is truly a lifelong project. This report provides a brief summary of progress made during the 2009–10 academic year, as well as a look ahead to our plans for 2010–11.

5 “To be a global citizen, one: is knowledgeable of peoples, customs and cultures in regions of the world beyond one’s own; understands the interdependence that holds both promise and peril for the future of the global community; and is committed to combining one’s learning with a dedication to foster a livable, sustainable world.”
**Annual Theme**

The most visible development of 2009–10 was the identification of a first annual Global Citizenship theme: Water. The intention of the annual theme is to make the initiative more accessible—to provide a tangible concept that will inspire and facilitate the integration of the ideas (and ideals) of global citizenship in campus life and scholarship. That is, rather than limit our attention to a single issue, examined from a single perspective, the idea is to encourage as many people at the college as possible to find ways in which our work and our personal passions connect to something in common.

We chose Water as the first annual theme with the hope that it would be specific enough to ground otherwise abstract notions of globalism and citizenship in examinations of significant present-day issues, but also general enough to allow a wide diversity of academic disciplines and campus functions—including students, faculty, staff, and administrators—to find relevance in it to their work. Water proved to be a successful choice, as faculty members across many different disciplines addressed the theme in a variety of ways. Specific examples are highlighted throughout this report; they include lectures by SMC faculty and invited guests, art exhibitions, dance performances, film screenings and discussions, class research and writing projects, development of learning resources, charity events, and more.

The annual theme for 2010–11 is Food, which we excitingly expect will continue the process of embedding global citizenship throughout the work of the college. Again, the hope is that each department and area within the college will make the theme their own and run with it. To that end, the Global Citizenship Curriculum subcommittee has asked each department to come up with a “tag line”—a slogan of sorts that can tailor the theme to the interests and expertise of the department’s members. Examples include:

- Counseling: Part of a Complete Academic Diet (Counseling)
- Food: Fuel for Performance (Kinesiology)

While we want to encourage a multiplicity of perspectives, we also want to foster a common dialog around the Food theme. With that in mind, the Global Citizenship Council has decided to promote a common book for the academic year: Michael Pollan’s *Food Rules* (New York: Penguin, 2009). This very slim “Eater’s Manual” takes many of the lessons Pollan developed in earlier works such as *The Botany of Desire*, *The Omnivore’s Dilemma*, and *In Defense of Food*, and distills them into 64 pithy rules for modern eaters to follow if we are to reform our complex and opaque global food system into something healthier for our bodies and our planet. At least that is Pollan’s intention. Our intention is to engage this provocative book, use it as a quick introduction into Pollan’s highly influential work, and then pursue our own campus-wide dialog as to the state of modern eating and the place of food in global citizenship.

We are still developing a calendar of events for the year, with a general call for proposals to be issued in the first weeks of the Fall semester. Among the anticipated highlights already being planned are:

- In October, SMC faculty Bill Selby and Nancy Grass Hemmert will reprise their popular tour of several of the Los Angeles region’s distinctive ethnic neighborhoods. Given that professor Selby has long offered a version of this tour as his “Eat Your Way Through L.A.” field trip, the Food theme will be on prominent display.
• In November, International Education Week will feature a series of presentations by the United Nation’s Najwa Gadaheldam, who several of our faculty first met at the Salzburg Global Seminar, as well as a first annual “Global Citizenship Day.” This event will be held during the activity hour and will feature an international (but also local) food experience. Beyond being an intercultural celebration, we see this as a keystone event in building toward one of our major goals for the year—increased student awareness and involvement in global citizenship.

• In April, SMC’s Earth Week celebrations will include a visit and presentation by Gary Paul Nabhan of the University of Arizona. One of the world’s foremost experts on the ethnobotany of desert environments, Dr. Nabhan is also a prolific writer and a leading voice in the global movement to promote more local and sustainable food practices.

• In May, the Second Annual Research Symposium and Tournament will again prominently feature student projects addressing the annual Global Citizenship theme.

These, again, are just some of the planned highlights. Given the early feedback we have already received, we expect another year full of interesting and innovative events: class projects, lectures, performances, exhibitions, field trips, and more. We also plan to record as many of these events as possible in words, photographs, and video, in order to create an enduring learning resource for years to come. Already to that end, we’ve begun to compile an annotated bibliography and webliography of food-related resources.

Curriculum

The curriculum at Santa Monica College represents the most powerful tool to reach all students with the ideas, philosophy, and skills of the Global Citizenship initiative. We have taken a three-pronged approach to integrating global citizenship into the curriculum: 1. expand the number of courses that fulfill the A.A. degree requirement; 2. develop new Global Studies courses and a degree/certificate program; and 3. continue efforts to integrate global citizenship in all courses, regardless of discipline.

All students pursuing an Associate in Arts degree must take a Global Citizenship course. This course may also be used to satisfy general education and transfer requirements. The courses fall into three categories: American cultures, ecological literacy, and global studies. Every year we encourage faculty across disciplines to consider revising current courses or to create new courses which might fulfill this requirement. During the 2009–10 academic year the following courses were approved as Global Citizenship courses:

Anthro 2, Cultural Anthropology
Anthro 14, Sex, Gender and Culture
Econ/Pol Sc/Global Studies 5, International Political Economy: Introduction to Global Studies
Geog/Global Studies 11, World Geography: Introduction to Global Studies
Global Studies 10, Global Issues
Music 36, History of Rock Music
Pol Sc 22, Environmental Politics and Policies

During the 2010–11 academic year, we plan to complete an audit of the existing course catalog to identify additional offerings that are good candidates for being approved as Global Citizenship courses, either in their current or revised form.
The Academic Senate’s Interdisciplinary Studies (IDS) initiative proposed a new degree and certificate program, Global Studies, as well as two new and two revised courses. During the 2010 Spring semester, this proposal was approved by the Curriculum committee, Academic Senate, and the Board of Trustees, and will now be sent to the Chancellor’s Office for approval. In developing the Global Studies A.A. degree, IDS studied and considered degree programs across the state including UCLA, SJSU, UCR, UCSB, UCI, and CSUMB, deciding to model our degree program after UCLA’s because it fit best with our own conception of the degree. However, many of the courses that serve as the core courses or as the required electives will articulate with other baccalaureate programs as well.

The new Global Studies program consists of four core courses and four elective courses. The core courses include International Political Economy, World Geography, Global Issues, and an experiential learning course. Each of the elective courses falls within one of several thematic areas of study. These include: culture and society, governance and conflict, markets and economics, and world history/area studies.

The requirement of an experiential learning course is unique to SMC among lower-division requirements. IDS felt strongly that the program should include a component in which the student must take action in order to enact the “citizenship” aspect of our Global Citizenship initiative. For this purpose IDS created Global Studies 95, “Global Los Angeles—Experiential Learning” which gives students the opportunity to utilize Los Angeles as a learning laboratory. The course description reads in part, “By applying theoretical ideas and empirical data to their experiences, students develop a deeper understanding of international and global relations and issues, particularly as they impact the target population(s) of the organization with which students are working.” Ultimately, the Global Studies A.A. degree not only represents a valuable educational program for students, it is also the embodiment of an ethos at SMC to help our students become more knowledgeable and effective global citizens.

Finally, the Global Citizenship initiative continues to focus on the integration of global citizenship across the curriculum, beyond new “global” degree programs and requirements. Much as we had hoped, the annual theme proved to be an effective tool in doing so. Rather than trying to incorporate global citizenship writ large into one’s course, the theme gives faculty members a place to start. As mentioned above, during the 2009–10 academic year the theme was Water. Faculty within disciplines across campus took the lead in conversations among colleagues as to how one might use this theme in their courses. For example, philosophy professor Amber Katharine asked students to debate the question of private property raised by John Locke and Jean-Jacques Rousseau, using the documentary film “FLOW” to bring the debate over private property into the present moment. Anne Karlsen’s drawing students also watched the film “FLOW” and then were asked to create a drawing which addressed the theme of water in Los Angeles. Janet Harclerode and Janine Poreba from the ESL department created an online list of resources related to the water theme for fellow faculty to use in their courses. The Photography department sponsored an exhibit of student work entitled, “On Water: Pictures on an Environmental Theme.” The Dance department used the theme of water for its Fall 2009 World Dance performance. In Spanish 4 Toni Trives asked her students to work in groups to prepare oral presentations (in Spanish) on the theme of water in a Spanish speaking country; topics chosen by the students included: Water Scarcity and Water Pollution in El Salvador, Water in the Art of Manuel Lepe, Marine Biodiversity in Cuba, and Water and Agriculture in Ecuador.

Perhaps the best evidence of the Water theme’s broad and diverse integration across the curriculum was the First Annual Global Citizenship Research Symposium and Tournament, held in May 2010. Professors Nancy Grass Hemmert and Nate Brown created and coordinated this wonderful event in which students competed for scholarship prizes sponsored by the Foundation’s President’s Circle. Students entered research papers and films; presented and performed their original works of visual art, dance, and music; and participated in a speech tournament. All of the work was derived from a project they had completed for one of their SMC classes, and it was judged for both its overall quality and its illustration of global citizenship. An additional prize was awarded for the best entry of any type that specifically addressed the annual theme of Water. In total, there were 33 submissions, some of which represented small groups of students, and all of which were evaluated by SMC faculty and other invited judges. The Friday afternoon Symposium and Tournament was made possible by a dozen
volunteers and attracted approximately 50 audience members. The event was a great success and a rare opportunity to showcase the talent and work of SMC’s students, while demonstrating the many different approaches that we can take in cultivating an active global citizenry. Plans are already underway to hold the Second Annual Global Citizenship Research Symposium and Tournament in May 2011.

