
Program Review

Annual Summary
Report submitted to
DPAC

July 2017

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Program Review Committee Report 2017

Introduction

Program Review is the process through which Santa Monica College ensures that every program, department, administrative and support unit engages in ongoing self-evaluation thereby directly supporting the College Mission as a measure of institutional effectiveness through the lens of each program. The review process is structured with specific prompts to which programs must respond, including demonstrating how program goals and functions support and align with the institutional mission.

Programs must analyze data (provided by Institutional Research or other sources) to support assertions of program effectiveness and identify areas of improvement. Institutional Research provides a common dataset to instructional programs, works with student and instructional support programs to collect and analyze effectiveness data, and assists administrative programs to report on outcomes assessments and describe any program response to the results.

The program review process and the documentation it provides is a major resource for institutional planning, decision-making, and resource allocation. Through identification of overarching trends and needs noted in the annual Program Review Planning Summary of all programs, the process contributes to framing institutional discussion around institutional effectiveness and goal setting for student learning and achievement.

The Program Review Annual Planning Summary, unlike more targeted reports such as the Technology or Facilities plans generated by other institutional planning bodies, presents an institutional overview identifying overarching trends and needs, contributing to an integrated planning process. To provide the most current information, the report covers a *calendar year* rather than an academic year. Thus, this report includes six reviews submitted during Spring and Fall of 2016.

Committee Membership

Chair: Vicki Drake, Faculty, Earth Science

Vice Chair: Erica LeBlanc, Administrator, Academic Affairs

Faculty:

Nathaniel Donahue, Art (Spring 2016)*
Carol Womack, Library (Fall 2016)*
Sandra Burnett, DSPS (Spring 2016)*
Sandra Rowe, Student Psych Services (Fall 2016)*
Sharon Jaffe, ESL
Stephanie Amerian, History (Fall 2016)**
Christopher Badger, Art (Fall 2016) **
Lesley Kawaguchi, History (Spring 2017) *
Jo Hao, Design Technology (Spring 2017) **

Vanessa Van Wormer, Dance (Fall 2016) **

*Last semester on committee

**First semester on committee

Administrators

Katharine Muller, Academic Affairs

Laurie McQuay-Peninger, Grants

Resources

Christopher Gibson, Staff, Institutional Research

Guido del Piccolo, Faculty, Philosophy and Social Science

Programs Reviewed and Reports Accepted Spring 2016 and Fall 2016.

The following programs submitted a full six-year program review report Spring 2016 or Fall 2016 and all were accepted by the committee by a unanimous vote. The Executive Summaries for each report are included in this report.

Spring 2016

- Education/ECE
- Math
- Emeritus College
- Modern Languages and Cultures
- Psychology

Fall 2016

- Institutional Research
- Resource Development (Foundation and Grants)
- Workforce and Economic Development (Contract Education, Workforce Development, Economic Development and CTE) and Community Education
- Career Services
- Business Services (Purchasing, Accounting, Accounts Payable and Payroll)

2016 Recommendations for Institutional Support for Specific Programs

The following Recommendations for Institutional Support for Specific Programs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

- **Education/ECE:**
 - Provide sufficient support to the department to ensure the child care center/lab school becomes the model envisioned by the collaborative entities involved in funding and developing this project (City, College, RAND).
- **Math:**
 - Address classroom overcrowding.
 - Explore the use of text messages from faculty to students to announce workshops and other special events and the feasibility of giving faculty the ability to contact all

- students using text blasts.
 - Track arranged hours.
 - Expand SMC’s tutoring programs to address long wait times and provide training for Instructional Assistants.
 - Investigate the options for expanding the hours that DSPS test proctoring is available, especially during peak hours.
- **Modern Language**
 - Include Modern Language lab licenses in the overall list of software that is automatically renewed by the district.
 - Ensure that the total cost of ownership cycle for instructional computers and related equipment includes the Modern Language Lab.
- **Emeritus**
 - Include Emeritus College in the programming of the Malibu facility.
 - If included in the Malibu center, ensure that the staffing of Emeritus College is sufficient to support this expansion.
- **Institutional Research**
 - Support the campus-wide implementation of Tableau.
 - Develop a policy for human participants in the IRB.
- **Psychology**
 - Formalize and manage an Institutional Review Board for human participants
- **Resource Development: Grants**
 - Harness the collaborative power of the Resource Development Committee to develop priorities and strategic goals for determining which grant and other external funding resources to pursue.
 - Establish a Project Manager to provide support to PIs on grants
 - Provide administrative assistance (i.e., webpage update)
 - Provide a compliance auditor (through Fiscal Services)
- **Career Services**
 - Examine data regarding students’ declaration of majors to determine effective strategies to track majors.
 - Plan how various student services will integrate the delivery of student services when they move to the new Student Services building.

Observations of the Committee Based on Overarching Trends/Needs

The following Observations of Committee based on Overarching Trends and Needs were generated, discussed, and accepted by the Program Review Committee by a unanimous vote.

Each year, issues of concern to more than one program emerge through reports submitted (six year and annual) and committee discussion. Issues that appear to have a broader or more overarching impact for planning purposes are included in the overarching trends. Many issues identified in previous Program Review Planning Summary reports have been addressed through incorporation into *Master Plan for Education* objectives or referred to planning bodies or administrative/operational personnel. Needs identified in the annual reports are shared with appropriate committees and bodies engaged in institutional planning to provide another source of information. Observations are grouped together under broad headings; those with an asterisk

have been listed in a previous Program Review Summary report and continue to be raised by programs, indicating a perception that a pressing issue or concern has not been addressed or strategies to ameliorate the issue have not been fully implemented.

Outcomes, Assessment, Evaluation

This year, the Program Review reports submitted (both annual and six year) more consistently documented the assessment of student learning outcomes or unit outcomes (as appropriate). However, the committee continues to note that not all instructional programs have clearly aligned SLO assessments of core courses with the PLOs for the related degrees and certificates and not all administrative programs have documented the way they assess their unit outcomes.

This disconnect points to a need for further training and support in articulating clear assessment paths between SLOs and PLOs and the need for all administrative units to develop meaningful unit outcomes and assess them regularly, and use those results to make decisions and identify areas of improvement.

The Office of Institutional Research produces regular reports and standardized data sets for programs undergoing comprehensive (six-year) program review. Overall, the committee notes that programs are demonstrating stronger use of data and outcomes assessment to inform planning and program evaluation. The Office of Institutional Research recently implemented a new software tool, Tableau, which will enable programs to develop their own queries and access data about their courses and programs directly. With training, it is hoped that programs will use Tableau to provide further insights into potential areas of improvement.

1. *Ensure core course SLOs align with the related PLOs.
2. *Ensure that all non-academic programs have Unit Outcomes that are assessed and measured on an annual basis. Ensure also that assessment results are evaluated and analyzed to inform decision making.

Infrastructure (Safety, Technology, Facilities)

The College continues to enjoy the results of several bond measures which have resulted in several new facilities coming on line including the East Wing at the Performing Arts Campus and the Core Performance Center. Other, ongoing projects have seen accelerated progress this year and will soon provide additional facilities to house existing and new programs. However, these new facilities continue to strain the college's support units (e.g., Operations and Maintenance, Grounds, Campus Police).

Many programs identified facilities issues in their annual program review report ranging from small items that should be handled through the work order process to projects of a much larger scope. However, staffing and budget issues continue to hamper the ability of current Operations and Maintenance staff to address the many needs of existing and new facilities. Further, the near term opening of the Center for Media and Design (CMD) will further stress the capacity of these units to respond to requests.

Two operational areas that are perennially understaffed, often due to the difficulty in securing and retaining qualified staff, are Technological Support and Physical Operations. In both areas, the College's Fiscal Services Department is developing a "Total Cost of Ownership" plan to

document the fiscal resources necessary to support infrastructural needs, but these plans are still in work and do not yet include staffing. The College is working to integrate staffing into both plans using recognized metrics for assessing adequate levels of support.

When completed, the Total Cost of Ownership plan will help the College plan for the “true cost” of building, maintaining, and upgrading the College’s physical infrastructure by including current and future staffing, such as operations and grounds personnel. This plan recognizes that while the cost of capital construction represents a large cost in a short period of time, the costs to maintain and operate a facility will continue annually for at least 50 years.

For the past several years, the college has enjoyed funding from the state for physical plant and instructional equipment replacement. However, should the state experience an economic downturn (and several indicators seem to indicate that the state should expect this to happen in the near term), those funds will probably be eliminated as they have in the past. A contingency plan for the replacement of essential operational and instructional equipment needs to be identified.

3. *Expand Total Cost of Ownership plans to cover a broader spectrum of funding for technology, infrastructure, equipment, and the staff needed to maintain and support them.
4. *Develop a baseline maintenance and replacement total cost of ownership cycle for buildings and furnishings.
5. *Develop and budget for a comprehensive total cost of ownership plan to ensure a more stable and consistent baseline of funding is identified for ongoing replacement and maintenance of technology, equipment, infrastructure, and facilities.

Enrollment

The College is experiencing a sharp decline in its enrollment levels which is further exacerbating the College’s ongoing fiscal crisis. Instructional and Student Support programs have identified significant changes, including declines, in their respective student populations. There are a variety of factors contributing to these declines, but the College needs to develop and implement strategies to stabilize, where possible, current student populations and look at new areas that might attract new student populations. Identify new populations for outreach...

6. *Engage in more targeted outreach to existing (high school, middle school) and new populations to promote SMC as a viable and respected higher education option.

Equity, Student Success, and Student Support

Student Equity and improving the success and retention rates of African-American and Hispanic students is an institutional concern that is also expressed by many programs during the program review process. While not all strategies have proven to have a significant impact there is clearly a desire for support and campus-wide dialogue. Through increased state funding for 2015-16 designated specifically for student success and equity efforts the College funded a number of proposals ranging from those allowing specific programs to connect directly with students in various ways to building systems and infrastructure capacity aimed at the broader student population. Evaluation is built into each proposal with the intent to scale those strategies and programs that prove most effective. No data is available yet on the outcomes of the different

piloted strategies but there is a broadly expressed desire for access to the results.

7. *Develop a process for determining priorities for maintaining the most successful support efforts should state funding decrease or end.

Additional Observations of Overarching Trends identified in the Annual Reports

Several themes emerged from the Annual Reports that repeat the overarching issues identified in past Program Review Summary reports. These are summarized in a table that follows the executive summary reports for the programs undergoing a comprehensive six-year review. These “themes” include:

- **Staffing (faculty and classified):** Many programs are experiencing an increase in the retirement of long term faculty and staff. Program Review reports continue to be one of the methods that instructional and student support units are able to document their respective needs for faculty (and these excerpts serve as part of the departments’ proposals used during the full-time faculty ranking committee’s efforts to prioritize recommendations for new faculty positions to the college president).
- **Facilities:** Many programs voiced a desire for additional space to accommodate increased services and/or staffing. Space is a resource that is in high demand. Currently there is very little unused or underused space at the College and while every program is valuable and the desire for expansion understandable, not all expressed needs can be fulfilled. Programs also expressed the need for custodial support throughout the day to clean active instructional spaces such as the Dance studios, Fitness Center, and spaces where other energetic activities occur. If not cleaned throughout long days of constant use these spaces become a breeding ground for easily transmitted bacteria growth and contamination. Instructors, with the limited help of student assistants, do their best but with the recent opening of the CPC and PAC East Wing, and the imminent opening of the CMD, a more consistent plan for providing consistent custodial services needs to be developed.
- **Technology** (refreshing existing technology and/or expanding infrastructure): The Technology Refresh plan has addressed many of the needs expressed in past program review cycles, but several programs mentioned the need for expanded IT infrastructure including the acquisition of specific software tools or systems; the updating of web pages, especially as it pertains to accessibility standards and communicating with students; and the need for appointment/usage tracking software. This final item was mentioned by several programs and could improve the efficient use of facilities (e.g., appointment/check out systems are needed in programs such as Film, Broadcasting, Design Tech, Art, Photography, and Music, where studios or other student-use facilities are involved; Student use tracking is required in several instructional and student service programs (tutoring centers and various student services programs), where student usage needs to be tracked, either for regulatory compliance or to refine and improve the respective programs).

- **Strategies for outreach to or communication with students:** As the College continues to address the decline of student enrollment, several programs mentioned the need for a system (text, broadcast emails, etc.) to reach out to students and potential students.
- **Safety and Security** issues include the need for additional Campus Safety personnel and systems, especially as satellite facilities are opened, some which require nearly 24/7 support. Another safety issue that continues to be raised is the critical need to assign someone with training in chemistry and chemical safety as the college Chemical Hygiene Officer. There is no identified point person to serve as the on-site point person when incidents occur in the laboratories, and create and implement Standard Operating Procedures for special chemical hazards. In addition to the inherent concerns for safety and the management of risk, ensuring compliance with OSHA requirements is ever present. The need for someone on-site in the Science building to serve in the role of Chemical Hygiene Officer has been identified as a top priority by both the Life and Physical Sciences departments.
- **Training and Professional Development needs** for existing staff and faculty was mentioned by several programs that need to respond to changing laws and regulations and by those instructional disciplines where industry standard tools (whether software, hardware or equipment) are continually changing or undergoing upgrades. This is where the Center for Teaching Excellence could play a part, by canvassing the needs of these programs and designing faculty and staff training. Another area of professional development training that has been mentioned in past program reviews is for operational support personnel who are dealing with new technology associated with state-of-the-art facilities, such as the Center for Media and Design.