Professional Development

Professional development among our faculty and staff continues to be a priority in terms of building capacity across campus. During 2009–10 global citizenship was an essential component of both institutional Flex days. The initiative was prominently featured in the morning portions of these days, which all participants attend, in addition to several workshops in the afternoon.

Throughout the year there were lectures and events by our own faculty, as well as invited guests, which serve to provide faculty and staff with new knowledge and tools to utilize in their work at the college. Several of our faculty did lectures on the Water theme from a wide variety of different disciplinary perspectives, including philosophy, geography, environmental studies, mass communications, and English literature—illustrating just how broadly global citizenship can be integrated across the curriculum. This included a fascinating inter-disciplinary discussion built around the classic Jack Nicholson film, Chinatown; following an evening screening, a panel of SMC faculty representing English, Film, Geography, and History discussed the film’s place in the story of water in Los Angeles and how these issues continue to reverberate today. Lending strong support to the initiative, the Associates’ Global Connections and Distinguished Scientists lecture series, expertly organized by Judy Neveau, also included a number of presentations involving the water theme, including several—like Barbara Goldberg’s discussion of her work with “Wells Bring Hope”—that demonstrated how we can put global citizenship into action.

For the past three years, utilizing the funds set aside by the Board of Trustees, faculty have applied for mini-grants which often contribute to professional development. The Los Angeles Cultural Tour led by Professors William Selby and Nancy Grass Hemmert, for example, included a number of faculty and took a “train the trainer” approach such that the faculty in attendance could repeat a similar field trip for their own students.

Like previous years, during the summer of 2010 a group of four faculty and staff participated in the Pacifica Tour of Turkey and eight faculty and staff were sent to the Salzburg Global Seminar. Participants included faculty from business, health sciences, political science, counseling, psychology, mathematics, and music, and administrators from grant development, international education, public information, and campus safety. We have begun plans for Fall 2010 to bring this summer’s groups together with the previous years’ to discuss methods for disseminating what participants have learned and otherwise share their experiences with the larger college community. Already this summer’s participants have reported, that their experiences were intellectually stimulating, and they bring back to SMC a fresh supply of energy and ideas as to how each person can effectively integrate global citizenship into his/her work for the college.

For the 2010–11 academic year the Global Citizenship initiative will again be highlighted on both institutional Flex Days. The theme of the recent Opening Day, for example, was “Food for Thought”, and the global citizenship of food was discussed with great enthusiasm in both the morning presentations and the afternoon workshops. Global issues, and food in particular, will again feature prominently in our annual series of lectures and activities. In one of our new professional-development activities, Dr. Toni Trives will work with the Modern Languages and Cultures faculty to develop a special workshop series. Each workshop will feature a language taught at SMC and provide a primer about the culture and current events of the country(ies) which speak the language. For example, a professor of Japanese would lead a workshop focused on the cultures and current events of Japan; a professor of German would present on life in Germany, Austria, and Switzerland. The goal of these workshops is to familiarize our own faculty ranks with countries around the world such that they feel more comfortable and equipped in integrating international and intercultural topics into their own courses. The series will be funded by the Title VIA grant the college received last year.
Student Affairs

Thanks to the prominence that Global Citizenship has had in recent years in institutional Flex days, other on-campus events, curriculum development, and college accreditation and planning work, the initiative has become widely known and favorably regarded among SMC’s faculty, staff, and administration. Raising and maintaining such awareness among the college’s large, diverse, and transient study body, however, remains a perennial challenge.

The already discussed events tied to the annual theme of Water helped diffuse the idea of global citizenship more widely than in previous years. Likewise, the continuing development of SMC’s Study Abroad programs and the new addition of a Global Studies major promise to further raise awareness. Much of what we accomplished in 2009–10, however, was to build a foundation for reaching a much larger audience in the year ahead. Following is a summary of our plans for increasing Global Citizenship’s profile among students.

Thanks to the efforts of Peggy Kravitz, Jose Cue, and their Student Affairs subcommittee, Global Citizenship was on display at the VIP Welcome Day, the Friday before the start of the Fall semester. This event has become an essential orientation to SMC for new students, and through information tables and workshops, they learned about the central role global citizenship serves in the college’s mission and our commitment to student success. VIP Welcome Day also affords the opportunity to introduce “global citizenship” as more than just a fashionable label, but as a living idea both defined in the abstract and applied through specific programs in and out of the classroom. Students at VIP Welcome Day learned about Study Abroad, the lecture series, the course offerings, service learning, and they are encouraged—and hopefully inspired—to weave their own threads of global citizenship through their experiences at SMC.

To develop and communicate the “brand” of Global Citizenship at SMC, Zeny Baduel, Professor of Graphic Design, designed a graphic logo for the initiative in Fall 2009 which has appeared on our promotional materials and publications since the start of the calendar year. In print, these materials so far have been limited to fliers announcing various events. The Summer 2010 group of Salzburg Fellows, however, has already produced a first-ever Global Citizenship newsletter that is being distributed at the start of the Fall 2010 semester. With initial plans to be produced twice each year, the newsletter will communicate information about upcoming opportunities, and it will also provide a place for SMC students, faculty, and staff to share photos and stories of their global citizenship experiences.

Of course, our global age revolves around communications that are increasingly in electronic form, and we expanded the initiative’s online presence in 2009–10 accordingly. While still very much a work in progress, new content was added to the Global Citizenship website (smcglobal.org), including a regularly updated calendar of events and sections devoted to our annual themes: Water and Food. In 2010–11 we will continue to grow the website, possibly adding a blog, photo and video collections, and any additional materials that would further develop the website’s role as a record of global-citizenship events and a collection of resources to inspire and support future efforts.

Alongside the Global Citizenship website, we have added pages on the two most prominent examples of today’s new interactive social media: Facebook and Twitter. Active since January 2010, both sites so far have attracted only a modest following.6 We have used these first several months, though, to develop a strong sense of the content these sites can provide and the role they can play in communicating and promoting global citizenship at SMC. Through increased promotion at VIP

6 As of August 18, 2010, the Facebook page for the Global Citizenship Council - Santa Monica College has 42 followers; the Twitter feed for globalSMC has 29.
Welcome Day, Opening Day, and other venues—as well as the general growth in popularity of social media—we expect our Facebook page and Twitter feed to reach a significantly larger audience in the year ahead.

Two areas of student life that Global Citizenship needs to develop further—and two priorities for the upcoming year—are (1) its connections to the Associated Students, Inter-Club Council, and the clubs themselves, and (2) its community service component. Significant steps have already been taken in both areas, but they remain relatively limited. While there are usually a few students in attendance at the monthly Global Citizenship Council meetings, the primary partnership between the Council and student groups have been the efforts each of the last two years to set aside scholarship money for Study Abroad (see below). These scholarships have been significant, to say the least, but they represent just one component of what could and should be a more complete partnership.

Likewise, through some of the recent Global Connections speakers—such as Barbara Goldberg of Wells Bring Hope and Kevin Bales, founder of Free the Slaves—we have begun to include an active service dimension to global citizenship. Perhaps the most innovative and timely such effort was led by Cosmetology professor Helen LeDonne who mobilized her students this Spring to collect hair clippings and donated stockings that were passed on to the local charity, Matter of Trust, and transformed into simple but highly effective, oil-absorbing “hair booms” for cleaning the disastrous spill in the Gulf of Mexico. Again, however, we consider these efforts to be only a start of a significantly larger service component. There are already plans to incorporate a service component into November’s International Education Week—utilizing our guest speaker’s expertise and experience with the United Nations—and we have discussed introducing a college-wide Day of Service in Spring 2011.

Study Abroad

The Study Abroad program continues to grow as an integral part of the Global Citizenship initiative. This past year has also allowed for working closely with faculty on the overall structure through the establishment of a Study Abroad sub-committee of the Global Citizenship Council and also with the respective faculty leaders of the individual programs. Collaboration with the Study Abroad subcommittee is important as we standardize practices and continually shape the program. A standard SMC study abroad application has been developed, along with a Medical Information Form, a revised Agreement and Release form, and a “Steps to Study Abroad” customized for each of the programs, with guidelines for payments, insurance, and necessary documents required for all participants. This collaboration extends beyond the faculty to include departments across campus such as Risk Management, Auxiliary Services, Fiscal Services, Health Services, Legal, the Global Citizenship Council, business (STA Travel, Travel Vendors), and governmental agencies (Italian, Greece, Belize, Guatemala and Mexico consulates for F-1 student and permanent resident participants requiring visas for the program).

To ensure Study Abroad as a more sustainable and viable offering at SMC, we are developing annual centers, with summer programs based in Turkey (Istanbul) and China, and winter programs based in Mexico (Merida) and South Africa. Additional study abroad programs in other locations will also be offered on a two-year rotation. The goal of the annual centers is to maintain consistency of programming at a lower cost through establishment of partner institutions/organizations in the host country, as well as to provide a practical template that will facilitate the inclusion of more faculty and courses into Study Abroad. We see this as yet another way to build “global” capacity among our faculty, providing them with international experience they can bring back to their students at home. The rotation of the two-year programs (e.g. Astronomy and Italian in Italy during the summer sessions of 2009 and 2010) is to complement the annual center offerings through unique programming, expanding even further the professional development opportunities for faculty leading such programs. Through the Title VIA Grant, SMC received funding to send two faculty to do a site visit to Istanbul during the spring break 2010 with the goal of the development of an annual center in the future; a similar opportunity will exist for faculty for the spring 2011 as SMC explores an annual study abroad site in China.
We are expanding promotion of study abroad through a variety of avenues, including faculty announcements and listings in the SMC catalog and schedule. During summer 2010, new outreach marketing materials were developed that highlight Study Abroad as part of the Santa Monica student experience as does the SMC 2010 Student Planner. VIP Welcome Day 2010 featured faculty leading the winter 2011 programs, each giving a presentation to prospective participants. Returning summer 2010 participants who were recipients of Associated Student Scholarships, will also be part of International Education Week to talk about their experiences with the campus community.

Each winter and summer brings back stories from study abroad that reaffirm our belief that these programs are life-changing learning experiences, pivotal in promoting student success. For many of our domestic students, study abroad is their first-ever opportunity to travel outside the United States. The experience can be rewarding, as well, to our international students. For example, Mayumi Kimura, an SMC F-1 international student, was accepted to UC Berkeley as a Media Studies major for the fall 2010 semester. Even more impressively, she was awarded the Regents’ and Chancellor’s Scholarship ($49,022.00)—the highest honor awarded by UC Berkeley to entering undergraduates,” per the Berkeley website. Mayumi’s extra-curricular experiences and her personal statement highlighted her experience in the SMC Study Abroad program to South Africa in winter 2009, in particular her work there side by side with local residents to help build sitting walls and to expand an organic garden. While there she studied Communication I and Psychology 5.

Program offerings during summer 2010 included programs to Italy (Astrology & Italian), Greece (Philosophy and English), and Belize, Guatemala & Mexico (Anthropology and Creative Writing). Through the generous support of Associated Students, $68,000 in scholarship money were distributed to partly offset the programs’ cost. These scholarships were based on financial need, and they allowed dozens of SMC students to have an invaluable international experience that would have otherwise been beyond their financial reach. We are thus quite proud of the demographic mix of the summer group; across all programs, over half of the participants came from traditionally underrepresented groups.

<table>
<thead>
<tr>
<th>Summer 2010 Study Abroad Programs - 75 Participants by Ethnicity (Self-identified in ISIS)</th>
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</thead>
<tbody>
<tr>
<td>Caucasian - 33 participants</td>
</tr>
<tr>
<td>Hispanic - 25 participants</td>
</tr>
<tr>
<td>African American - 8 participants</td>
</tr>
<tr>
<td>Asian - 6 participants</td>
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<tr>
<td>No Answer - 3 participants</td>
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</tbody>
</table>

The Winter Session 2011 programs will again represent a variety of disciplines in the humanities and the sciences along with a strong service learning component, in particular for the programs in South Africa and Mexico.

**Program offerings – Winter Session 2011**

South Africa – Participants will study with Professors Frank Dawson and Karen Gunn in Johannesburg, Cape Town, and several township communities. The program also includes a safari in Kruger National Park; sightseeing visits to Robben Island, Nelson Mandela’s house, Soweto, and the Apartheid Museum; and scenic and cultural tours of Cape Town. Students will also participate in at least two service learning projects designed to fulfill the goals and objectives of global citizenship.
Course offerings:

- Speech 1 – Elements of Public Speaking
- Speech 2 – Persuasion
- Psychology 5 – The Psychology of Communication
- Psychology 35 – Contemporary Psychological Issues

Culture, Power, and Healthcare in Yucatan, Mexico – Professors Eric Minzenberg and Eve Adler will introduce participants to historical and cultural uses of power, and to the healthcare practices of the peoples of the Yucatan. Together they will explore the effects of European colonization, the impact of African and indigenous Latin American slavery, and various efforts of empowerment by indigenous cultures; they will also examine and compare health and healing practices from the Yucatan to the American healthcare delivery system. The program will include visits to several area archeological sites, Mayan cenotes, and a flamingo sanctuary.

Course offerings:

- Anthropology 21, Peoples and Power in Latin America
- Nursing 60 – Multicultural Health and Healing Practices.

Egypt and the Red Sea – Participants will study marine biology and learn to SCUBA dive with Professors Garen Baghdasarian and Day Vinson, with the Red Sea as their classroom. Cities included on this educational trip will include Cairo, Alexandria, Sharm el Sheikh, Mars Alam, and Luxor.

Course offerings:

- Biology 15 – Marine Biology
- Kinesiology 49D – Basic Scuba

The Upcoming Year

In conclusion, the Global Citizenship Council looks forward to another busy and productive year during which students will become a more significant voice in shaping this initiative at the college and service will become a more prominent part of our citizenship.
Appendix—Campus Activities and Events in support of Global Citizenship, 2009-2010

- Opening Day, “Global Citizenship: Make it Work for You”
- Professor William Selby, “Everything you wanted to know about water but were afraid to ask”
- Professor Karlyn Musante, “Food: Italian Style”
- Professor Amber Katherine, “Water Consciousness for Global Citizenship”
- Handel’s “Water Music” performed by the SMC Music dept
- Art and Water, a display of student work from the art department on the theme of Water
- Sean Anderson, “After the River Runs Dry: Lessons from Phased Ecological Restoration Experiments—from California salt marshes to Anatolian Steppes and points in between”
- Reuvan Firestone, “Who are the Real Chosen People: The Meaning of Chosenness in Judaism, Christianity and Islam”
- A screening of the film “Chinatown” followed by an interdisciplinary faculty panel discussing Water issues in the film: Vicki Drake, Lantz Simpson, Josh Kanin, Suzanne Borghei
- International Education Week Celebration
- “Of Water: Pictures on an Environmental Theme,” photography exhibition by the Photography department students
- Glenn McDonald, “Climate Warming, Perfect Droughts and Southern California Water Resources”
- Professors William Selby and Nancy Grass-Hemmert, “A Cultural Tour of LA”
- World Dance performance at the Broad featuring Water
- Kevin Bales, founder of “Free the Slaves”
- Spring Flex Day Workshops:
  o The New and Improved Study Abroad Program
  o Planting a Conversational Tree: Thinking Globally by Engaging Locally
  o Global Citizenship: Becoming a Player!
  o Infusing Global Citizenship into Your Course
  o Greening SMC: What We have done and What We still plan to do
- “What I learned on Study Abroad” featuring student participants from Summer 2009
- Presentations on Summer 2010 Study Abroad programs by faculty
- Professor Lawrence Driscoll, “Eau to Joy(ce): Fascism, Modernism, and James Joyce”
- United Nations World Water Day dance celebration at the fountains in the Quad
- Dr. Braimiah Apamibire, “Drinking Water Supplies in Developing Countries: The Magnitude and Solutions of the Problem.”
- Screening of the film “Tapped” presented by Sara Byles, producer
- Andrew Lam, Vietnamese-American author discusses “East Eats West”
- Dr. Louise Hamlin, “Water: A Personal Journey”
- Dr. Kristin Kowolik, “Naturally-occurring Arsenic in Drinking Water”
- Dr. Laura Stachel, “Where There is No Light: Improving Maternity Care in Developing Regions through Solar Power”
- Dr. Amy Zegart, “Intelligence and National Security: A Hard Look”
- Black Collegians and Pan African Student Union field trip to “America I Am” exhibit at the California Science Center, funded by Global Citizenship, led by Counselor Sherri Bradford and Professor Frank Dawson
- Barbara Goldberg, “Wells Bring Hope”
• Professor Darryl-Keith Ogata, “Water and Communication: Clean and Kind Necessities for Living and Flourishing”
• Global Motion Folklórico performance, financial support for world dance costumes from Global Citizenship
• Black Collegians Program 20th Anniversary, financial support from Global Citizenship
• First Annual Student Research Symposium and Tournament, organized by Professors Nancy Grass-Hemmert and Nate Brown, funded and sponsored by Global Citizenship, also sponsored by the Communications department
• Peter Edmunds, “The Acid Test for Coral Reefs in Hot Water”
• Tricia Allen, “Polynesian Tattoo Art”
• Conversation Exchange Program—partnering modern language students with students in ESL who are native speakers of the language under study in order to promote language acquisition both in English, for the international student, and the target language. Funded by Global Citizenship. Created and coordinated by the faculty of Modern Languages and Cultures and ESL.
• Establishment of the student club, “Students for Sustainable Futures” to work closely with Nutrition and Education International to bring soy protein nutrition to the women and children of Afghanistan. Faculty Advisor, Professor Tom Chen of Life Sciences.
• Screening of “El Perro del Hortelano” (The Gardener’s Dog), featuring a special talk with producer Annika Beaulieu and cast members from the production
MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 23

SUBJECT: RESOLUTION IN SUPPORT OF THE “30/10 PLAN” FOR MEASURE R TRANSIT PROJECTS

Whereas, The Los Angeles region faces severe unemployment and severe congestion in our transportation system, congestion that inhibits our economy;

Whereas, Our nation and our county needs the thousands of jobs and the environmental benefits that come from the development of a sustainable transportation system with a robust, modern public transit system;

Whereas, In November, 2008, LA County voters spoke with a clear voice about their priorities when they approved Measure R, a 1/2 cent sales tax that will raise nearly $40 billion for local transportation over 30 years;

Whereas, Nearly 70% of Measure R funds will go for transit projects and programs including 12 transit projects such as the Wilshire subway and multiple light rail and bus rapid transit projects. Measure R includes 25% for transit operating costs;

Whereas, The timing of these projects is driven overwhelmingly by the timing of cash flow, not by planning, environmental review, or construction requirements or timelines;