Executive Summaries from the Six Year Program Review Reports

The following pages provide the Executive Summaries from the programs reviewed during Calendar Year 2016:

Spring 2016

- Education/ECE
- Math
- Emeritus College
- Modern Languages and Cultures
- Psychology

Fall 2016

- Institutional Research
- Resource Development (Foundation and Grants)
- Workforce and Economic Development (Contract Education, Workforce Development, Economic Development and CTE) and Community Education
- Career Services
- Business Services (Purchasing, Accounting, Accounts Payable and Payroll)

Program Review Executive Summary Early Childhood/Education Department Spring 2016

General Comments

The Santa Monica College Early Childhood/Education (EC/E) Department prepares students for careers in early childhood care and education, including transfer to a four-year college/university. Specifically, the purpose of the Early Childhood/Education Department is to provide the coursework needed to obtain Child Development permits from the California Commission on Teacher Credentialing, support the training and ongoing professional development of Early Childhood Educators working in the field, provide the coursework to enable a student to transfer to a university to obtain a baccalaureate degree in child development, and provide a foundation for those wanting to pursue a career in elementary or secondary, special education, or other related field. The program is designed to meet the personal career goals of students and to increase awareness of the importance of childhood and play during the early childhood years.

The program provides a 30-unit Early Childhood Career certificate and, to address the increasing demand for early childhood teachers to possess a four-year degree, the program offers an AS-T degree in early education which enables students to seamlessly transfer to a four year institution. The program has also established a relationship with National University to enable SMC EC/E majors to participate in an accelerated, compressed baccalaureate program, offered at the Bundy facility. The program also offers a state approved Early Childhood Intervention Assistant Certificate, an Infant Toddler Certificate, and a departmental certificate.

The program receives external funding from several sources.

- The Child Development Workforce Initiative Grant (funded by California's First 5 LAUP program, this grant (which ends in 2015/16) provides funding for a part-time counselor and lead mentor/tutor);
- The Child Development Training Consortium (funded by the California Department of Education, providing funds to reimburse EC/E students for college expenses);
- California Early Childhood Mentor Program (funded through the Child Development Training Consortium, this grant provides stipends to mentor teachers who collaborate with SMC faculty to guide students' field experiences);
- Aspire Stipend Program (funded through California's First 5 LAUP program, this grant provides online training and stipends to students who complete the coursework).

The program has sought and is seeking funding through CTE (Perkins) and the Student Equity program.

In terms of populations served, the student population demographic has one notable difference from the general SMC population: the EC/E program's students are 88% female. The department has made substantial efforts to attract more males to the program including a DVD that highlights males in various educational roles. The faculty also seeks out professional development opportunities to develop strategies that will attract more male students to the program.

The program has a lower percentage of Asian students and a higher percentage of Latino/Hispanic students as compared with the college populations of these groups. Latino students are the fastest growing population. The program has also noted an upward trend in the enrollment rates of full-time students, and online courses continue to be a popular choice for students. The program plans to continue expanding its online course offerings (currently 32 of the courses are available online and 78% are offered both online and on-ground).

The program notes that while the course success rate and retention of Early Childhood Education courses are higher than the college rates, the success and retention rates for Education courses are lower than the college rates.

The program has an active advisory committee. Most recently (2014 and 2015), the committee noted industry concerns: a growing need for substitute teachers and a need for more teachers with infant certification. In response, the program created a core certificate consisting of 12 units of core courses that, upon completion, will allow students to work as substitute teachers. In response to the need for infant certification, the program revised both of the existing infant care courses and is offering them each semester, both on-ground and online. In 2015, the program created an Infant Toddler Certificate and, in response to the Advisory Committee's request, is again offering a course on guiding children's behavior.

The program's faculty are active both within the college and in the community. The list of professional organizations with which the faculty participate is impressive. Locally, the program is actively involved with the Santa Monica Early Care and Education Task Force and the development of the childcare center/lab school which is a joint effort between the College, the City of Santa Monica and the Rand Corporation. Set to open in 2018, the effort will require close collaboration between the program faculty and the independent operator to ensure that core values of the program are reflected in the lab school.

The program responded to all of the recommendations from the last six-year program review cycle. Communication with the counseling department has been expanded, ECE policy program guidelines have been posted to the website and will be added to all syllabi. The program is also conducting in-depth analysis of factors leading to student

success and revising its SLOs as part of the effort to achieve accreditation with the National Association for the Education of Young Children (NAYEC).

Other trends that the program has noted and plans to address include the new requirements for credentialed teachers that may require incumbent teachers to obtain additional credits. In addition to providing this instruction, the program is considering the development of a Professional Development Institute that would be operated through contract education.

Since the last review, the program has had several longtime, pivotal faculty retire, but has also hired new faculty. The program will be working closely with the selected independent operator on the new child care center/lab school and obtaining accreditation through the NAYEC, both of which are complex efforts that present both substantial challenges and rewards.

Program Evaluation

The EC/E department is very thoughtful and intentional in its approach to every aspect of program development and enhancement. The faculty stay abreast of national trends, discipline accreditation standards, meaningful grant opportunities, and multiple ways in which they can contribute to the field. This is an extremely committed and hardworking team as they tackle many relevant developments and improvements to the program such as planning for the Child Care Center and NAEYC accreditation.

The program assesses SLO achievement for all classes and all sections each semester. Findings are discussed in departmental meetings. The program has been working to achieve NAYEC associate degree accreditation and this effort has influenced the revision of SLOs for some of the EC/E courses, which were originally developed to align with the course outlines of records that were dictated by the state for the AS-T degree. SLOs will be revised to reflect the competencies and standards of the California Early Childhood Education Competencies and NAYEC requirements. NAYEC also requires the use of common assessment tools. All of the program's certificates and degrees include Program Learning Outcomes (PLOs).

Both the SLOs and PLOs for EC/E courses, degrees and certificates address the development of students' personal attributes (e.g., leadership, effective communication skills, ability to collaborate), analytic skills (e.g., problem solving, technical literacy, and critical thinking), applied social knowledge and values (e.g., global citizenship and an appreciation of diversity in all forms), applied knowledge and valuation of the physical world (e.g., sustainability within the context of EC/E environments), and authentic engagement (e.g., practicums, and use of mentor teachers).

The analysis of assessment findings starts with the four core courses that are required for all degrees and certificates. The faculty then proceed to review the results of the capstone classes. As mentioned earlier, the SLOs for EC/E courses will be revised to align with NAYEC and California Early Childhood Education Competencies. Courses for

which the SLO achievement falls below 80% are discussed in department meetings but none have fallen below 89%.

Commendations

The Early Childhood/Education program is commended for:

1. Extensive and growing online presence which provides increased access for students with time/place constraints and the large percentage of courses offered both on-ground and online.
2. Pursuit of and use of external funding to provide services and strategies that help students succeed.
3. Revision of department mission to align with college's mission.
4. Development of varying entry-levels into employment: certificate, AS-T, agreement with National University and "cohort" coursework and the intervention assistant certificate.
5. Working with external organizations such as NAYEC and the California Teacher Credentialing Commission to ensure that the degree requirements meet these organizations' exacting requirements.
6. Responsive to Advisory Board recommendations, especially addition of infant class.
7. Leadership in the creation of the Lab School in collaboration with the community consortium.
8. Development of new curriculum and revision to existing curriculum to align with multiple state and professional organization requirements that will positively impact student training.
9. Large faculty engagement in professional development, training and activities to remain current with industry trends.
10. Thorough and authentic engagement of the SLO process.
11. Thoughtful engagement with the issue of gender in ECE career disciplines.

Recommendations for Program Strengthening

1. Determine an effective way to assess courses taught by adjunct faculty.
2. Ensure that SLOs are being assessed on a regular basis throughout the process of SLO revision and the setting of NAEYC assessment standards.
3. Complete submission of the core certificate to the Chancellor's Office.
4. Complete the process for applying for NAEYC accreditation.
5. Develop a comprehensive collaborative plan with operator of the new child care center/lab school and incorporation of the elements needed to create a model lab school.

Recommendations for Institutional Support

1. Provide sufficient support to the department to ensure the child care center/lab school becomes the model envisioned by the collaborative entities involved in funding and developing this project (City, College, RAND).

Program Review Executive Summary Mathematics Department Spring 2016

General Comments

The Santa Monica College Mathematics Department provides course offerings designed to meet the diverse needs of the entire spectrum of SMC students, helping them to develop the skills they need for the workplace or for transfer to four-year institutions.

The curriculum includes basic skills courses, transfer level applied courses and the traditional sequence of transfer courses required by a student in a STEM (science, technology, engineering and mathematics) field. The courses in the Basic Skills area are designed for students who need to acquire or enhance basic mathematical skills. The Transfer Applied courses are transferable courses required for most non-STEM majors. The program also offers courses linked to the Scholar's Program, First Year Experience, Black Collegians, and the Latino Center/Adelante. Additionally, the program has offered over 30 sections in recent semesters linked to Supplemental Instruction.

The department has utilized funding from several sources in addition to its district funding to participate in college initiatives such as the Summer Jams and Summer Bridge programs, the BSI-CTE grant, the HSI STEM grant, the NASA-funded Minority University Research and Education Project, and the Student Success and Support Project.

The student population has seen little demographic changes in the last six years, but the department notes that the enrollment of Hispanic students has risen from 34% to 47%, similar to the increase seen college wide. The enrollment of students with transfer as a major has also increased from 35% to 42%. The department has a high percentage of basic skills students: 56.4% of students enrolled in math courses are basic skills, which is actually a slight decrease from 2010 levels. The program has focused on curriculum development, professional development for faculty, fulltime faculty hiring and increased support for students to address the needs of basic skills students.

The department developed and offers an Associate of Science Degree in Mathematics for Transfer (AS-T) which completes the lower division requirements for students wishing to transfer and complete a baccalaureate degree in mathematics, physics, engineering or computer science. The department is the first SMC program to offer an AS-T at the college and the first to offer a Mathematics AS-T throughout the state.

Program Evaluation

The SLOs assessed are focused on students' knowledge and skills in solving "real world" problems in mathematics. SLOs are assessed every semester by using assignments, examinations, and completion of classroom activities. The department is also assessing SLOs that are more focused on student behavior. SLO assessments are discussed at departmental meetings.

The department notes that in both the basic skills and transfer areas, the overall retention rate is similar to the statewide average, while the success rate, while similar to local colleges, is lower than the state average. The success rates of Hispanic and African American students lags that of other ethnic groups. The faculty are examining a variety of data sources and developing strategies to address these gaps, including working with the HSI STEM and Student Equity programs. The department has also opened a Math Learning Resources Center to assist basic skills students and offers courses with Supplemental Instruction services. However, given the number of students enrolled in math and the skill deficits that many face, it is difficult to "move the needle" appreciably.

The program review report noted the pairing of high demand math courses are paired with First Year Experience (FYE) courses. The department found that the FYE's collection of data resulted in data sets that were too small for effective analysis. The new cohort has 400 students. More time is needed to collect data on this cohort, but the program hopes the data sets will result in meaningful analysis.

The department is also actively involved in the development and implementation of the statewide assessment (Common Assessment Initiative). They have piloted the CAI Assessment tools but have not seen any results to date.

Commendations

The Mathematics department is commended for:

1. Providing increased instructional support for students, including the math Learning Resource Center, workshops, and review sessions for Math 20
2. Offering Math Labs on multiple campuses to provide tutoring opportunities to students
3. Creating new opportunities for basic skills program with the Math Learning Resource Center.
4. Effectively linking Math Department goals to ILOs.
5. Participating in a number of grants and programs to increase and maximize student success (Summer Jams, Summer Bridge, HSI-STEM, BSI-CTE, MUREP MC 31), Math Boot Camp and SMC-UCLA Summer Research Initiative, as well as incorporation of financial literacy into Basic Skills courses.
6. Developing an AS degree in Mathematics for Transfer (AS-T).
7. Creating a hybrid math course in preparation for taking math online.
8. Designing an innovative way for faculty to man the mathematics lab (i.e., using shared office hours).
9. Providing copies of all textbooks for their students at the Library.