Whereas, Our community and our nation should not have to wait 30 years for these projects to be completed, not when jobs, traffic congestion relief and clean air are needed now;

Whereas, With the help of the federal government in the form of grants, low interest loans, and interest rate subsidies on private loans, and other mechanisms, these 12 transit projects can be completed in 10 years; Whereas, This proposed “30/10 Plan” would accelerate the delivery of these 12 Measure R transit projects from their current 30-year schedule to 10 years;

Whereas, The “30/10 Plan” projects are part of a regional consensus approved by voters in Measure R. They were unanimously adopted by the Los Angeles County Metropolitan Transportation Authority’s Board of Directors as part of its 2009 Long Range Transportation Plan;

Whereas, The “30/10 Plan” seeks federal government support for LA Metro’s federal program in the form of New Start grants, low interest loans and interest rate subsidies on private loans;

Whereas, With strong federal partnership as envisioned in the “30/10 Plan” the 12 Measure R transit projects can be developed much more quickly saving as much as $4 billion in avoided cost escalation;

Whereas, The “30/10 Plan” will create over 160,000 construction jobs over the next decade and at least 2,800 permanent jobs operating and maintaining an expanded transit system, jobs that can support a family;
Whereas, The 30/10 projects will run on clean natural gas and electricity. They will remove over 500,000 pounds of air pollution and greenhouse gases from the Los Angeles air basin;

Therefore, We the undersigned organizations and individuals strongly support the LA Metro “30-10 Plan”, commend Mayor Villaraigosa for initiating and championing the 30-10 Plan, and urge Senators Boxer and Feinstein and all of the Los Angeles County Congressional delegation to join in strongly supporting the “30-10 Plan”.

Therefore, We urge the President of the United States, Congress and the agencies of the federal government to vigorously support the "30/10 Plan" and create mechanisms for its implementation that might serve as models for national infrastructure development.

MOTION MADE BY: Rob Rader
SECONDED BY: Andrew Walzer
STUDENT ADVISORY: Aye
AYES: 6
NOES: 0
ABSENT: 1 (Quiñones-Perez)
RECOMMENDATION NO. 1

SUBJECT: COOPERATIVE WORK EXPERIENCE EDUCATION PLAN

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the Cooperative Work Experience Education Plan for the Santa Monica Community College District.

The Board of Trustees for Santa Monica Community College District, acting under the authority of the California Education and Administrative Codes and Regulations adopted by the Board of Governors of California Community Colleges pertaining to cooperative education in Community College, does hereby adopt the Cooperative Work Experience Education Plan for the Santa Monica Community College District.

In addition, the Board of Trustees authorizes and directs Superintendent/President Chui L. Tsang to forward copies of this adopted plan over his signature to the Chancellor’s office for approval and entitlement for the District to receive appropriate state funds for aid in operation of the cooperative education plan.

FUNDING SOURCE: State Funds

SUMMARY: The Cooperative Work Experience Education is a District-initiated and District-controlled program of education consisting of (1) general work experience education which is intended to assist students in acquiring desirable work habits, attitudes and career awareness; and (2) occupational work experience education extending classroom-based occupational learning at an on-the-job learning station relating to the students’ educational or occupational goal.

The District shall provide sufficient services for initiating and maintaining on-the-job learning stations, coordinating the program, supervising students and providing guidance services. In addition, the District shall be responsible for maintaining student records, consultation(s) in person with the employer and evaluating with the employer the student’s learning experience.
Through Cooperative Work Experience, a productive union is achieved blending educational preparation and practical work experience. On-the-job learning which is related to classroom instruction is an ideal means of mastering academic subjects for many students. It gives the academic part of education real meaning.

Cooperative Work Experience (aka “internship” and “work based learning”) provides on-the-job training to students at Santa Monica College. Any college department, allied campus and counseling divisions may offer internship classes in which students gain first-hand experience working in a chosen field or a field of general interest.

The District has had a Cooperative Work Experience Education Plan in place, but changes in Title 5 regulations now require official approval by the Board of Trustees. The Plan is included in Appendix A.

<table>
<thead>
<tr>
<th>MOTION MADE BY:</th>
<th>Susan Aminoff</th>
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<tbody>
<tr>
<td>SECONDED BY:</td>
<td>Louise Jaffe</td>
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<td>STUDENT ADVISORY:</td>
<td>Aye</td>
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<tr>
<td>AYES:</td>
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<tr>
<td>NOES:</td>
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</tr>
<tr>
<td>ABSENT:</td>
<td>2 (Quiñones-Perez, Walzer)</td>
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</tbody>
</table>
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM I

SUBJECT: UPDATE: CAMPUS SUSTAINABILITY

SUBMITTED BY: Superintendent/President

SUMMARY:

Programs

Clean and Green Campaign
This year the Clean and Green Campaign supported the Global Citizenship campus-wide water theme by distributing over 5,000 refillable stainless steel water bottles to students, faculty and staff during various campus events such as VIP Welcome Day, lectures, and Earth Week festivities. Additionally, the committee worked with the DPAC College Services Subcommittee and Associated Students on increasing campus water refilling stations in support of the recently passed AS policy banning water bottles at AS sponsored events.

American College and University President’s Climate Commitment (ACUPCC)
Thus far, SMC has met all of the ACUPCC requirements on schedule and is in good standing. The ACUPCC task force recently launched the SMC Greenhouse Gas Inventory which provides a comprehensive summary of SMC’s carbon footprint. The College’s carbon footprint per full-time equivalent student is less than half of our ACUPCC peers, demonstrating SMC’s strong commitment to sustainability. The largest component of our carbon footprint is student and employee commuting to campus. According to a recent traffic study in connection with the 2010 Facilities Master Plan, SMC has a daily trip rate that is 15 percent below the daily trip rate of comparable colleges and 21 percent below the morning peak hour rate. The next largest emission source is purchased energy. SMC’s carbon emissions from purchased energy are about half of the national average. With regard to emissions on a square foot basis, SMC operates its facilities year round both day and evening serving about 26,000 FTES, yet SMC emissions are only a small fraction more than peer colleges that operate with far fewer students (the peer average FTES is 11,000). Other carbon emissions include college-funded travel including conferences and meetings, international student recruitment, study abroad, athletics, and mileage reimbursements. Next year the committee will begin the process of creating SMC’s Climate Action Plan that will include targets, timelines and policy recommendations for additional reductions. Instead of comparing SMC to our ACUPCC peers, with such disparate characteristics such as student population and square footage, the Climate Action Plan will allow us to measure our progress against this baseline and will be a useful tool in quantifying SMC’s commitment to sustainability.

SMC Culture Garden
Club Grow, an ICC club heading up the garden planning, recently completed a two-year plan for design and maintenance of the proposed SMC Culture and Learning Garden. They have recently gained additional support from DPAC and CSEA and are currently working with all constituencies to determine a realistic and seasonally appropriate date for breaking ground.
Policies

Zero Waste Events Board Policy
This year the Board of Trustees passed the Zero Waste Events Policy. Currently the Zero Waste Team meets every other Friday and is focusing on implementation and education to support the policy. This year the committee submitted a proposal to the Associated Students for a one-year trial service with Crown disposal to provide a bin and pick up specifically for compostables. This waste stream goes directly to a composting landfill and is used on Crown Disposal owned farms. Crown donates produce to SMC sustainability events illustrating a “full circle” approach to waste management.

Institutionalizing Sustainability

Accreditation commendation
Sustainability was a part of our recent accreditation report and was highlighted by the accreditation team who included our accomplishments in this area on the list of commendations in the exit interview.

Incorporating sustainability into existing campus programs
Sustainability is being utilized as an educational and marketing tool by many programs campus-wide, including providing Green Campus Tours for VIP Welcome Day, workshops for the Young Collegians programs, and tours and activities for the Connect for Success program (middle school program for disadvantaged youth).

Center for Environmental and Urban Studies (CEUS)
The CEUS continues to be a hub of sustainability on campus, providing critical support for environmental programs including the American College and University President’s Climate Commitment (ACUPCC), Sustainable Works Student Greening Program, internships, work study, resource library, and career and transfer program information.

Sustainability in Higher Ed Conference (June 2010)
SMC will be represented on two panels during the upcoming conference and is sending a team of approximately 10 representatives.

Curriculum

Environmental Affairs Committee
This academic senate joint committee is focusing on integrating sustainability across the curriculum. It is currently working on updating the CEUS website, creating a “greening the curriculum” resource page in concert with current web update efforts.

New AAs and courses
SMC continues to broaden its green curriculum offerings including the new Environmental Science and Environmental Studies A.A. degrees and new environmental courses in disciplines like automotive technology and economics.

Sustainable Technologies Program (STP)
The Sustainable Technologies Program is a proposed academic program that combines traditional Career Technical Education with rigorous academic standards that allow students to pursue related fields in four year and advanced degree programs while finding work in the emerging Green Collar economy. The STP program includes proposed academic tracks in Energy Efficiency, Water Efficiency, Sustainable Business Consulting, Renewable Energies and Logistics.
Currently the locally and state-approved PV Solar Installers program has met with great success and is anticipated to grow as job offerings and marketing for the program increase:

<table>
<thead>
<tr>
<th>Term</th>
<th>Total Enrollments</th>
<th>Retained</th>
<th>Percent Retained</th>
<th>Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2009</td>
<td>21</td>
<td>14</td>
<td>67</td>
<td>PV1 (1)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>43</td>
<td>43</td>
<td>100%</td>
<td>PV1 (2 / 8 week) PV2 (1)</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>22</td>
<td>20</td>
<td>91%</td>
<td>PV1 (1 / 8 week)</td>
</tr>
<tr>
<td>Fall 2010</td>
<td></td>
<td></td>
<td></td>
<td>PV1 (2 / 8 week) PV2 (2 / 8 week) PV3 (1)</td>
</tr>
</tbody>
</table>

**Sustainable Works Student Greening Program**
- Goals doubled over the past two years
- Successful partnership between City and College
- Graduating approximately 450 students per year
- Generating over 1000 hours of community service

**Facilities**
- Incorporation of LEED standards into all new building projects. Facilities planning managers including input from the environmental community and experts whenever possible.
- Recently ranked 3rd out of 199 in waste minimization category for the nationwide Recyclmania competition.
- Utilizing broad support from facilities and grounds, with exceptional staff and leadership in both departments.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: REPORT: BASIC SKILLS INITIATIVE

SUBMITTED BY: Superintendent/President

SUMMARY: The Basic Skills Initiative leaders provided a detailed update on current efforts at Santa Monica College to increase the success of students at the pre-college level. A description of the goals of each of the areas of focus will be provided. The strategies used to increase student success in the areas of professional development, instructional support, and counseling areas will be included. Preliminary student success data will be provided for programs funded by the initiative. Additionally, projects currently in the development stage will be presented. Lastly, data will be provided to inform campus stakeholders on how SMC pre-college students are succeeding and progressing through their courses.

See Appendix A: Basic Skills Initiative Report
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM H

SUBJECT: WORKFORCE DEVELOPMENT/CAREER TECHNICAL PATHWAYS

SUBMITTED BY: Superintendent/President

SUMMARY: Vice-President of Academic Affairs Jeff Shimizu and Acting Dean of Workforce Development/Occupational Education Patricia Ramos presented an update on the Santa Monica College Career Technical Education Programs and Workforce Development area. A comprehensive written report that was submitted to the Board outlined many major accomplishments in the areas of career technical education, workforce development, economic development, and professional training and contract education. The four areas work together to meet regional employer needs for training and retraining, and for cultivating small business and entrepreneurial efforts in the Los Angeles area.
MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT: CONTRACT WITH BIG BLUE BUS

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve a contract with the Big Blue Bus for 2009-10.

SUMMARY: At its April 14, 2008 meeting, the Board of Trustees approved a recommendation to endorse the Associated Students, Santa Monica College, and Big Blue Bus Transportation Initiative. This program provides a system-wide pass for all current SMC students and staff with ID to ride the Big Blue Bus “any time, any line” at no charge. The program replaces SMC’s former shuttle service and incorporates the line improvements to SMC’s campuses that have been added in recent years, including the Crosstown Ride, the Sunset Ride, the new Line 6 to Mar Vista, and an extension of Line 1 from UCLA to the main campus. The Board approved entering into a contract with Big Blue Bus for the amount of $1,219,480.

In approving the contract, the Board relied on a commitment from the Associated Students to contribute $428,051 to the program, made available by an Associated Students action to increase the voluntary A.S. membership fee. The Board also endorsed a plan to adjust the Student ID fee and the Student parking fee to provide $371,429 to offset the balance of the increased cost. Lastly, the Board endorsed a maintenance of effort amount of $420,000 from SMC’s General Fund to provide the remaining funding. The cost for the 2009-10 BBB program is unchanged, at $1,219,480.

Within the past few weeks, representatives from the Associated Students have indicated interest in providing an additional amount for the program, up to $200,000, to assist the college with the budget crisis. The A.S. will next meet in August.

Following is a summary of the funding sources and costs:

- $371,429 SMC 2009-10 General Fund – Offset by ongoing SMC revenue from ID & parking
- $428,051 SMC 2009-10 General Fund – Offset by A.S. maintenance of effort payment
- $420,000 SMC 2009-10 General Fund – Maintenance of Effort (May be reduced by A.S. contribution)
- $1,219,480 Total for 2009-2010 BBB “Any Line, Any Time” Program

Speaker
Stephanie Negriff, Executive Director, Big Blue Bus

MOTION MADE BY: David Finkel
SECONDED BY: Andrew Walzer
STUDENT ADVISORY: Absent
AYES: 7
NOES: 0
GLOBAL CITIZENSHIP

SUBMITTED BY: Superintendent/President

SUMMARY: Santa Monica College continues to be a pioneer in global education. Over 2900 international students enrolled at SMC this spring, third highest among community colleges in the country. Our commitment to global citizenship is embodied in our curriculum: to receive an Associate of Arts degree, students must complete a course that satisfies a global citizenship requirement, a rarity in higher education. Over the past year we sent students abroad to study on innovative programs to Europe, Latin America, South Africa and China. We made strides educating our faculty and staff, so that they in turn could better educate our students to become global citizens.

Underlying Philosophy

In fall of 2007 the Academic Senate Joint Presidents’ Task Force on Global Citizenship and the Academic Senate approved a definition of global citizenship.

To be a global citizen, one:

- is knowledgeable of peoples, customs and cultures in regions of the world beyond one’s own;
- understands the interdependence that holds both promise and peril for the future of the global community; and
- is committed to combining one’s learning with a dedication to foster a livable, sustainable world.

Events sponsored by the Global Citizenship Initiative and discussion at the Global Council and Academic Senate have advanced an underlying philosophy that informs decision-making. To promote global citizenship, we strive to:

- Build capacity.
- Promote depth of knowledge and understanding
- Promote skills and
- Promote re-examination of values and attitudes
Executive Summary of Report of the
GLOBAL CITIZENSHIP INITIATIVE

Submitted May 2009
by
Kelley Brayton, Dean of International Education
Gordon Dossett, Faculty Leader, Global Council
Georgia Lorenz, Dean of Academic Affairs

Santa Monica College continues to be a pioneer in global education. Over 2900 international students enrolled at SMC this spring, third highest among community colleges in the country. Our commitment to global citizenship is embodied in our curriculum: to receive an Associate of Arts degree, students must complete a course that satisfies a global citizenship requirement, a rarity in higher education. Over the past year we sent students abroad to study on innovative programs to Europe, Latin America, South Africa and China. We made strides educating our faculty and staff, so that they in turn could better educate our students to become global citizens.

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• Build capacity.
• Promote depth of knowledge and understanding
• Promote skills and
• Promote re-examination of values and attitudes
Updates: Four Aspects of the Initiative

Globalization of the Curriculum

Faculty from seven disciplines have submitted a total of nine courses that now meet the global citizenship AA requirement, and others are in the process of applying. Fourteen professors have submitted exemplary lessons designed to promote global citizenship, and four gave presentations on staff development day in March. We have begun to develop a Global Studies A.A. degree. Modeled after programs at UCLA and UCSB, this degree program is “designed to increase knowledge and understanding of the processes of globalization and their impacts on societies, cultures, and environments around the world.”

To anchor concepts of global citizenship, the Global Council proposed that the campus examine a theme for academic year 2009-10. The theme chosen—water—has a link to virtually every discipline and has a myriad of implications for global citizenship. In addition to a speaker series, departments are proposing events related to water. (For example, the photography department will hold a contest and display entrees in the gallery.)

International Students

We continue to attract outstanding international students to serve as ambassadors of global citizenship. One of our Turkish students, for example, ranked in the top fifty in a nation-wide examination of graduating high school students. He has been an active participant in clubs and on the Global Council. International students constitute three quarters of the membership of our prominent honor society, Alpha Gamma Sigma.

For fall staff development day, international students presented suggestions for professors to better educate students from other countries. Subsequently these suggestions were compiled and distributed to faculty through email. Further, two research projects are underway to identify strategies that succeed in incorporating international students’ knowledge into courses, enabling all students to benefit.

Study Abroad

Over the past year, student studied abroad on faculty-led programs to England, France and Spain (summer 2008); to Latin America (winter, 2009) and South Africa (winter, 2009). In stark contrast to national averages, 27% of these students were Hispanic or Latino. For winter programs (and summer 2009) students benefitted from the strong support of Associated Students scholarships totaling over $66,000.

A preliminary proposal process drew faculty from several disciplines to propose new programs for winter 2010. An innovative study abroad program was the one to Shandong University in China, including two traveling groups, a short travel time, and a performance. We continue to look to establishing a base for the Latin American Educational Program, two professors having conducted a site visit of Merida, Mexico during the spring.

Professional Development

Staff Development Day presentations, the year-long Global Connections speaker series and the spring Food for Thought, Thoughts on Food series suggested a myriad of ways in which global citizenship could be considered. For example, Dr. Steven Kwon’s talk, “Soybeans and Service: Nutrition for the World” showed the power of one person taking action in a land suffering from malnutrition; we are looking at ways in which the Life Sciences Department and others on campus might collaborate with Dr. Kwon in the future.
The summer programs to Salzburg and Turkey drew 42 applications for 17 places. In addition, the planning for the water theme activities has already led professors to consider their discipline from a different perspective and consider links to global citizenship. Furthermore, funding from the Global Initiative Fund supported the Iranian Festival, participation at the annual sustainability conference, and other professional development activities.

Planning for 2009-10: Four Aspects of the Initiative

At its two meetings in May, the Global Council determined priorities for the next academic year. In considering the infrastructure necessary for our efforts, we determined to divide into subcommittees, organized around the previously-stated four areas. The Global Council would meet monthly (not bi-weekly) and the faculty leader would continue to monitor all activities and coordinate with the Academic Senate and various district committees.