10. Creating new combinations of Basic Skills mathematics curriculum to help students accelerate through the pre-college level courses.
11. Organizing a Four Point Plan for improvement of the Basic Skills Math Program.
12. Participating in various college strategies designed to increase student success.
13. Creating and updating, as needed, well developed SLOs.
14. Establishing a strong commitment to student equity within the department.
15. Developing accelerated math courses.
16. Analyzing data thoughtfully and deeply.

Recommendations for Program Strengthening

1. Ensure that faculty and staff are involved in the process of implementing the assessment recommendations resulting from the evaluation of SLO assessments.
2. Expand the review of data, including SLO achievement information, to inform departmental discussion around student.
3. Implement at least one new strategy or program based on evidence of its effectiveness in the research literature and evaluate the impact of the implementation on student success.
4. Track, longitudinally, student progress and improvement of participants in the NASA grant.

Recommendations for Institutional Support

1. Address classroom overcrowding.
2. Explore the use of text messages from faculty to students to announce workshops and other special events and the feasibility of giving faculty the ability to contact all students using text blasts.
3. Track arranged hours.
4. Expand SMC's tutoring programs to address long wait times and provide training for Instructional Assistants.
5. Investigate the options for expanding the hours that DSPS test proctoring is available, especially during peak hours.

Program Review Executive Summary Emeritus College Spring 2016

General Comments

Recently celebrating 40 years of service to the community, the Santa Monica College Emeritus College provides course offerings designed to meet the diverse needs of older adults. The state-supported noncredit program is offered free of charge to students. The overarching goal of Emeritus is to provide a broad educational program for older adults that focuses on basic knowledge, consumer education, career skills, coping skills, health maintenance, and personal growth. Social interactions with peers are a key aspect of Emeritus programs; this helps students to build peer networks, which in turn builds social supports that promote well-being.

In addition to district funding, the Emeritus College program generates funds, through donations, that are managed by the SMC Foundation. The partnership between the Emeritus College and the Foundation is essential to the operations of the program; this funding accounts for approximately 3% of the total cost of running the Emeritus program.

Enrollment has declined by approximately 11.5% from 2010 levels. This is due, in part to the reduction of classes offered as a result of the statewide budget crisis experienced in recent years. Females comprise more than 75% of the student population and 99% of the students are over 50 years of age. Students over the age of 70 have increased in recent years while the percentage of students between 50 and 70 has declined, possibly due to baby boomers delaying retirement or seeking secondary careers. For this reason, the College is pursuing curriculum development in CTE areas.

The majority of Emeritus students are white (73%) and this breakdown has been relatively unchanged since 2010. Most of the students are from the local, more affluent areas of Santa Monica, probably due to the reluctance of older adults to travel great distances.

The program successfully completed several of its objectives including the launch of a faculty evaluation process and a restructuring of its advisory committee. The program is also making progress toward developing a student survey, online registration capabilities, and CTE curriculum.

Among the accomplishments noted in the report, the program celebrated its 40th anniversary, achieved an average annual fundraising level of \$151,000, and revised its website.

The program has weathered several challenges over the last several years. Possibly the most significant challenges include the changes in leadership and the threat to its state-funding. Although the threat to its funding has receded, it is an ongoing concern, especially if the state faces another cataclysmic economic downturn.

Program Evaluation

The program evaluates SLOs every fall and spring term. SLOs are measured via a self-assessment survey because the classes typically do not have grades, exams and assignments. The SLOs now consist of two questions that ask students to assess the level of their knowledge and confidence as a result of taking classes, and are now administered in a pre- and post-assessment format to ensure that areas of achievement can be identified. Overall, the ratings for knowledge and confidence increased by 2.41 points between the pre- and post-assessment.

Emeritus College is anticipating increasing student demand for classes as baby boomers transition into retirement or seek second careers. As mentioned, the program is developing new curriculum to meet those needs. A constant challenge is the demand by various students for more classes in specific interest areas. Students have expressed frustration when they can't enroll in their favorite classes, resulting in classroom overcrowding. An additional challenge is the recording of attendance which is critical as the college only earns apportionment for positive attendance (i.e., when attendance is recorded).

The faculty have also had to take on the challenges of new processes including online attendance, SLO assessment, and faculty evaluations (including student evaluations). These new systems, in turn, have stressed the very small staff that services the program. However, under the leadership of the relatively new Associate Dean, these systems and improvements have been successfully integrated.

Commendations

Emeritus College is commended for:

1. Meeting the unique educational needs for older adults through a variety of course offerings and its 40+ year history of providing life-long learning educational opportunities to older adults, helping to keep them healthy and contributing members of society.
2. Establishing the Pathfinders Program for students with moderate disabilities that includes a computer-based enhanced speech class for students with post-stroke aphasia.
3. Maintaining the program during extraordinarily difficult budget times and developing creative alternatives to traditional course offerings when budget conditions precluded the offering of an intersession.
4. Improving processes such as on-line enrollment and the online attendance roster, while ensuring that student populations who are not "tech savvy" are still supported.

5. Revising SLO process so results are more consistent and useful across the program.
6. Implementing and outstanding series of 40th anniversary celebration events.
7. Implementing a faculty evaluation process in collaboration with the Faculty Association.
8. Weathering the constant threat of reduced funding which climaxed with SB 173 and the frustration expressed by the students over considered changes to its program/format.
9. Running an entire “college within a college” with a staff of just four and no full time faculty members.
10. Ensuring the sustainability of the program through fundraising efforts that augment the apportionment gleaned from the state.
11. The administration’s extensive involvement with external organizations such as the Rotary, CCCEOA, Chamber of Commerce and Small Business Administration.
12. Earning the 2016 Excellence in Community Education Award from the ACCE.

Recommendations for Program Strengthening

1. Explore ways to diversify the student population. For example, work with Institutional Research to develop a survey or other mechanism to determine the needs of male students, students outside the “typical” service area (i.e., Virginia Park area), and other student populations currently not served by the program.
2. Research opportunities for diversifying the course offerings to keep the offerings “fresh” for long term students who may be leaving the program.
3. Consider developing online courses.
4. Explore the possibility of implementing a waitlist and notification process, similar to that used for credit programs.
5. Consider shorter term classes for classes where attendance is low or drops off.
6. Consider a survey of potential students in outlying areas to increase the diversity of the student population.

Recommendations for Institutional Support

1. Include Emeritus College in the programming of the Malibu facility.
2. If included in the Malibu center, ensure that the staffing of Emeritus College is sufficient to support this expansion.

Program Review Executive Summary Modern Languages and Cultures Department Spring 2016

General Comments

The Santa Monica College Modern Languages and Cultures (MLC) Department provides instruction in 15 disciplines: American Sign Language, Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, linguistics, Persian, Portuguese, Russian, Spanish, and Turkish. The department's mission is to promote "a community of respect and understanding of different ethnic groups and their cultures through the study of language, literature, and culture of other global areas which represent different cultures as well." Students who enroll in the program's offerings are preparing for transfer to the UC, CSU and other 4-year colleges and universities, prepare students to complete the MLCD certificates and the AA degree, enable students to fulfill the SMC Global Citizenship requirement and provide continuing education to its students.

The overarching goals of the department are aligned with the American Council for Teachers of Foreign Languages standards. The department also supports students through study abroad programs, a dedicated scholarship award, and through induction into the national honor society for exemplary students studying foreign languages, Alpha Mu Gamma.

The program integrates aspects of five of the college's ILOs into their classes, encouraging students to contrast and compare their own language, culture and environment to that of the speakers of the language they are studying, and to do it critically and with increasingly more depth as their new language skills grow and enable them to interact directly with speakers of these languages.

The program also supports the college's supporting goals and strategic initiatives by creating an innovative and responsive academic environment through its innovative programs, learning strategies and services such as tutoring and technology. The program has participated in SMC's global initiative since its inception, through presentations at flex days and other activities sponsored by the Global Council.

The program has secured grants from the US Department of Education's Title VIA program and they have sponsored Fulbright visiting scholars.

In terms of student demographics, the program has seen a decrease in white and Asian/Pacific Islander students, and a significant rise in Hispanic, multi-race and unreported students. The program continues to attract large numbers of international students but this percentage has not increased dramatically since the last program review. Other demographics have also shown little change. There has been an

increase in the percent of students who are identified as developmental, which presents a challenge for foreign language acquisition. Two instructors, one from MLC and one from English, have worked to develop curriculum for basic skills heritage Spanish students as part of the department's student equity efforts.

Achievements noted by the program include the development of three departmental certificates in African and Middle Eastern Studies, Asian Studies and Latin American Studies. The Department also completed and secured approval for an AA-T Spanish degree.

The department is active within the SMC Community, participating in numerous SMC events such as International Education Week, VIP Welcome Day and student clubs related to various languages. Several faculty have published works and/or have secured fellowships and sabbaticals. New curriculum has been developed based on student need and demand and the department has offered sections with supplemental instruction. The department also serves the external community through sponsorship of visiting instructors, delivery of dual enrollment programs (Hebrew) and working with external organizations such as the Japan Foundation.

Recommendations from the previous six-year program review report were addressed, although changes in personnel hampered the implementation of tutoring assessment somewhat. The programs have incorporated new technology (SANSSpace, Mango, Wimba) and have employed new teaching methodologies including flipping classrooms and developing online content.

In terms of needed resources, the department documented the need for marketing and web support, additional information for the class schedule, as well as assistance in migrating online classes to the new platform (CANVAS). They also document the need to upgrade the lab management software, additional faculty in Japanese and Linguistics, and French. They also note the desire to offer more study abroad courses for their students.

Program Evaluation

Student learning outcomes assessment is ongoing, systematic and used for continuous improvement in teaching. The SLO process itself is well documented. Each program (language, linguistics) has established SLOs for each level. While two or three SLOs were focused on during previous years, all SLOs for all languages were assessed during 2014-15.

SLO assessment methods vary between courses and include oral presentations in class, quizzes and tests, group activities, in class readings, and writing assignments (essays, etc.). SLO assessment and success rates are discussed among faculty during meetings and professional development days to consider changes, pedagogy and curriculum revisions. Because the SLOs are unique at each language level, the use of

assessment data is considered at the language level, rather than holistically for the department.

In addition to using SLO assessments to effect program improvements, the department uses a variety of other sources. These sources include annual objectives, TIMS and other reports, student surveys, lab and tutoring service usage, attendance figures, and enrollment trend analysis. For example, the department realized through consistent absences in the afternoon sections of Spanish 11 and 12 that these courses needed to end by 5pm to allow for students to get to their respective places of work in the afternoon, thus improving student attendance in these classes.

In response to one of the recommendations from the previous six year program review, the department has adopted new methods for assessing SLOs and documenting the results of those assessments. These changes allow faculty members to reflect on the data and use it for developing/refining curriculum, implementing new teaching strategies, and improving the scope and sequence of the courses offered. For example, the department used SLO assessment data to strengthen its heritage speaker Spanish program, change textbooks for several languages, revise and create curriculum and make modifications within specific language areas.

Commendations

The MLC program is commended for:

1. Designing and using student learning outcomes and assessments that are ongoing, systematic, and used for continuous improvement in teaching.
2. Working on developing basic skills curriculum in Spanish to address needs of students with limited proficiency in Spanish and English.
3. Exploring ways to divide 5-unit Spanish 1 and add language learning strategies.
4. Coping with myriad staff and faculty changes and retirements.
5. Maintaining a robust, unique program with a variety of languages.
6. Supporting various college initiatives and events such as the Global Citizenship Initiative, International Education Week and VIP Welcome Day.
7. Pursuing and obtaining a prestigious Fulbright Scholar in Residence Program.
8. Pursuing and obtaining the President's Innovation and Progress Award for SANSSpace.
9. Developing the AA-T in Spanish.
10. Successful collaboration with other departments such as ESL, English and Earth Sciences.
11. The number of on-line resources added to the lab inventory making it possible for students to access from home.
12. Goals linked to the American Council for Teachers of Foreign Languages (ACTFL).

Recommendations for Program Strengthening

1. Assist new faculty and staff hires to become acclimated the college, involving them in activities sponsored by the college community and specific departments.

2. Consider developing credit or noncredit language courses (e.g., Spanish) for working adults who need language skills in the workplace.
3. Pursue available district resources (i.e., the SMC Web Designer and staff) for help with redesigning their web presence.
4. Work with the District's Human Resources to address the issue of evaluating faculty in languages where a sole full time faculty member comprises the faculty for that language.
5. Collaborate with the English Department to pilot strategies aimed at increasing the success of basic skills students enrolled in language classes.
6. Centralize software licenses into one purchasing/budget item with a timeline of license renewal dates, then secure an ongoing funding mechanism for these renewals.
7. Utilize Lottery funds for text books and other materials that faculty use in the classroom.

Recommendations for Institutional Support

1. Include Modern Language lab licenses in the overall list of software that is automatically renewed by the district.
2. Ensure that the total cost of ownership cycle for instructional computers and related equipment includes the Modern Language Lab.