In planning for next year, we continue to underscore the importance of building capacity—with the added challenge of a bleak economic forecast. In our planning the Global Council thought it helpful to create at least temporarily a fifth area—Globalizing the Campus—for events that cut across two or more of the others areas. Highlights of the planning are below:

a. Globalizing the Curriculum
   - Promoting the model curriculum project and soliciting more submissions
   - Tying to the theme of water
   - Auditing SMC’s curriculum and determining areas for development

b. International students
   - Promoting social integration with American students
   - Future drawing upon expertise of F1 students
   - Using research findings to encourage faculty to consider effective strategies of teaching international students

c. Study Abroad
   - Establishing consistent funding for scholarships
   - Establishing the Latin American Program as a Model for developing centers and easily replicated programs at low cost to students
   - Classifying various kinds of programs

d. Professional Development
   - Planning more professional development days and perhaps additional ongoing workshops to further develop faculty expertise and experience
   - Continuing the Salzburg, Turkey summer programs, looking for ways to expand such programs and incorporating the expertise learned on the programs

e. Globalizing the Campus
   - Developing the Water Theme
   - Conducting a campus survey of international experience
   - Enhancing the global website and improving communication
   - Connecting with local businesses (i.e. Small Business tour to China; Rotaract)
   - Conducting research projects (faculty working with students on issues related to global citizenship)
Appendices

Appendices for the report include:

• Participants on the summer programs
• Synopses of funded projects from the Global Initiative Fund
• Synopses of lessons promoting global citizenship
• Case studies of key activities informing the initiative
• DVD and CD of Professor Bill Selby’s cultural LA activities
• List of courses meeting the Global Citizenship Requirement for the AA degree
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM H

SUBJECT: STUDENT ACHIEVEMENT, BASIC SKILLS, STUDENT RETENTION AND RESEARCH

SUBMITTED BY: Superintendent/President

SUMMARY: In the 2005-06 academic year, the California Community College Chancellor’s office provided Community Colleges in the system with additional funding to use to improve the retention and persistence rates of students starting in courses at the pre-college level. Colleges were asked to look at the success rates of basic skills or under prepared students and construct a plan of action to address the diverse learning needs of this population. A team of faculty, administrators, and staff at Santa Monica College worked on and submitted a Basic Skills Initiative plan in May, 2008. The Basic Skills Initiative update provided a brief overview of what has been done and is being done at SMC to improve the retention and persistence rates of under prepared students.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: CAREER TECHNICAL EDUCATION

SUBMITTED BY: Superintendent/President

SUMMARY: Vice-President of Academic Affairs Jeff Shimizu and Dean of Workforce Development/Occupational Education Chito Cajayon presented an overview of the following report on Santa Monica College Career Technical Education programs.
Santa Monica College (SMC) is in a good position to address the changing dynamics of the Westside region. A positive business climate and a collaborative theme permeating throughout the region’s educational system allow many opportunities for the college enabling it to be in alignment with the trends of business and industry.

Current Vocational Educational Menu
SMC is approved by the CA Chancellor’s Office to offer 43 certificate and 31 degree programs. The following degree/certificate programs are offered through 9 vocational departments:

<table>
<thead>
<tr>
<th>Area</th>
<th>Name of degree/certificate</th>
<th>Approx. # of students</th>
<th>AA degree</th>
<th>Certificate</th>
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</thead>
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<tr>
<td></td>
<td>Computer Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Business Administration</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Management</td>
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<td>X</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>International Business</td>
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<td>Management Leadership</td>
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<td>X</td>
</tr>
<tr>
<td></td>
<td>Merchandising</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Animation</td>
<td>Animation</td>
<td>636</td>
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<td>X</td>
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<td>Early Childhood Education</td>
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<td>Early Childhood Intervention Assistant</td>
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<td>X</td>
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<tr>
<td></td>
<td>Early Childhood Intervention Teacher</td>
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<td>X</td>
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<td></td>
<td>Office Assistant: General Office</td>
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</tr>
<tr>
<td></td>
<td>Word Processing</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medical Coding/Billing</td>
<td></td>
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<td>X</td>
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<td>Desktop Publishing</td>
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<td></td>
<td>Medical Transcription</td>
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<td>Other Information Technology</td>
<td>Computer Business Applications</td>
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<td>Computer Programming</td>
<td>Database Applications Developer</td>
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<td></td>
<td>Networking</td>
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<tr>
<td></td>
<td>Website Creator/ Web Programmer</td>
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<td>Salon Business</td>
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<tr>
<td></td>
<td>Skin Care Cosmetology</td>
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<td>Fashion Design</td>
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<td>Fashion Merchandising</td>
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<td>Interior Architectural Design</td>
<td>Interior Architectural Design I</td>
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<tr>
<td></td>
<td>Interior Architectural Design II</td>
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<td>CAD Production and Design</td>
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<td>Credits</td>
<td>Required</td>
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<td>--------------------------------------</td>
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<tr>
<td>Set Design &amp; Art Direction for Film and TV</td>
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<td></td>
<td>451</td>
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<td>Graphic Design Multimedia</td>
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<td>Film Studies</td>
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<td></td>
<td>252</td>
<td>X</td>
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<tr>
<td>Radio and Television</td>
<td></td>
<td></td>
<td>89</td>
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<tr>
<td>Registered Nursing</td>
<td></td>
<td></td>
<td>314</td>
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</tr>
</tbody>
</table>

**Highlights**

**AET** - Revised certificates in Digital Media (level 1 & 2), Digital Effects and Game Development have been revised to meet industry standards. New certificates in 3D Modeling and 3D Animation are currently in production.

**Accounting** – The Business Department has developed one of the few select programs statewide that offer a full online certificate program and the Professional Accountant Program which allows advanced students to sit for the CPA Board exam.

**Business** – Continues to be our largest major course of study with 8 degree/certificate options

**ECE** – Faculty are working on the Curriculum Alignment Project – CAP: Revising 8 ECE course outlines to align with the CAP course outlines. This will assist students to transfer to CSU and continue their education without having to repeat coursework.

**Graphic Design** – Increased student enrollments as a result of curriculum revisions and the addition of online courses beginning Spring 2008. The Department has instituted a Student Portfolio Review, Student survey, and tracking system for students moving into the industry. Currently working on a Web Design Certificate.

**Interior Architectural Design** – SMC students and faculty continue to receive numerous industry awards. Course conversions to online platform have been submitted to the Curriculum Committee. A new Green Design course has been developed for review. The Department continues to expand the internship program and recruitment of top professionals in the field as adjunct faculty.

**Logistics** - The Business Department offered its new 3-unit logistics course in the Spring of 2008. There were 19 enrollments at the start of the class and 18 successfully completed at the end of the semester. SMC intends to build upon the success of this 3-unit course by developing more courses that align with the trends of the logistics industry. It hopes to be approved by the CA Chancellor’s Office as a full program that offer a degree recognized throughout the industry. With a limited number in educational options throughout the Southern California region, SMC is poised to address this emerging area and should expect more enrollments in the future.

**Nursing** – 74 Graduates for 2007-8. The Department has increased new student enrollment by 20 for a total of 50 for Fall 2008. The generic program has been converted to an online platform. Attrition rate in first semester nursing course for Spring 2008 (7.5%) compared to Fall 2007 (20%). Director of Grants and Health Science Department managing over 1.4 million in Nursing related grants.

**Respiratory Therapy** - Record enrollments for Fall 2008. Increased clinical program participation by 20% (62 students). The graduating class of June 2008 have a 96% pass rate on their CA License Board exams. All graduates have been offered employment.
SIGGRAPH – Dean Katharine Muller organized conference participation in August 2008. 26 faculty and 19 student volunteers handed out 2800 brochures on Digital Programs at SMC. 500 student contacts were established.

**Strengths**

SMC is constantly procuring local, state and federal grants to add support to the CTE development process. This strength enables the college to work closely with business and industry and create the necessary partnerships to ensure a strong support mechanism from external educational sources. More and more, grants are being aligned to address emerging trends as they relate to career and technical education. The development and deployment of the logistics course is an example of these efforts - with more courses in a range of occupational disciplines anticipated in the future.

**Emerging Trends**

For the Westside region, there are trends which have transcending qualities that affect many types of jobs in a variety of industries. Any effort to create career and technical education courses need to be in alignment with such trends in order to better prepare students for their future jobs and careers. The following gives an indication to the factors that exist in the local region – with some having a direct affect on the way businesses operate:

- The Environmental Movement – more and more jobs are being recognized as having a connection with the environmental movement.
- Expanding Digital Skill Sets – more jobs are requiring a combination of digital skills as part of the normal day-to-day job duty.
- Allied Health Care – the aging population will continually need a bigger workforce in the provision of specialized health services.
- Multi-Media/Arts – many software applications are constantly being made available to allow the end-user’s creativity to thrive.