Program Review Executive Summary Psychology Department Spring 2016

General Comments

The Santa Monica College Psychology Department is a single discipline department, comprised of 18 lower division courses (plus two independent study courses), and one upper division course, slated to be offered in Fall 2016, that supports the college's new IxD baccalaureate degree program.

The department's courses are designed to provide students with a broad introduction to field of psychology. Specifically, the department's courses and program address several goals: preparing students for transfer to four year institutions as part of their general education/IGETC requirements, preparing students for a psychology major at a four year institution, providing general interest courses and job skill development, and providing courses for students to satisfy the requirements of SMC CTE programs such as Early Childhood Education and Nursing. Special sections of psychology courses are offered through the Black Collegians, Adelante and Scholars programs.

The program supports SMC's mission through the exploration of the tension between similarities and differences between human beings. This dynamic is explored in an environment that is safe, inclusive and encourages exploration. The program values and encourages personal and intellectual exploration through an examination of students' relationship to the social world around them, including their perceptions and perspectives.

At the time of this report, the department does not offer a degree or certificate, but has developed and submitted to the SMC Curriculum Committee, the courses needed for an AA-T in Psychology. The faculty are also working on a certificate program to help students take advantage of entry level jobs in fields such as Applied Behavioral Analysis. Certificate programs are also being discussed to help students find career pathways into such fields as addiction and Autism Spectrum Disorder. The curriculum for almost every class offered by the department has been rewritten and aligned with the state's course identification system (CID).

In general, students enrolled in psychology classes mirror the general SMC population. Females are somewhat overrepresented (62%, 9% higher than the campus in general) and the program has a younger demographic compared with other programs. There are lower numbers of international students. A majority (82%) of the students indicate transfer as their goal, which is 8% higher than the college average. In the last two

years, the program has seen an increase in the number of students pursuing an AA degree.

Students enrolled in online classes succeed at a much higher rate (12%) as compared with their on-ground peers. Evening students also have higher success rates as compared to daytime students. Black and Latino students succeed at a lower rate as compared with the average and the department states that it is an area of inquiry and effort that they will address.

The department completed most of its stated objectives from last year including increasing the utilization of the Psychology Tutoring Program (40 students per semester), use of a shared drive to increase utilization of departmental resources among the faculty, and redesigning the department website which now includes course outlines of record, links to the Psychology Club, and other pertinent information about the program. The objectives related to hiring new faculty, curriculum development and use of data to inform program decisions are objectives which are still in progress.

In the last two years, the department has increased its departmental meetings, interdepartmental communication, and social activities. The department has also participated in training with Title IX officers, Institutional Research and the Associated Students. The program also addressed recommendations for program strengthening from the previous program review including hiring new faculty, developing new courses, and establishing a psychology tutoring program.

Program Evaluation

The department has undergone great transition in the last few years. Five new faculty have been hired, in fields such as Developmental/Evolutionary Psychology, Neurobiological Psychology, Community/Clinical Psychology, Cognitive Psychology and Health Psychology. Recruitment for an unfilled Applied Developmental Psychologist position is also underway.

The department presents only one SLO and provides little indication of how it is assessed. The report indicates that discussions of how to integrate and assess the SLO are taking place during monthly department meetings. The department has not yet developed a Program Learning Outcome but indicates that this is an important goal for them.

The department discusses specific pedagogical ideas, current events, helpful resources, etc. in department meetings, department-wide communication and of course in personal communication. The department is aware of trends campus and state-wide to address programmatic improvements by the use of data. The Psychology Department has the expertise in the use of evidence based assessment techniques, but also are trained the inherent limitations of these. As such, there has been little agreement has been made about how to integrate data into programmatic level decisions.

However, they have used department meetings to discuss how they can make the program more relevant to the College's mission of seeking to "prepare students for careers and transfer." In the immediate future, they intend to build pathways to entry level jobs, to careers in the field, to transfers to higher education programs.

The objectives for the coming year are not stated as such, other than listing curriculum development and faculty hires, and increasing the use of data to inform program decisions.

Commendations

The Psychology Department is commended for:

1. Increasing its interdepartmental activity and strengthening departmental collegiality through regular department meetings, including part time faculty in those meetings, training sessions with various college groups, and use of the shared drive and website.
2. Having the Psychology Club inducted into Psi Beta, the national honor society in psychology for community colleges.
3. Redesigning the departmental website which now allows students and counselors to access more detail about courses and the program.
4. Developing an AA-T degree.
5. Developing a pre-baccalaureate certificate program for students seeking entry level jobs in the psychology field.
6. Creating an upper division course for the new baccalaureate degree program.
7. Creating the Christian Hart Fellowship to support an exceptional student and provide tutoring.
8. Providing a clear vision for departmental goals.

Recommendations for Program Strengthening

1. The department needs to develop, implement and assess program level outcomes.
2. The department needs to use SLO assessment data in its discussions for program improvement.
3. The department should develop a proposal for Equity funding to implement practices and strategies that address the equity gaps in course retention and success rates.
4. The department should seek funding from the Information Services Committee to upgrade the computers used by the department.
5. The department should develop two or three objectives that show a measurable change and have time constraints of a year or so; for example, an objective could include improving the course success rates of Latino and African American students who are currently succeeding at a lower level than the average rate.

Recommendations for Institutional Support

1. The institution should provide support to coordinate and manage an Institutional Review Board.

Program Review Executive Summary Office of Institutional Research Fall 2016

General Comments

The Santa Monica College Office of Institutional Research (IR) supports the mission of Santa Monica College by generating accurate, relevant, and timely information to support the assessment and planning of programs, services, grants, and college-wide initiatives. Both internally and through its work with the college community, the IR function actively promotes a culture of evidence-based inquiry.

The IR staff includes five full time team members: one dean, two senior research analysts and two research analysts. The staff are responsible for a wide range of research-related activities including responding to specific data requests made by campus constituents, designing and implementing research studies, evaluating programs, services, and grants, presenting data to stakeholders, and providing training on data tools and databases.

The majority of IR clients are faculty (38% over the last six years) and management (31%). Other clients include external requestors (12%), staff (10.1%), committees (6.4%), and students (2.4%).

Some of the major accomplishments of the IR function include providing support to: the Multiple Measures Assessment Project (MMAAP); the statewide Common Assessment Initiative efforts (i.e., developing a common assessment test for English, ESL and math); the Academic Senate's review of administrative regulations related to progress probation; and preparation of the college's Accreditation Self Evaluation Report. In this last case, the IR dean served not only as a chair of Standard IIB, but also contributed to the writing and editing of all standards and supported the collection of evidence used throughout the report.

Other activities undertaken by IR include the administration of the Career Technical Education Outcomes Survey (CTEOS), a statewide effort to gather information on employment outcomes for those students who participated in CTE programs, and providing support to grant funded projects and data to the Grants Office to support the acquisition of new grants.

Another key contribution to the college was the development of standard data packets that college units use when preparing their respective program review reports. In addition to ensuring that programs have the data they need to meaningfully analyze their respective program's performance, the IR office provides hours of support to units

on data interpretation and the development of meaningful and effective Unit and Student Learning Outcomes.

The IR staff maintain a vibrant presence in the college community through participation on DPAC and Academic Senate Joint committees, Accreditation, and numerous workshops held throughout the year. Staff are also active with external organizations, making presentations at conferences and participating in statewide initiatives such as the CCCCO's Institutional Effectiveness Partnership Initiative and membership in professional organizations (e.g., Research and Planning (RP) Group, Association of Institutional Research).

Program Evaluation

Since the last six year program review in 2011, the IR office had experienced a high level of staff turnover. However, since then, the office experienced both staffing stability and a dramatic increase in full-time staff from one individual to five. As a result, the College has improved its capacity to support data-driven decision-making and planning processes. Although now better staffed, the office is still smaller than the IR functions at neighboring, similarly sized colleges.

Two staff members are funded through grants (at the time of the Fall program review visit, one is supported 100% through Student Equity funds and the other is funded 50% through SSSP and 50% through the Title V Hispanic Serving Institutions grant). Grant funding has allowed the program to expand but there is some concern about how the district will continue funding these positions when the funding is no longer available; a certainty in the case of the Title V grant.

Institutional Research has successfully responded to all four of the recommendations from the last program review by systematically assessing its unit outcomes; developing and implementing additional resources, tools and training to enable others to conduct inquiries; developing protocols for assessing data and requesting research assistance; and developing a system for tracking workload to improve efficiency and effectiveness.

Two unit outcomes are tracked by IR. These outcomes, listed below, were developed in July 2015 after staff determined that the UOs used between 2011 and 2015 were no longer yielding information that was useful in facilitating office planning and improvement. The IR staff eventually developed the following two unit outcomes to replace them:

1. Faculty, administrators, and staff will effectively use information for planning or improvement efforts.
2. Faculty, administrators, and staff will be satisfied with the thoroughness of information provided to them by the office.

Prior to the implementation of these UOs, the IR office used a satisfaction survey to assess its outcomes. That practice was discontinued in 2015/16 and IR set as an

objective for 15/16 to revise the survey to make it less labor intensive and ensure that it yielded useful data.

In 2015, the program initiated its newly developed awareness survey to assess campus awareness and general satisfaction with IR services. The initial results of this survey will be used to establish a baseline against which to measure subsequent survey results but initial results revealed that there are many college staff who don't know about Institutional Research and the resources they offer. To increase awareness, the office has employed tools such as the *Research Matters* blog and a data coaching program. The latter requires a tremendous amount of work, but a "train the trainer" approach could expand the capacity of the college to provide data and research support without having to hire additional IR staff. The Center for Teaching Excellence could possibly provide assistance with the communication of IR resources and services as well as being a training hub for targeted training ventures.

Another method used by IR to gauge its effectiveness include monitoring the web traffic (the number of visitors to its webpage) although this was abandoned when the college's then-website platform (Sharepoint) was discovered to be incapable of weeding out actual users from "web crawlers" such as Google which collect URLs by searing the internet when a user performs a keyword search.

The Office has also integrated Tableau, a software tool that enables college members to design their own queries. Tableau is another example of the proactive way IR is leveraging software solutions to facilitate data analysis and visualization. IR has initiated presentations to various campus constituents on the use of Tableau.

Commendations

The Office of Institutional Research is commended for:

1. Submitting a clear and concise Program Review report.
2. Developing thoughtful objectives to enhance and improve the IR program.
3. Assessing data within their own department to refine and improve IR unit outcomes.
4. Developing standard data sets for college organizations, and assisting college departments and programs in the interpretation of that data.
5. Developing a model for how to use data to improve planning and decision making.
6. Providing assistance to departments undergoing program review and helping instructional and administrative units understand how to develop useful SLOs and UOs.
7. Developing standard data sets for college programs to use when undergoing their six-year program review reports.

8. Creating new and effective institutional effectiveness dashboards and an annual Institutional Effectiveness Report that provides a comprehensive analysis of the college's effectiveness in a variety of areas.
9. Responding to users' needs as exemplified by modifications made to the delivery of IR-related training.
10. Developing a data coaching program to expand the capacity of the office to serve the college while managing work load issues among staff.
11. Developing an internal, searchable tracking database that enables IR staff to quickly and easily reference back to previous data requests and ensure consistency over time regardless of the IR staff member working on the project.
12. Maintaining a customer service-focused, proactive service organization, as demonstrated by their decision to assess UOs four times a year, a clear indication that IR is engaged in continuous program improvement.
13. Developing communications tools such as the Research Roundtable and *Research Matters* blog.
14. Providing an incredibly high volume of quality research data and reports for the college community and external agencies.
15. Contributing a huge amount of information and time to the Accreditation Self Evaluation Report preparation.

Recommendations for Program Strengthening

The program review committee recommends that the Office of Institutional Research:

1. Review and revise the process for collecting feedback on workshops and trainings.
2. Publicize the *Research Matters* blog to increase campus awareness of the resource or consider alternate methods of communication.
3. Work with the Center for Teaching Excellence to communicate IR resources and opportunities to the college community and to help coordinate the training of college community members on how to access and interpret data.
4. Increase the data coaching program participation to improve the college's research capacity and assess its effectiveness.
5. Work with the Psychology Department on the development of a Subjects Pool.
6. Consider the development of a revised vision for IR that fits with the new Strategic Initiatives.

Recommendations for Institutional Support

1. Support the campus-wide implementation of Tableau.
2. Develop a policy for human participants in the IRB.

Program Review Executive Summary Resource Development – Foundation Fall 2016

The two main resource development activities are the Grants Office and the Santa Monica College Foundation. This executive summary addresses the program review presented by the SMC Foundation.

General Comments

The Santa Monica College Foundation is a separate 501(c)(3) with its own governing Board of Directors. The Foundation supports the mission of the College through the fund raising and expenditure of those funds to provide scholarships, grants, and program support to strengthen the educational experience offered by SMC. To this end, the Foundation is a principal agent in developing external partnerships to generate community support and funding to further SMC's mission. The Foundation works with the College to ensure that institutional priorities are integrated into Foundation goals.

For many years the Foundation focused primarily on building a strong portfolio of scholarships. In more recent years the Foundation has increased funding capacity and expanded the variety and level of program support available. Examples of effective new programs and awards include: Chairs of Excellence available in multiple disciplines which provide three years of funding to a faculty member for program improvement; Margin of Excellence annual awards of up to \$5,000 awarded to programs for small improvements/support for which funding is not available; and Innovation and Progress awards of \$25,000 for a larger programmatic impact. All of these awards are competitive and highly sought after and support faculty and instructional and support programs in multiple and innovative ways.

In addition to scholarships, examples of direct support to students include programs such as; President's Ambassadors who actively represent the SMC across the college and at events throughout the year; Dale Ride interns who have the unique opportunity to spend a summer in Washington D.C. serving at a variety of governmental and policy agencies; and Young Collegians, an SMC/SMMUSD partnership which offers selected high schools students a three-year dual enrollment summer program.

It should be noted that the majority of donations to the Foundation are restricted in the sense that the donor earmarks specific programs and activities to be supported. Foundation staff have been effective in linking donor interests to specific programs while attempting to maintain a certain level of flexibility over time. The number of widely appreciated value added Foundation programs directly supporting students, faculty, and programs reflects the long-term efforts of the Foundation to build a community of internal and external supporters who recognize the uniqueness and commitment to innovation of Santa Monica College.

As a separate entity, the Foundation is responsible for securing sufficient external funding to support its operating costs, with the exception of two college funded positions. Thus, as is common practice, a portion of all donations and the income derived thereof is earmarked for Foundation overhead. Conscientious in its responsibility to manage donations effectively and efficiently, the Foundation has been lean in the acquisition of staff with only three full-time and one part-time staff position in addition to the two College funded management positions to perform all the functions and oversights required.

Program Evaluation

Since the last review there have been multiple changes in leadership and staffing in the Foundation. Some history, continuity of practice, and archiving of information has been lost in these transitions, although financial information has been consistently maintained. Targets and benchmarks for fundraising and distributing investment income have been set and regularly reviewed and happily have increased in both areas. However, more formalized methods of assessing effectiveness aligned with College practice are only more recently integrated into Foundation self-evaluation processes.

The Foundation has recently developed UOs based on their long-standing goals. These have been reviewed and revised on a regular basis and a more formal assessment linked to the UO process will take place annually moving forward. A strong database of who has been served directly by Foundation support informs and helps to drive decisions regarding non-dedicated resource allocation.

Commendations

The Santa Monica College Foundation is commended for:

1. Providing scholarships and awards for students.
2. Providing funding to support faculty such as Chairs of Excellence, Margin of Excellence, and Innovation & Progress Awards.
3. Providing direct support to numerous programs such as Adelante, Young Collegians, Veterans Resource Center, and instructional programs such as Film and Dance.
4. Articulating a clear sense of the mission of the College and the role the Foundation can play to foster and further the mission.
5. Development of UO's that support the mission of the Foundation.

Recommendations for Program Strengthening

The committee recognizes the many and varied types of support provided by the Foundation to strengthen institutional programs and help students and recommends the Foundation consider the following to further strengthen the program:

1. Complete the cycle of UO assessment and maintain longitudinal data

Program Review Executive Summary Resource Development – Grants Fall 2016

The two main resource development activities are the Grants Office and the Santa Monica College Foundation. This executive summary addresses the program review presented by the Grants Office.

General Comments

The Santa Monica College Grants Office is a one-person function comprising a single individual who identifies funding opportunities, works with various college departments to develop and write the applications, submits the same and ensures that funded grants are “launched” appropriately.

The primary goal of Santa Monica College’s Grants Office is to support faculty, staff, and administrators in their efforts to successfully pursue, obtain, and manage public and private grant funding in support of SMC’s mission and the college’s goals and priorities. All grants submitted by the Grants Office are aligned with the mission of the college and one or more of the college’s Supporting Goals, Institutional Learning Outcomes, and/or Strategic Initiatives.

The Grants Office is responsible for three specific activities, including:

- Prospect Research – finding potential grant opportunities and disseminating this information to the campus community;
- Grant Development – planning, writing, and submitting grant proposals; and
- Grant Management – assisting with the implementation of grant-funded projects so that outcomes are achieved on time, within budget, and in accordance with institutional, state, and federal rules and regulations.

Program Evaluation

Commendations

The Grants Office is commended for:

1. Supporting college through the successful acquisition of multiple grants and leveraging opportunities to “multiply” the effect of grants on student success related initiatives and the development of new instructional areas.
2. Providing support to faculty, staff and administration in all areas of grants: dissemination information, developing and writing of grants, and grant management.

3. Developing deploying, and analyzing user-satisfaction surveys for end users as part of overall program improvement.
4. Preparing a well written Program Review report that reflects a clear vision and strategic thinking.
5. Providing thoughtful and useful suggestions for a broader institutional vision.
6. Securing an impressive number of grants applied for and awarded from a one person office.
7. Establishing strong relationships with Fiscal Services and Institutional Research to ensure grant development and grant monitoring are effective.

Recommendations for Program Strengthening

The program review committee recommends that the Grants Office:

1. Consider requesting additional staff support to help manage the load of the grants.
2. Explore ways to establish, with the Resource Development Committee and Fiscal Services, processes and/or structures that could address grant reviews and compliance issues without adding additional burden to the scope of the current office.

Recommendations for Institutional Support

1. Harness the collaborative power of the Resource Development Committee to develop priorities and strategic goals for determining which grant and other external funding resources to pursue.
2. Establish a Project Manager to provide support to PIs on grants
3. Provide administrative assistance (i.e., webpage update)
4. Provide a compliance auditor (through Fiscal Services)

Program Review Executive Summary Workforce and Economic Development Fall 2016

General Comments

The Office of Workforce and Economic Development (W&ED) develops and administers grant projects and contracts that directly support the District, CTE faculty, and students with resources and educational services. The Office of Workforce and Economic Development comprises four internal units (Career Technical Education, Workforce Development, Economic Development, and Contract Education) that are interconnected and work together to provide resources in service to the District:

- **Career Technical Education (CTE)** - CTE programs and services are primarily supported through several grants administered in the Office of Workforce. These include the Perkins Career and Technical Education Act of 2006 (CTEA-Perkins IV), the CCPT-LA HITECH, and the SB1070 grant.
- **Workforce Development** – These short-term training programs are delivered in partnership with Workforce Innovation and Opportunity Act (WIOA) funded centers such as the American’s Job Centers of California. These evidence-based, job-training programs in high-demand fields provide a pathway to the middle class for low-income individuals.
- **Economic Development** - The Employment Training Panel (ETP), funded through the Employment Training Tax, provides funding to offset training costs for new and existing workers in California.
- **Contract Education** - “Contract Education” is education or training paid for by a business or organization with enrollment restricted to individuals approved by the paying client.

W&ED activities help support SMC’s mission through its partnerships with educational institutions, programs and services that assist students in the development of skills to succeed in college, and by preparing prepare students for careers and transfer, and offering programming that support life-long learning.

Overall program outcomes are to provide CTE students with the skills they need for employability, job retention, and career enhancement over the course of their careers. The program also serves the college community through the collection, assessment and dissemination of a wide variety labor market information. This information is provided to a variety of constituents, including the Academic Senate for use in the new faculty ranking efforts. This data was also instrumental in the college’s pursuit of the IxD baccalaureate program.

The program is largely self-sustaining through its grants, contracts, course fees (where applicable) and donations. The only positions funded by the district are the dean, an assistant dean and a .5 FTE administrative assistant (AA-II).

The program promotes community engagement through CTE program advisory boards, a regional workforce alignment among 20 community colleges and the seven Workforce Investment Boards, and continued partnerships with local high schools.

Program Evaluation

The program has two Unit Outcomes (UOs):

UO #1: CTE faculty will use the resources received from Workforce and Economic Development (such as training, reports, equipment) to inform and improve their programs.

The Office of Workforce & Economic Development makes labor market information (LMI) available to faculty, the District, and at times, to the greater Los Angeles community. The data supports CTE Chairs and departments in making data-driven decisions on how to align their educational offerings with the current and projected workforce needs. This UO is also achieved through the provision Core Indicator Data from the Chancellor's Office which is used to allocate Perkins funding for proposals that will lead to improvement in the Core measures.

UO #2: Students who participate in Workforce and Economic Development workshops will be satisfied with the information received.

This UO is assessed through reports submitted to state and federal funding agencies, evaluations of workshops, courses, and other services provided to participants in those services.

The Program has also utilized other techniques for assessing its efficacy in providing services to students, employers and the community. These include:

- the CTE Outcomes Survey (CTEOS) which measured the students to completed and/or left the CTE programs;
- the CTE-BSI Research Committee, an interdisciplinary group of faculty members in CTE, Counseling, Math and English who investigated ways in which CTE students' performance could be improved and developed a number of promising practices; and
- the Promo Pathway and Developing Career Pathways efforts to support under-represented students' access to non-traditional careers.

The program has achieved several other accomplishments including the development of auto-degree awarding that increased the number of degrees and certificates awarded to students by 39% and the acquisition of the SMC-led consortia LA HI-TECH grant through the California Career Pathways Trust.

Looking forward, the program is seeking to continue strengthening its partnerships with external agencies, identify interdisciplinary partnerships among SMC's CTE and related disciplines, and continue to align SMC curriculum with feeder high schools and with partnering community colleges.

Commendations

The Workforce & Economic Development Program is commended for:

1. Supporting the district, faculty and students by developing and administering grant projects and contracts.
2. Working with CTE programs to help them respond to labor demands, understand what keeps businesses competitive, and create career pathways for the students.
3. Connecting and integrating the college's Institutional Learning Outcomes and Supporting Goals to the program's goals.
4. Writing a clear and succinct Program Review
5. Providing leadership for regional consortia and ensuring the SMC is included in these collaborative projects.
6. Securing an impressive number of grants and contracts.
7. Supporting the New Faculty Ranking Committee with Labor Market Information data

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that the Workforce & Economic Development Program:

1. Identify annual objectives that are specific and are able to be accomplished within one year.
2. Collaborate with the noncredit program to develop new adult education (noncredit) certificate programs.

Program Review Executive Summary Community Education Fall 2016

General Comments

Community Education supports the College's mission to nurture a lifetime commitment to learning by providing open and affordable access to high quality enrichment and professional development courses to nontraditional students from the surrounding communities.

The Community Education department offers a variety of fee-based, short-term workshops, seminars and classes. These classes have no age or boundary restrictions and they offer no academic credit. Community Education offers classes that are classified under two categories and have two very distinct purposes: 1) to meet the interests of the community and 2) to promote continuing professional training and enrichment.

As mandated by the California Education Code, Community Education is a self-sustaining department that does not receive funding from the College's general fund.

As stated in the College's mission, "Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals... These programs prepare students for successful careers, and foster a personal commitment to lifelong learning." SMC's mission is embodied in the program's overarching goal to serve the lifelong learning needs of individuals in Santa Monica, Malibu and greater Los Angeles communities.

Last year, Community Education processed approximately 6,000 registrations of in classroom courses, and the program has a faithful customer base in the community with many long-time repeating. However, Community Education has been working to increase the number of professional development courses, which would allow the program to attract more students that are seeking career training opportunities.

Program Evaluation

All Community Education courses are monitored through course evaluations to ensure program quality and student satisfaction. Revenue generated is another method of evaluation used to inform program planning as revenues serve as an additional indicator as to whether the program is offering what the local community deem as relevant learning opportunities.

The program has created several marketing instruments to increase community awareness including an online newsletter, “Sound Bites,” which disseminates information about the program, its instructors, and its students, and “e-blasts” about course updates. The program has also established other social media communication outlets including accounts on Twitter, LinkedIn, and YouTube, as well as a blog, “Mindscape,” to provide a communications platform for instructors and students.

Since the six-year last program review, the program has also focused on providing more professional development courses. New programs developed over the last six years include several certification programs (e.g., Paralegal, Phlebotomy, Leadership), and cornerstone programs to serve dually as community education or contract education programs (e.g., Cisco Networking Academy, Customer Services Academy).

The program has also reviewed how often it offers courses and the pricing structure it uses to enhance registration demand, reduce the number of cancelled classes, and increase revenue.

Despite these modifications and operational efficiencies, the program is struggling to meet the full expenditures of the department. However, the program has been able to reposition itself while neighboring not-for-credit programs have shut down.