**Westside Region Market Analysis/Industry Scan**

The Westside region hosts a variety of industries. Based on City of Santa Monica labor market information data, the top five industries include the following:

1. Professional, technical, and scientific
2. Healthcare and Social Assistance
3. Retail Trade
4. Information
5. Arts, Recreation, and Entertainment

**Plans to Expand/Enhance Career & Technical Education – Future Courses**

To ensure SMC’s status as a premier institute of higher learning, efforts to broaden its menu of career and technical education are needed. Course offerings that align with the trends of business and industry and cater to the diverse schedules of the college’s customers (including the working professional) will be best received. To accomplish this objective, SMC will consider the following:

**EXPAND EDUCATION MENU TOWARDS EMERGING TOPICS**

Beginning in 2008, new topics in vocational education will be pursued that include, but are not limited to, the following:

- Solar Technology
- Digital Media (Creative Industries)
- Sustainable Design
- Allied Healthcare (medical/technology)
- Financial Management/Insurance
- Advanced Transportation / Alternative Fuels
DEVELOP A NON-CREDIT VOCATIONAL EDUCATION MENU

SMC currently does not offer vocational non-credit courses - only English-as-a Second Language courses. A closer look at this area needs to be made in order to address the local community’s need for more short-term and cost-effective training options. Such courses can be the ‘feeder-mechanism’ for the college’s credit-based vocational departments - assisting many economically-disadvantaged individuals in accessing affordable skills training activities. The following list describes the initial non-credit course topics that relate to college’s Career and Technical Education strategy:

• Job-Readiness and Workforce Preparation
• Front Desk Representative/Administrative Assistant
• Shipping/Receiving
• Customer Service/Reservation Clerk

NOTE: SMC’s vocational departments will be encouraged to provide input as to the development of all future non-credit vocational education topics. This will ensure their complementary role to the credit-based course menu and eliminate concerns relative to competition and duplication.

Conclusion

Santa Monica College needs to continue expanding and enhancing its educational service to address the needs of all students. This includes people seeking to obtain affordable education in order to transfer credits to the four-year university level as well as those in need of new skills just to become competitive in today’s job market. Both cohorts of students need to have the fullest array in options – short-term, non-credit vocational, certificate, and credit-based courses.
RECOMMENDATION NO. 4

SUBJECT: RESOLUTION FOR ENERGY SERVICE CONTRACT

SUBMITTED BY: Superintendent/President

RESOLUTION: WHEREAS, California Government Code Section 4217.10 to 4217.18, authorizes the Board of Trustees to enter into an Energy Service Contract for the implementation of energy related improvements if the Board of Trustees finds that it is in the best interest of the College to enter into such Energy Service Contract and that the anticipated cost to the College for thermal or electrical energy or conservation services provided by the energy conservation facility under the contract will be less than the anticipated marginal cost to the College of thermal, electrical, or other energy that would have been consumed by the College in absence of those purchases; and

Now, therefore, the Board of Trustees adopts the following resolution:

“The Board of Trustees finds that (1) it is in the best interest of Santa Monica College to enter into an Energy Service Contract with Chevron Energy Solutions for the implementation of certain energy related improvements to College facilities, and (2) the anticipated cost to College for thermal or electrical energy or conservation services provided by the energy conservation facility under the contract will be less than the anticipated marginal cost to the College of thermal, electrical, or other energy that would have been consumed by the College in absence of those purchases. Therefore, the Board of Trustees hereby authorizes the Chairman to execute the Energy Service Contract by and between Santa Monica College and Chevron Energy Solutions Company, a division of Chevron U.S.A. Inc. for the implementation of certain energy related improvements to College facilities in accordance with these findings and California Government Code Section 4217.10 to 4217.18.”

MOTION MADE BY: Susan Aminoff
SECONDED BY: Louise Jaffe
STUDENT ADVISORY: Aye
AYES: 6
NOES: 0
ABSENT: 1 (Walzer)
MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 5

SUBJECT: RESOLUTION FOR FINANCING ENERGY SERVICES CONTRACT

SUBMITTED BY: Superintendent/President

RESOLUTION: WHEREAS, the Board of Trustees of the Santa Monica Community College District (the "District") is authorized pursuant to Sections 4217.10 through 4217.18 of the California Government Code (the "Act") to enter into energy conservation contract pursuant to which the District may acquire and finance equipment and services to reduce energy use or to make for a more efficient use of energy; and

WHEREAS, pursuant to the Act, the District proposes to enter into an agreement with Chevron Energy Solutions Company (the "Energy Services Contract") for the acquisition and installation of energy conservation and alternative energy measures (the "Project") in the financed amount of $6,852,670.16; and

WHEREAS, Municipal Finance Corporation (the "Corporation") has offered to enter into a Lease with Option to Purchase (the "Lease") with the District in order to provide lease financing for the Project at a 4.50% annual percentage rate;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Santa Monica Community College District as follows:

Section 1. The Board of Trustees hereby finds, determines and declares as follows:

(a) The anticipated cost to the District for “Alternative energy equipment” as defined in Section 4217.11(a) and "Conservation services" as defined in Section 4217.11(d) of the Act and as provided for by the Energy Services Contract, the Lease and the Project will be less than the anticipated marginal cost to the District of energy that would have been consumed by the District in the absence of the Project.

(b) To the extent that the Energy Services Contract and/or the Lease grant easements, rights-of-way, licenses, rights of access, or other rights in the real property of the District upon which the Project will be constructed and installed, the difference, if any, between the fair rental value of such rights and the portion of the rent under the Lease attributable to such rights, is anticipated to be offset by benefits provided to the District under the Energy Services Contract and the Lease.

(c) Funds for the payment of amounts due under the Lease are projected to be available from funding which otherwise would have been used for the purchase of energy required by the District in the absence of the Project.
SECTION 2. Lease with Option to Purchase. The Chairman of the Board or a designee in writing (the “Authorized Officer”) is hereby authorized to enter into a Lease with Option to Purchase (the “Lease”) with the Corporation to finance the Project, subject to approval as to form by the District’s legal counsel.

SECTION 3. Attestations. The Secretary or other appropriate District officer is hereby authorized and directed to attest the signature of the Authorized Officer or of such other person or persons as may have been designated by the Authorized Officer, and to affix and attest the seal of the District, as may be required or appropriate in connection with the execution and delivery of the Lease.

SECTION 4. Other Actions. The Authorized Officer and other officers of the District are each hereby authorized and directed, jointly and severally, to take any and all actions and to execute and deliver any and all agreements, documents and certificates which they may deem necessary or advisable in order to carry out, give effect to and comply with the terms of this Resolution and the Lease. Such actions are hereby ratified, confirmed and approved.

SECTION 5. Qualified Tax-Exempt Obligations. The Lease is hereby designated as "qualified tax-exempt obligations" within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). The District, together with all subordinate entities of the District, do not reasonably expect to issue during the calendar year in which the Lease is issued more than $10,000,000 of obligations which it could designate as "qualified tax-exempt obligations" under Section 265(b) of the Code.

SECTION 6. Effect. This Resolution shall take effect immediately upon its passage.

MOTION MADE BY: Susan Aminoff
SECONDED BY: Louise Jaffe
STUDENT ADVISORY: Aye
AYES: 6
NOES: 0
ABSENT: 1 (Walzer)
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT:  SUSTAINABILITY

SUBMITTED BY:  Superintendent/President

SUMMARY:  Genevieve Bertone, sustainability coordination project manager, reported that a year after SMC released a comprehensive environmental audit, the college has made excellent progress in its efforts toward greater sustainability. Among the college's many accomplishments have been new environment-related classes; work to develop new “green-collar” vocational programs in such fields as solar technology; SMC President Tsang’s signing of the American College and University Presidents Climate Commitment; series of workshops, speakers and special events, including the “Focus the Nation” Teach-In on global warming; efforts to conserve water and other energy, use “green” products, and make campus food choices healthier; the new “Any Line, Any Time” program in which students and employees, beginning this fall, will be able to ride any Big Blue Bus line any time for free; and a fast-growing Sustainable Works program, which trains students to live green lives and which trained 600 students the past year, double the program’s target number.
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM H

SUBJECT: GLOBAL CITIZENSHIP

SUBMITTED BY: Superintendent/President

SUMMARY: The Academic Senate Joint Presidents’ Task Force on Global Citizenship was formed in June 2007 by Superintendent/President Chui Tsang and the Academic Senate. During the Fall 2007 semester the Task Force developed a definition of global citizenship for Santa Monica College and explored four major areas in which global citizenship could be developed: curriculum, integration of international students, study abroad, and international commerce/education. The Task Force made ten recommendations in the final report to the campus community about how to pursue global citizenship at SMC. In addition at the request of the Task Force, Dr. Tsang created a $100,000 incubation fund, to promote projects proposed by faculty in support of global citizenship at SMC. Members of the Task Force will provide a progress report on the work of the Task Force, its recommendations, and its funded projects as well as the work group which is continuing to work on these issues this spring.
MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

RESOLUTION - ENDORSEMENT OF BIG BLUE BUS TRANSPORTATION INITIATIVE “ANY LINE, ANY TIME” PASS PROGRAM

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approve the following resolution in support of the “Any Line, Any Time” initiative.

SUMMARY: Santa Monica College (SMC) and Big Blue Bus (BBB) Transportation Initiative, which provides current SMC students and staff with the opportunity to ride at no charge on selected public transit lines (with current student or staff ID), has proven effective at increasing overall public transit ridership and reducing weekday SMC-generated vehicle trips. In FY 2007-2008, the program provided service on three BBB lines – SMC Commuter Line 6 to Mar Vista, Crosstown Ride to mid-town Santa Monica, and Sunset Ride connecting the SMC satellite campuses.

According to a BBB line-by-line analysis conducted in October and November 2007, Line 6 achieved 28 boardings per hour (208 boardings per weekday), the Crosstown Ride achieved 32 boardings per hour (698 boardings per weekday), and the Sunset Ride achieved 52 boardings per hour (1,408 boardings per weekday). The Sunset Ride now ranks #8 among the 20 BBB lines in terms of service productivity, and the Crosstown Ride has experienced a 133% increase in ridership compared to the year prior.

In FY 2007-2008, the cost for this service was $414,427 from the SMC general fund. The renewal cost for FY 2008-2009 for the current program, according to BBB, would be $420,000.