The program notes that operationally, it needs a dedicated staffing structure that goes beyond the current staff of a director, a program coordinator, an administrative assistant II and a part-time project assistant position. The need for additional staff, including a dedicated marketing person, were identified. Other needs identified by the program include the provision of dedicated classroom space and scheduling during periods that are currently off the SMC instructional calendar, as well as the ability to offer classes during the daytime hours. These improvements would generate operational costs, however, thus contributing additional fiscal burden to the program’s self-sufficiency requirement. Further, the program’s request to offer classes during periods when credit programs are not offered would impact other operational units who depend on these short periods of time to get needed facility and other infrastructure upgrades accomplished.

Commendations

Community Education is commended for:

1. Supporting community needs for lifetime learning opportunities.
2. Collaborating with SMC’s academic departments to offer supplemental or grant-funded training in specific disciplines.
3. Linking the College’s Institutional Learning Outcomes and Supporting Goals to the goals of Community Education.
4. Developing strategic revisions to course scheduling such increased variety and reduced frequency of offerings to improve overall course enrollments.

5. Improving operational output such as the development of course evaluations, a standardized form for new course proposals, forums for instructors, and implementation of data analysis.
6. Adding new courses that address the professional development needs of adults.
7. Pursuing analytics to determine where they could improve the program's success and eventually become self-sustaining.
8. Creating course outlines and SLOs for all courses although technically not required to do so by the CCCCCO.
9. Developing new marketing strategies such as the "Sound Bites" newsletter, social media communications, and the open houses and instructor forums.
10. Developing the SMC Extension program.
11. Incorporating data driven analysis to understand program performance.
12. Participating on CTE program advisory boards, including Broadcasting and Cosmetology and attending at CTE Committee meeting.
13. Securing designation as an ETLP provider.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Community Education Program:

1. Develop Unit Outcome specific to the Community Education program.
2. Break down objectives into pieces that are accomplishable in a year rather than longer term.
3. Develop and implement a plan for the program to be fiscally self-sustaining.

Program Review Executive Summary Career Services Fall 2016

General Comments

The Career Services Center provides career counseling, internship and employment opportunities, and is home to the newly created Applied/Service Learning Program.

The mission of the SMC Career Services Center (CSC) is to support students' diverse career pathways and career development needs by delivering relevant career resources and services. The program seeks to enhance students' awareness of college majors, experiential learning, employment trends and employer partnerships that will prepare them for meaningful professional lives and lifelong success in the world of work. CSC services help students achieve their educational goals which, in turns, helps students become contributors to the global economy, thus contributing to the mission of Santa Monica College.

The CSC also provides support to college departments by providing written assignments to faculty so the students can connect what they are learning with potential careers, speaking with classes, attending department meetings, participating in advisory board meetings and providing speakers.

The CSC's various services include:

- **Career Counseling** includes individual appointments, workshops, class visits, career counseling courses, part-time counseling support to the African American Collegians Center, the Latino Center and the First Year Experience (FYE) program.
- **Internship Program** provides an annual spring internship fair, internship postings on the college's website, student orientations, "Cool Careers Speakers' Forum," and workshops
- **Employment Services** include two job fairs each year, resume assistance, an online resume critiquing service, mock interviews, workshops, postings of on-campus student employment opportunities, and recruitment of non-SMC employers.
- **Applied/Service Learning Program Services** helps create and support the partnerships between SMC instructors, students, and community partners who are providing real world opportunities for the students in conjunction with specific

class sections, and is also coordinating a volunteer opportunities website for students seeking to volunteer outside of classroom requirements.

In addition to these services, the CSC is now charged with helping students choose a college major, as mandated by the Student Success Act of 2012 and has actively been involved in the GRIT initiative.

All of the services provided by the CSC support the College's Institutional Learning Outcome regarding Authentic Engagement as students demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom.

Changes in the student populations served by the CSC, since the last six-year program review, include Hispanic students who now comprise 50.5% of the students served (29.6% at the time of the last review); this is possibly due to having a dedicated counselor (albeit part-time) in the Latino Center. There is also a dedicated counselor in the African American Collegian Center, but the number of black students has not risen, and actually declined slightly (9.2%, down from 10.5%). The partnership with the First Year Experience program has contributed to an upswing in the number of students seeking assistance from the program and a 50% increase in the number of first-time college students who visit the center.

The program staff are very involved in campus activities and committee work, including making presentations on institutional flex days and in classrooms. They also participate in college initiatives, and make presentations at the meetings of other college departments.

Program Evaluation

The program regularly assesses SLOs associated with each of its services and the courses offered. The program also examines longitudinal data provided by the Office of Institutional Research and evaluative data required by the SSSP funding program. The program is using SLO assessments to make improvements, and validate its services to ensure that they are meeting student needs. For example, a newly assessed SLO for Counseling 12 classes showed a better way to introduce an assignment to ensure students get the most out of the informational interview they are required to do.

The program has experienced very successful job fairs, and internship fairs. The Cool Careers Speakers program has had more than 1,000 students attend its sessions. The program now has an Advisory Board that meets annually and the program staff are involved in providing classroom visits and meeting with departments.

Visits to the CSC are up tremendously as are the number of students who enroll in the CSC related classes (Counseling 12, 15, 16, 90A-D). The program asserts that as a result of this increase, more students are declaring their major by their 16th unit. The program has ensured that its websites meet accessibility standards.

Commendations

Career Services is commended for:

1. Providing college major counseling for students who are undecided regarding their major field of study and other academic goals, and encouraging them to pursue those goals.
2. Assisting students with internship opportunities, enabling them to gain appropriate work experience.
3. Inviting, through personal phone calls, students to visit the Career Center for career counseling and meeting with them individually.
4. Providing well-attended (by both students and companies) job and internship fairs.
5. Working with the First Year Experience (FYE) students who are mandated to meet with a career counselor.
6. Attempting to decentralize the program's services to better serve students and programs.
7. Engaging with Service Learning.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Career Services:

1. Develop measurable (and quantifiable) objectives that are be time limited and focused on program improvement not ongoing program responsibilities.
2. Develop objectives for working with other programs to increase understanding of career strategies (e.g., applied/service learning).
3. Consider the development of UOs to track the non-counseling related aspects of the program.
4. Publicize the success of the job and internship fairs through the college's marketing arm/PIO.
5. Ensure that the program uses SLO results to make changes (improvements) in the program.
6. Consider strategies for marketing initiatives such as "Cool Careers" and the Applied/Service Learning to departments and to encourage faculty participation.
7. Work with Institutional Research to develop and implement effective student surveys to assess satisfaction with program services and consider allowing students anonymity when providing feedback.
8. Consider noncredit "companion classes" for low enrolled classes.

9. Pursue integration of GFSF curriculum

Recommendations for Institutional Support

1. The Institution needs to examine the methods used to collect data regarding students' declaration of majors to determine how it can be effectively consider strategies to better track majors.
2. Student Affairs needs to begin planning now for how the various student services in the new building will integrate the delivery of student services.

Program Review Executive Summary Business Services Fall 2016

General Comments

The Business Services Unit consists of Purchasing/Receiving, Accounting, Accounts Payable and Payroll. The overall purpose of the Business Services is to account for and facilitate the receipt and use of funds in compliance with all federal, state, local laws and regulations as well as District policies and procedures.

Purchasing/Receiving is responsible for the District's acquisition, contracting and logistical needs. Additionally, Purchasing serves as a key contact in the development of District contracts.

Accounting is responsible for all general ledger accounting, cash management, accounts receivable and fiscal reporting to federal, state and local agencies. The Budget area of Accounting is responsible for the creation of the Annual Budget based on the data provided by the individual departments, the updating of the budget on a quarterly basis and the financial analysis of the District's financial statements.

Accounts Payable is responsible for all non-payroll warrant generation and ensures disbursements meet federal, state, local, grant and District laws, statutes, regulations policies and procedures

Payroll is responsible for all payroll related warrant generation, filing of the quarterly and annual tax reports, maintenance of compensation time and correction of payroll discrepancies.

The Business Services Unit supports the mission of Santa Monica College by providing timely and accurate financial information and efficient processing of District wide fiscal transactions for use in research based planning and evaluation. The information provided and transactions processed are instrumental in providing others with the resources necessary to fulfill the District's mission to, "Provide the programs and services to assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning."

Business Services is critical in accomplishing the District's Supporting Goal of a "Stable Fiscal Environment." Business Services provides essential information so that the District can, "Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources."

Program Evaluation

The Business Services components serve the entire college community. While the populations haven't changed, the volume of work handled by the unit has increased dramatically. Accounting has experienced a 19% increase in its workload since 2010/11. Accounts payable has seen a 10% increase in the volume of vouchers processed, compared to the last six-year review. Purchasing has established a database of registered vendors on its Planet Bids system, going from none in 2010/11 to 654 vendors in 2015/16. Payroll has seen an 18% increase in the gross payroll it processes.

Each area has developed its own UOs and assesses them regularly:

Accounting reviews the volume of activity processed by the accountants, the funding sources approved by the Board of Trustees, the accuracy and completeness of its processes, and the communication maintained between account managers and program managers responsible for the budgets associated with their respective departments. Accuracy is measured through the review of reports provided to funding agencies. Professional development is another means for evaluating the unit's effectiveness.

Accounts Payable's outcomes are based on the vouchers processed and the time it takes to pay invoices. The PeopleSoft Financial software used by the Los Angeles County Office of Education (LACOE) and the department's internal "aging list" are used to make these assessments. The unit's goal of paying an invoice within 25 days of receipt from the vendor is currently met (the average is 13.7 days). The unit has rolled out an electronic payment system which more efficient and to date, 47 vendors have registered for this service.

Purchasing's UO is to increase the vendors registered on the online system. This UO has been met. Another method of evaluation is the amount of time between the receipt of a Purchase Requisition and the issuance of the subsequent Purchase Order. The goal is for simple requisitions to be processed in less than 48 hours and less than five days for PRs that require a quote, four weeks for requests that require formal bids and eight weeks for requests that require a public works bidding cycle. Unfortunately, the lack of an electronic system designed to track this precludes this evaluation.

Payroll's UOs are to track the volume of gross payroll issued each calendar year and identify trends and areas of improvement, and achieve a less than 1% error rate. These UOs are tracked with a 30 day look back period. The department is not meeting its goal, but the number is also dependent on the accuracy of the data provided by the departments submitting time sheets to payroll. The "My Time" system, developed jointly between Payroll and IT has been rolled out for temporary and student workers. It is hoped that this system will reduce errors.

Other accomplishments of the Business Services units include the Fixed Asset Management System, designed to track more than 48,000 district assets. Purchasing also took the lead in launching Business Services web pages, and has implemented the “Smart Track” system to track packages received.

Business Services has robustly addressed the recommendations made during the last six-year program review, including the development of goals and objectives, methods for assessing effectiveness, written procedures, and, most notably, an equipment replacement plan.

Looking forward, Business Services is looking to implement another phase of MyTime, implement an electronic workflow system for Purchasing, Accounting and Accounts Payable functions, and participate in a pilot project with LACOE.

Commendations

Business Services is commended for:

1. Providing exemplary service to the college by all areas that comprise Fiscal Services.
2. Achieving an outstanding audit record, with nine consecutive years of audits with no substantive findings.
3. Establishing a foundation of and commitment to customer service that is both effective and supportive.
4. Providing transparency to college constituency groups and committees with regard to budget planning and expenditure reporting
5. Ensuring the college’s compliance with myriad and ever-changing state, federal and local laws, regulations, and restrictions.
6. Identifying and implementing, on an ongoing basis, improvements designed to increase the efficiency of the Business Services operations (e.g., the electronic payments to vendors, approved vendor list and implementation of Planet Bids for purchasing, and payroll system for temp/student workers).
7. Establishing a team of dedicated staff members and providing them with ongoing professional development opportunities.
8. Providing clear explanations of how assignments are delineated and workloads are managed.
9. Writing a very clear and concise Program Review and responding to the recommendations from the last review.
10. Making the process of purchasing materials, supplies, lab equipment, etc., for departments more efficient, effective and streamlined.
11. Responding, thoughtfully and thoroughly, to responses and action taken to previous program review recommendations.

12. Achieving a minimal error rate on payroll transactions, especially when the payroll systems still rely heavily on manual data entry and tracking.
13. Developing written policies and procedures and make these available online.
14. Writing a model program review report that is well written yet concise; one that clearly connects planning with the program's efforts to improve its operations and services, with articulate examples of how data is currently organized and analyzed.
15. Conducting an effective and committed assessment and evaluation cycle.

Recommendations for Program Strengthening

To improve its various services and programs, the Program Review Committee recommends that Business Services:

1. Work with campus resources to develop training modules that can be used to train new department chairs and administrative assistants (for example, the program might consider developing power point presentations and/or videos to help new personnel on purchasing and accounts payable processes, the My Time Payroll system and other fiscal services such as "grant reporting and management of funds", as necessary).
2. Consider, prior to the new LACOE system integration, developing an assessment of interpersonal relationships between the staff and the college units they serve.
3. Consider, as the new LACOE system is integrated, developing a customer service unit outcome that measures and tracks, longitudinally, user satisfaction with each of the modules as they are implemented.
4. Break down objectives into manageable pieces that are measurable and able to be completed within one year.