SMC and BBB have been exploring the expansion of the Transportation Initiative to include a new Rapid 7 service that would operate primarily along Pico Boulevard, connecting the main campus to the Rimpau terminal, with the potential to connect to the Metro Red Line subway. The cost for this service for FY 2008-2009 would be $418,068 additional (totalling $838,068), and would provide all current SMC students and staff with the same opportunity to ride at no charge on this new service line (with current student or staff ID). BBB estimates there would be 2,908 daily boardings of SMC students and staff on this line.
SMC has approached the President of the SMC Associated Students (AS) and the Board of the AS with regard to funding the expansion of services by means of possible fee increases to AS membership and to the student ID card. This past March, at two regularly scheduled AS Board meetings and at an additional special study session, the AS Board held public discussion on this topic. The AS Board asked for and received information on the cost of providing a BBB system-wide pass program, as an alternative to the partial expansion of service on the Line 7 route.

A BBB system-wide pass (or, “any line, any time” as it is becoming known) that provides all current SMC students and staff (with current student or staff ID) the opportunity to ride at no charge would cost an additional $808,960 for FY 2008-09 (the total, including the $420,000 needed to renew the current program, would be $1,219,480). This would also include the new Rapid 7 service. BBB estimates there would be 5,056 daily boardings of SMC students and staff system-wide, over and above the current program.

Based on this information, and based on additional data regarding historical and current membership sales, historical and current AS revenue, and current AS contingency reserves, the AS Board of Directors, at its March 31, 2008 Board meeting, unanimously approved a motion to raise the optional AS fee from the current amount of $10 to a new amount of $19, and to support the administrative raise of the optional ID fee from the current amount of $8 to a new amount of $13, effective for the Fall 2008 semester, in order to fund a contract with the BBB for FY 2008-2009 that would provide all current SMC students and staff with the ability to ride any BBB line, any time for no charge.

This would be an extraordinary outcome, if adopted. Only a very few public colleges in California have attempted to provide this benefit. (UCLA has modified its no-cost program to a reduced-far program; currently Los Rios Community College and CSU Sacramento are known to provide student fee-funded no-charge transit passes. A few other colleges have received temporary grants to provide no-charge transit passes.)

Staff has analyzed the AS proposal and believes that it would result in net new revenue of $620,000 for FY 2008-2009 (this includes both the amounts of the higher payments and a contingency for a slightly lower participation rate). Staff has determined that the fee was last adjusted in 1996, about 12 years ago. Additionally, staff intends to increase parking by $10 per semester, beginning in Fall 2008, resulting in net new revenue of $150,000.

Staff has concluded that $770,000 new revenue will therefore be available in FY 2008-09 to offset the new expenditure of $808,960 needed to expand the current Transportation Initiative program to an “any line, any time” program. (This new revenue will include a transfer of funds from the AS of $398,571; new general fund revenue of $221,429 from implementing the increase in ID fee; and relief of the general fund for $150,000 of expenses related to the provision of parking facilities and parking operations.)
Staff’s understanding of the AS action is that the AS Board will commit unrestricted reserves as needed in order to fund the proposed expansion of services. For FY 2008-09, the funding shortfall is projected to be $29,480 as shown above. The total contribution of AS in FY 2008-09 would therefore be $428,051 to the operation of the transportation program.

As a result of the proposed new revenues and with AS support, the net cost to SMC would remain at the planned cost of $420,000 for the budget year.

Recommendation

Staff recommends that the Board of Trustees endorse the AS-SMC-BBB Transportation Initiative system-wide pass program and to direct staff to make the necessary budget adjustments as indicated below. In addition, staff recommends that the Board of Trustees instruct staff to work with the AS to educate students regarding the new services and to promote their use. Staff’s intent is to immediately publicize the new program, beginning with the mailing of materials to students for the Fall 2008 registration that will be sent out later this month.

Following is a summary of the estimated funding sources and costs:

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The adoption of this program will provide both environmental benefit to our community and region through a significant contribution to vehicle reduction, and personal benefit to our students and staff by providing a cost-efficient and flexible means of access to SMC programs of higher education.

MOTION MADE BY: Adel Morad
SECONDED BY: Susan Aminoff
STUDENT ADVISORY: Aye
AYES: 7
NOES: 0
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM G

SUBJECT: BASIC SKILLS INITIATIVE

SUBMITTED BY: Superintendent/President

SUMMARY: Addressing the Basic Skills needs of California community college students is central to the System Strategic Plan adopted by the Board of Governors in 2004. The Basic Skills Initiative was developed as a collaboration among the Statewide Academic Senate, the Chief Instructional Officers and the Chief Student Services Officers of the California Community Colleges. In an effort to address basic skills, every college in the state will conduct a self-assessment of existing practices, go through an extensive review of literature related to best practices in basic skills, participate in staff development activities and develop funding action plans related to the self-assessment and literature/research review. Santa Monica College assembled a Basic Skills Workgroup in Summer 2007. In Fall 2007, the Workgroup participated in the BSI statewide training. Members of the Workgroup provided an update and progress report on the Basic Skills Workgroup activities, including SMC's baseline research and the self-assessment tool.
### INFORMATION ITEM G

**SUBJECT:**  
GLOBAL CITIZENSHIP

**SUBMITTED BY:**  
Superintendent/President

**SUMMARY:**  
As part of SMC’s campuswide global citizenship initiative, Dr. Bill Reckmeyer and Jochen Fried of the Salzburg Seminars gave a report on the organization, which is a nonprofit based in Austria that provides one-week intensive educational sessions to college educators and others from all over the world on global issues ranging from climate change to migration. SMC has already tapped into the Salzburg Seminars, having sent a handful of SMC faculty members and administrators to one of the organization’s sessions last year.
RECOMMENDATION NO. 3

SUBJECT: TRANSPORTATION INITIATIVE

SUBMITTED BY: Superintendent/President

REQUESTED ACTION: It is recommended that the Board of Trustees approved a contract with the Santa Monica Big Blue Bus for transit services of three bus lines: Line 6—SMC Commuter, Line 11—Crosstown Ride and the Sunset Ride.

Amount of Contract: The amount of the contract shall not exceed $414,427.

Term of Contract: August 27, 2007 to June 30, 2008

Funding Source: 2007-08 General Funds/Transportation Budget

SUMMARY: Starting Spring Semester of 2007, Santa Monica College and Big Blue Bus began a partnership which launched an enhanced Line 11 Crosstown Ride and Line 13 for students who live in Santa Monica, Mar Vista, Palms, and West Los Angeles. Santa Monica College is the number one trip generator in Santa Monica. While SMC is also the heaviest boarding point in the City of Santa Monica for the Big Blue Bus, most of the College’s 31,000 students and 1,700 staff commute by automobile, causing a multiplicity of environmental issues. Insufficient parking capacity at the main campus, which led to the need for perimeter parking at the City’s Beach Lot, was also a significant community concern. As a result, SMC and the City of Santa Monica came to the conclusion that a new and comprehensive transportation solution was needed and welcomed collaboration with the Big Blue Bus. In the Fall Semester of 2007, three new and enhanced bus routes will be launched to provide a viable and dependable option for students to come to SMC.

MOTION MADE BY: Louise Jaffe
SECONDED BY: David Finkel
STUDENT ADVISORY: Absent
AYES: 7
NOES: 0
MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 3

SUBJECT: TRANSPORTATION INITIATIVE (continued)

3-B REDESIGNATION OF FEDERAL HIGHWAY ADMINISTRATION EARMARK

Granting Agency: U.S. Department of Transportation
Amount of Award: $1,000,000
Performance Period: 2004-2014
Summary: In Fiscal Year 2004, Santa Monica College was awarded an earmark of $1,000,000 by the U.S. Department of Transportation to construct a parking structure at the Madison Campus to alleviate parking congestion. The funds have not been used, however, because of the nature of the project changed. In the interest of furthering the goal of reducing parking and traffic congestion, Congressman Henry Waxman requested that the funds be redesignated for a “Transit Shuttle between Santa Monica College Campuses.” The project will support a partnership between SMC and the Santa Monica Big Blue Bus to make the college’s campuses more accessible by public transportation.

MOTION MADE BY: Louise Jaffe
SECONDED BY: David Finkel
STUDENT ADVISORY: Absent
AYES: 6
NOES: 0
ABSTAIN: 1 (Quiñones-Perez)

3-C AWARD OF FEDERAL TRANSIT ADMINISTRATION EARMARK

Granting Agency: U.S. Department of Transportation
Amount of Award: $836,000
Performance Period: 2006-2016
Summary: In Fiscal Year 2006, Santa Monica College was awarded an earmark of $836,000 by the U.S. Department of Transportation to construct transit oriented projects at the Bundy Campus to support the new partnership between SMC and the Santa Monica Big Blue Bus. The Bundy Campus will serve as a transit nexus for the new Sunset Ride and Line 6 SMC Commuter. SMC is presently working with the Big Blue Bus to develop a plan to utilize the funds.

MOTION MADE BY: Louise Jaffe
SECONDED BY: David Finkel
STUDENT ADVISORY: Absent
AYES: 7
NOES: 0
MAJOR ITEMS OF BUSINESS

INFORMATION ITEM F

SUBJECT: SUSTAINABLE CAMPUS

PRESENTED BY: Superintendent/President

SUMMARY: The presentation included the following:
• Current Sustainable Building Practices
• Future Sustainable Practices
• Sustainability of Recent Projects
• Examples of Recent Projects
• Future Projects