Summary Table of Program Needs

Program/Unit	Vice President Referral	Needs: Major Categories														DPAC S/C Referral						Comments/Notes	
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning		DPAC – Facilities Planning
African American Center/Black Collegians	SS		●			●			●														Additional Counseling Hours Communicate w/students via text
Alumni Relations	SS			●		●											●						Database and CRM platform Additional Staff positions (5)
Art	I			●		●		●	●								●			●	●		Instructional Aides for Sculpture, Ceramics; new kilns; Ext Bell; Evening Ceramics Program
Athletics	SS			●				●								●							Resurface Track, Various equipment for Athletics Staff, Dedicated Sports Info Director
CSIS	I			●	●	●				●	●						●	●					Outlook Mail Server for students; Staff computer lab on Sunday; Refresh faculty equipment/software; technical training for faculty
CalWorks	SS			●		●											●						Hire Job Developer; go to a “paperless system.”
Campus Police	SS			●		●		●	●						●		●				●	●	2 Officers; Emergency Trailers; BP Vests; New Radio Eq. for Dispatch; new station (long

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																							term)
Career Services	SS		●																		●		Career Counselor
Communication (Media)	I	●		●				●														●	Additional Equipment; Faculty; Additional Lab Tech.
Communication (Film)	I	●						●														●	Restore Film Production budget (\$10K); 2nd Red Cam; Additional Faculty
Communication (Journalism)	I					●	●	●															Update Cameras/Lenses; Workshops; Upgrade Adobe Suite; Laptops
Communication (Comm Studies)	I			●				●								●					●	●	Director of Forensics; Squad Room for Debate; Tournament Costs
Community Education	I			●												●					●	●	Use of facilities during non-instructional periods; Additional staff (marketing, operations)
Cosmetology	I	●																				●	FT Faculty (Barbering)
Counseling	SS		●	●	●	●									●		●					●	Additional Counselors; Dedicated Student Services Programmer in IT; more space; update

Program/Unit	Vice President Referral	Needs: Major Categories														DPAC S/C Referral						Comments/Notes
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning	
																						computers
Dance	I			●									●								●	2 PT Perm Accompanists; Perm Stage Mgr; Daily custodial in studios
Design Tech	I	●			●			●				●					●				●	IxD Asst Director; Prof Dev for Faculty; Misc equipment/tools/SW for Int Arch; new faculty in all areas; software needs
Disabled Students Services Center	SS		●		●	●		●			●	●				●						FT Counselor; PT Therapist; Camera Surveillance; Revise AR; “Register Blast” SW for student scheduling; Prof Dev for staff and faculty
Distance Education	I				●																	Continue Peer Mentor stipends; online tutoring S/W
EOPS	SS														●							Continued funding for expired grants; Additional Office Space for Guard. Scholars
Earth Sciences	I	●		●	●			●						●			●				●	Add'l classroom (lab) space, classroom space for sustainability; Storage space;

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		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning		DPAC – Budget Planning	DPAC – Human Resources Planning	DPAC – Facilities Planning
																							Additional WTH allot; Equipment upgrades; FT Faculty (Physical Anthro); FT Staff (Lab Tech and Planetarium Director)
Education/ECE	I	●	●	●												●							2 FT Faculty; maintain dedicated counselor; Lead Tutor; modular furniture
English	I			●		●						●		●		●					●	●	Access to computer labs; more whiteboards in classrooms; 2 IAs per lab meeting; Adj Office Hour space; Tech training; TIMS data for every instructor.
Enrollment Services (A&R)	EM	●																					PBAR Issues; AAI, AAIL needs
Enrollment Services (Bursars)	SS				●	●											●				●		Revise job descriptions and develop new supervisory (promotional) position; New student ID system (paid out of Aux); upgrade staff computers
Enterprise Services	B					●									●						●		New Student ID system (also mentioned above); Revamp bookstore; complete new staff job descriptions.

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Events/Facilities Scheduling	GR					●					●		●														Prof Dev for Events staff; refresh events equipment; better custodial services in events-heavy areas
Facilities	B																										No needs identified
Foundation	B																										No needs identified
Grants	I			●		●																					Revamp website; need staff to write, do prospect research, etc.;
Health Sci – Resp. Therapy	I	●													●												Consider going “solo;” RT Dedicated space in nursing lab; Additional FT faculty
Health Sci - Nursing	I	●	●		●																				●		FT Clinical/Skills Lab Faculty and Psych. Mental Health Faculty; update equipment; maintain human simulator (all have nursing accreditation implications)
High School Programs	I			●																					●		More staff (no detail provided)
History	I	●																							●		More FT faculty

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Human Resources	I																						No needs identified
Info Tech.	EM			●		●		●			●	●					●						PD for staff; PD for campus community on Cybersecurity; Additional Staff to support campus security systems and the Campus police systems; replacement of cloud, ISIS, other systems.
Institutional Research	EM			●	●												●						IT support for Tableau; Additional Assistant; Computer upgrades for staff.
International Education	EM		●				●			●											●		Technology approaches for enhancing services to students; Additional Counseling hours
Latino Center/ Adelante	SS		●				●							●	●						●	●	Additional Psychologist; Additional FT Counselor; maintained counseling hours (currently funded through District, SSSP, Equity); Tablet for staff use; Additional Office Space; Larger math/English tutoring area.

Program/Unit	Vice President Referral	Needs: Major Categories												DPAC S/C Referral				Comments/Notes					
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other		DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning	DPAC – Facilities Planning
Learning Support Services				●				●											●	●		Establish operational budget for library center; Funding AA for library center; establish equipment/supplies budget for same.	
Library					●											●	●				●	Security concerns; Expanded server space; Modular furniture	
Life Sciences		●		●	●			●		●	●	●									●	FT Faculty in multiple disciplines; annual maintenance needs (scopes, etc.); Admin Asst; Equipment for new courses; SI leaders; professional development for Safety and other topics	
Mathematics		●		●												●					●	●	Lowering class size; Additional Faculty & Staff (tutors); better facilities; custodial services; classroom supplies
Reprographics/ Media Center																							
Modern Languages & Cultures		●					●		●			●					●				●	FT Japanese and Linguistics faculty; Better means of communicating certificates to students (revamp website); PD	

Program/Unit	Vice President Referral	Needs: Major Categories														DPAC S/C Referral						Comments/Notes	
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning		DPAC – Facilities Planning
																							for faculty on Canvas; Expand virtual language lab.
Music	I																						No needs identified
Office of Student Judicial Affairs/Ombuds	SS			●		●						●			●								Increased office space for counselors; additional counseling hours; additional AA support; PD for Ombuds; appt scheduling software;
Personnel Commission	HR							●															Support for increased cost of Neogov;
Philosophy & Social Sciences	I	●				●	●									●	●				●	●	2 FT Faculty; class size reduction; 3 Ipad Pros; Computer projector for conference room; new carpeting in HSS South
Photo/Fashion	I	●		●										●		●					●	●	Facilities upgrades; additional lab tech; 1 new FT Faculty, shared by Photo and Fashion
Physical Sciences	I	●		●			●			●	●	●		●							●	●	Chemical Hygiene Officer; Safety training for all science disciplines; Facilities Issues (vent hoods, ceiling tiles, etc.); classroom/lab availability;

Program/Unit	Vice President Referral	Needs: Major Categories														DPAC S/C Referral						Comments/Notes		
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning		DPAC – Facilities Planning	
																								ParScore; Enforcement of prereqs; Additional AA support; 2 Physics FT Faculty.
Pico Promise	SS														●									Dedicated office space for a 50% project director.
Psychology	I																							No needs identified
Public Programs: Community and Academic Relations	GR			●		●	●											●				●	●	Reestablish Director of Marketing; new web platform; video capture lectures; data base specialist.
Public Programs: Web & Social Media	GR			●		●												●						Staffing to comply with 508; Website overhaul; support for graphic design/photos; Variety of technology needs.
Public Programs: Public Info Office	GR																					●		Hire Public Information Assistant.
Scholars	I/SS					●												●						Online App for students to apply to program
School Relations	EM		●			●									●			●				●	●	Wireless hubs; Additional space; 1 or 2 FT Counselors
Student Life	SS		●	●				●										●					●	Integrated database; restructure and increase staff (Asst Director;

Program/Unit	Vice President Referral	Needs: Major Categories														DPAC S/C Referral						Comments/Notes	
		Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning	DPAC – Human Resources Planning		DPAC – Facilities Planning
																							Additional Counseling); Fees/AS funding; student help; FT Admin support;
Theatre Arts	I			●		●	●	●			●			●		●	●		●	●	●		Staff: Master Electrician, Costume Asst, Skilled Carpenter; computer lab; staff training; retrofit cat walk; revamp classroom for makeup; designate area for prop making; Cosplay facility; storage (sets, etc); upgrade classrooms to be smart; signage; Marquee; Guarantee funds for ACTF festival
Transfer & Art.	SS				●																		Upgrade office technology
Transportation/ Parking	SS					●											●		●				Shuttle replacement (\$135K from Auxiliary); AQMD incentive budget; migration to TAP card.
Veteran’s Center	SS																						No needs identified.
Welcome Center	EM		●	●				●			●			●		●			●	●			Additional Staff during busiest times (August, December, April – June); various software; Additional space; Additional

Program/Unit	Needs: Major Categories														DPAC S/C Referral						Comments/Notes			
	Vice President Referral	Staffing – Faculty Instructional	Staffing – Faculty Counseling	Staffing - Classified	Technology – Refresh or ongoing licensing	Technology – Infrastructure/Telecom/Media	Technology – Equipment	Technology – Software	Other (Inst/Non-Inst) Equipment/Supplies/Other	Communication with Students	Safety/Security	Professional Development – Classified	Professional Development -- Faculty	Facilities – Custodial	Facilities – Expanded Classroom/Lab Space	Facilities – Expanded Office Space	Facilities – Other	DPAC – Technology Planning	DPAC – College (Operational) Services Planning	DPAC – Budget Planning		DPAC – Human Resources Planning	DPAC – Facilities Planning	
																								counseling hours; 1 FT office staff; PD for staff.
Workforce & Economic Dev.												●												Faculty Training
NonCredit		●		●			●	●										●				●		Senate approval of courses; NC classroom equipment; NC counselors; NC Staff (director and FT/PT staff)

Needs Identified in the Annual and Six Year Program Review Reports

Annual	2016/2017
African American Collegian Center/ Black Collegians	Instructional

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

Continuation of Psychological Services. Through Equity funding, we have been able to continue mental health services and we will be able to offer more mental health services hours once we hire an additional therapist who will be charged to do targeted outreach to the African American and Latino male population at SMC. When we look to hire for this position, we will be looking for someone who has a proven record of attracting specifically African Americans. As we know, the more that we can support the students with their emotional well-being, the more that they can accomplish academically. We will be requesting additional funding for another psychologist/social worker when requests for Equity funding become available.

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

4. Continuing funding for additional counseling hours. We have been able to obtain 270 hours of counseling hours in the winters and 270 hours in the summer for the last two years from SSSP and Equity funds. Prior to that time, we only had hours available for the program leader. This does not provide the counseling hours needed to meet with students, oversee the center and the other projects and initiatives in which the program leader is involved. In addition, without the 270 hours available in the summer, we would not be able to offer our summer bridge program to incoming freshmen. As our research shows, we have been able to see higher success rates among the students who attend our summer bridge program. We are hoping to receive continued funding for these counseling hours. And although we are going to receive a full-time counselor for Fall 2017, it will be replacing 14 hours that Teresa Hall (who is retiring) provides for us. We will have additional hours from a full-time faculty member but we are hoping to be able to continue some of our part-time counseling hours, especially as some of these address probationer student issues.

5. The need for continued support for outreaching to our men of color. We currently share a part-time counselor with the Adelante Program who has done a phenomenal job in creating outreach efforts and activities for our African American and Latino males, two of the most at-

risk populations on our campus. This position is currently funded through equity and we are hoping this funding can be continued.

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

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

Continuing part-time counselor hours. The need for this is addressed in a previous section.

Annual	2016/2017
Alumni Relations	Student & Instructional Services

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

This department continues to produce a great deal of content, communication, visual communication materials, and high-profile events that require staff to meet the needs both of this area and the demand from other areas of the College including Marketing, Community Relations, and the SMC foundation. We are still relying heavily on volunteers and with one student services assistant and an administrative assistant, leaving us with a deficit of time and resources to take the successful programs and events we have demonstrated including the Alumni spotlight campaign which made it possible for us to bring Nathan Myhrvold to campus (an alumnus and potential donor whose company is worth over 6 billion dollars in assets), and Alumni /outreach recruitment receptions, as well as events (i.e., SMC Everywhere, VIP Welcome Day, Homecoming) to the next level to increase the relationships needed to maintain and expand our alumni engagement, and to further provide resource development for the college.

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

Facility needs include:

While we had concerns last year about losing the event space at 1510 to a multi-purpose room, we have identified ways to limit attendance and still host the Dale Ride Reception, President's

Ambassadors Pinning Ceremony, Distinguished Alumni Award Luncheon at the Office of Campus and Alumni Relations using both the Alumni conference room and patio. However, the limitations in doing that diminish some of the opportunities to include potential guests that want to contribute further to the college. Or to include the campus community more in the activities we are producing to encourage and gain their participation and support. Once the assessment space need is able to be met, the multi-purpose room would serve tremendous value in providing a cost effective space to expand the programs we currently have and for the college at large to have a community space to host events.

Technology needs include:

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

- **Alumni Network/Mentor Platform** (CampusTap) provides an online platform for current students, alumni, faculty/staff, and members of the community to create profiles that detail the areas in which they can be a mentor and/or mentee. This is designed to engage our enrolled students, and larger community of alumni, faculty/staff, and friends of the College, to foster involvement with alumni, and promote a strong relationship with our future alumni to bridge the transition when they leave to go from being future alumni to becoming actively engaged alumni.
- **Website** (Hands Svcs) Currently used to provide portal for: alumni engagement, promote the alumni brand to the community internally and globally; generate content including alumni news, alumni spotlights, future alumni spotlights, events, and activities; generate revenue from merchandise sales; and to solicit nominations for alumni awards, giving and resources, to fulfill the mission and vision of the SMCAA.
- **Email and Event Svc** (Constant Contact) Currently the only service being used to send Alumni email blasts, newsletters, and event invitations. This will phase out when CRM and Alumni Directory is implemented.
- **LinkedIn**: Full service account for client search, tracking, and campaigns will feed content to Mentor platform, Mobile App and can access LinkedIn profiles through Salesforce CRM.
- **Crowdfunding (Amplo)**: provides an online platform for fund-raising campaigns.
- **Tracking** (GradCast) tracking capability and communication outreach for constituent data information on job placements and transfer destinations.
- **CRM** (i.e., Salesforce) and integration with CampusTap Alumni network mentor platform.
- **EverTrue App** (EverTrue) provides secure access through smartphones and tablets to a mobile network application for alumni to make connections, gain job opportunities, find local alums when they travel or move, integrate with alumni communities' social networks and gain access to professional history and industry data through a preferred partnership with LinkedIn

- **iCapture** Currently being used to collect iPad surveys and event check-in onsite.

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

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

We are in need of the following positions:

- Database Communication Analyst
- Alumni Relations Coordinator – Alumni
- Visual communication specialist
- Counselor (5 hours a week) – available to support ambassadors and PA program.

Annual	2016/2017
Art	Instructional

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

The Art History program has 2 full-time faculty and 20+ adjunct faculty that utilize a 200 square foot office. Art History instructors are required to have office hours and there is currently not enough space for all instructors to exist in such a tiny space, which will be shortly compounded by the hire of a new full-time faculty member. Art History needs to actively seek new, or additional, space in order to continue to adequately serve the students, the department and the larger college. The program head, Walter Meyer, has contacted Erica LeBlanc, but has not received a response.

The Ceramics program currently does not have full-time technical support. Breakdowns are ongoing and Frank Phillips is the only person responsible for the Air 170 studio’s maintenance and supplies. Numerous work orders have been sent out to correct rain water safety issues as leaks impact areas of electrical use. Leaking skylights still prevail, although rain gutter issues have been remedied in the past semester. These problems are outside the scope of faculty and need to be corrected, as floor water enters into areas of high voltage appliances such as electric kilns and under potter’s wheels.

Past health inspections have resulted in warnings regarding the clay dust in the room. Frank has requested over and over again that there be daily sweepings and a weekly scheduled wash-down that works with the existing class schedule. Verbal response from maintenance has been positive, although they have still failed to enact this reality successfully, which may invite future health violations unless something is done. In the past, nightly sweeping was the norm. Loyola Marymount sweeps and mops their ceramics studio every day.

It would be beneficial to the technologically intensive areas of the Arts to have a mutually accepted and agreed upon program for volunteers in Ceramics and Sculpture. These programs could not exist without volunteer help. Frank has outlined, on [page 8](#), an organizational plan for volunteers who have helped to keep the Ceramics program functioning for the last 45 years. It is now paramount that SMC lawyers draft a one page Release of Liability document that releases the College of all liabilities due to volunteers who perform tasks in support of all units/areas that cannot function without such support. The J. Paul Getty Trust has always utilized these simple legal contracts for all their volunteers and unpaid docents that work in every corner of the museum.

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

The electric kilns, which the Ceramics program so depends on for the initial firing of over a 100 student's works, are now over 15 years old and are in need of replacement as constant repairs cannot keep pace with the constant breakdowns. There are always electric kilns that are offline due to constant malfunctions. The transition from gas to electric kilns will be a future reality for all popular ceramic programs.

In a classroom/studio facility of over 2,000 ft., with an outdoor patio and indoor studio simultaneously active, an external telephone bell is still needed for good communications and adequate safety awareness in the case of an emergency. Frank is the only full-time faculty member at the Airport 170-180 building and he cannot hear the telephone that only rings in his office.

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

The Art History division has identified a desire to grow our non-Western courses, and we are currently seeking a full-time faculty member with expertise in this area.

Art History is offering more sections and expanding, while college wide enrollments are static. Currently there are only 2 full-time faculty members, who teach the equivalent of ten

courses per semester. This represents less than 22% of sections offered, and a new hire would improve our full to part time ratio, but with the amount of growth that we have experienced, this does not keep up with our current growth. In other words, we are not adding full time faster than we are growing.

Art History manages the internship program and desires to expand this program, as well as to become more involved with interdisciplinary campus wide initiatives, including GRIT, Global Citizenship and Equity. With only two full-time faculty, it has been difficult to begin new projects.

Our current two full-time faculty are already extremely involved in college governance and service. We do not have enough full-time faculty members to engage meaningfully with further activities. Even with the addition of a 3rd faculty member, our current growth exceeds our full-time capacity based on enrollments.

Technology upgrade for faculty use. Our division is increasingly interested in the digital humanities and in online teaching. As we look for new office space, it will be imperative that it is up to 21st century standards to allow for video editing, image capture, green screen technology, etc.

Last year the Ceramics program explored the possibility of bringing back an adjunct evening course to help draw the older students out of the crowded daytime program. Frank has already created a faculty hiring pool with HR and communicated with the Chair of the Art Department, Ronn Davis about the details of scheduling. Going forward, Frank will be planning to add an evening ceramics class, hopefully for fall, 2017, to aid in servicing the evening student population while also having additional assistance in running the Airport studio.

6 Year	2016/2017
Athletics	Instructional/Student & Instructional Services

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

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

There are a few major issues that impact our department's effectiveness. As discussed throughout this report. The lack of full-time faculty and permanent support staff, are tremendous problems. We currently have 13 adjunct faculty head coaches and 15 assistant coaches teaching

classes. All teaching members of the coaching staff are a part of the 66 members of the kinesiology staff teaching over 90 courses.

Fourteen of the fifteen coaches are part-time and work other jobs. This limits their on campus time and the ability to attend staff meetings, attend off campus training, and interact with student athletes or participate on campus committees

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

The athletic department is in need of the following items

- Cart for the athletic trainers
- Cart for the athletic equipment staff
- New sound equipment for the gymnasium
- Scoreboard for the football field.

With regards to additional capital resources, the major needs for our facilities include resurfacing the track and replacing the stadium score board. The turf on the field was just replaced and looks terrific, but the track is in desperate need of replacement or resurfacing. The track is used for many college events including graduation, 4th of July celebrations, football games, soccer games, and track and field events, Santa Monica High School, Archer and St. Monica's High School are a few high schools that rent our facilities for their athletic events. It is frequently rented out to outside user groups as well. For a small amount of money, our stadium could really shine. We are requesting that the college budget money for this project.

The Pavilion is used for many sporting events, graduation, awards ceremonies by many college groups, and for faculty development days. The paint on the walls is peeling and the ceiling is leaking in many different areas that caused the athletic department to cancel a sporting event this year. Besides new paint, the floor will need replacement within the next 5 years as the floor has never been replaced since the building was erected. The last few times the floor was repainted we were told it couldn't be done man many more times because the wood is becoming too thin and weak.

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

The athletic department needs a Sports Information Director or sports statistician and training on statistical software. The CCCAA requires that Conference member schools will provide

personnel to perform the following tasks in support of hosting a conference contest: collection of statistics during the entire contest, distributing statistics to both the visitor and the home team at half-time, distributing the statistics to both the visitor and the home team at the conclusion of the contest, uploading the complete game statistics to the CCCAA approved site.

In addition and results with complete and accurate individual statistics must be posted in accordance with sport specific guidelines, but not later than two (2) working days after the completion of the contest or tournament.

6 Year	2016/2017
Business Services	Instructional/Student & Instructional Services

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

Development and implementation of the workflow system will involve staff resources both in Business Services and Information Technology.

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

NA

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

The additional human resources needed to support the workflow project and the myTime phase II project will involve both additional work for current staff members along with training on the new processes. Business Services, Information Technology and Human Resources staff will be collaborating on the development and implementation of these projects.

Annual	2016/2017
CSIS	Instructional

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

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

For the past 5 years our Computer Lab has no longer been open on Sundays. Given that almost 60% of our students are part-time students, who hold jobs on weekdays; those individuals miss the opportunity to use the lab to complete their assignments, thus impacting their success. We have collected signatures from 330 students who are petitioning to opening the lab on Sunday.

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

The Computer Science discipline currently has a very limited amount of WTH (Weekly Teaching Hours) in which to schedule its different classes and meet the diverse needs of students in the transfer and vocational track. Many of our course offerings are only offered with one section per term and these sections fill up 120 days prior to the start of the semester. Additional WTH is needed to grow our program.

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

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

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

Below is an estimated budget plan for the cost of equipment for the Computer Science program's growth referenced in section D2:

Items	Amount
Faculty laptops (5 @ \$2100)	\$10,500
Linux Server for CS 85	\$5,000
Amazon Web Services (AWS)/Educate Membership	\$2,000
AWS Professional Development Faculty Training	\$7,500
Employer Engagement Marketing Materials	\$2,000
Security Certification (3 @ \$5,000)	\$15,000

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

In 2001, the Computer Information Systems discipline had eight full-time faculty members. That number was drastically reduced with the loss of Bernard Johnson and the retirement of Bill Zimmerman. We then lost two additional faculty members just last semester with the retirement of Diane Gross and resignation of Craig Hammond. Currently there are only four full-time CIS faculty.

In addition to the overall number of faculty the department has lost, there has also been a loss of expertise in certain areas within the discipline that are critical to growth and student success. For example, social media is a growing field, and our Advisory Board has advised us that a full-time CIS faculty member specializing in this area would significantly enhance our program.

The Computer Science discipline currently depends on a great number of part-time faculty to deliver its course offerings. Over the past 16 years, we have not had a single full-time hire nor replaced any retired faculty members. In order to grow our program, it is imperative that we hire new faculty with the skills in each of the areas where we would like to grow (Cloud, Security, STEM).

In addition, with the retirement of Ken Geddes in 2015, part-time faculty teaching in the web development area has increased to 100%. Considering labor market growth data, it is critical that we hire a full-time computer science faculty well versed in this area.

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

Operating system software, server software and other backend programs need to be updated on a regular basis. To support the constantly changing PC and Macintosh computing environment; the computer lab staff needs regular technical training. As new Academic Computing Technical

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

Annual CalWorks	2016/2017 Instructional/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

There is one main need that will impact program effectiveness/efficiency in the 2017-18 academic year:

1) Drop in CalWORKs participation. So far the 2016-17 number of students served in CalWORKs is considerably lower than what the program served in 2015-16. If we don't meet the same number of students served, there is a possibility that we could see a decrease in funding in 2017-18 since the CalWORKs funding allocation formula is based on number of students served.

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

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

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

It has been many years since CalWORKs has had a Job Developer. This position is a critical position for the CalWORKs program. Currently, the Child Care Director, with support from the Student Services Assistant serves a major function previously performed by the Job Developer, monitoring and tracking expenditures for CalWORKs students working in Federal work-study or Student Help positions on the campus. While this function is extremely important for State data and reporting purposes, the needs of this population extend far beyond that. The CalWORKs program is considered a welfare-to-work program that hopefully leads a participant on a path to

self-sufficiency. As such its goals are twofold. One is to ensure a student is prepared educationally to compete in the workforce. Two is to make sure that students are also ready professionally to enter the job market. The previous Job Developer was able to assist students with learning or improving basic work skills such as general appearance and dress, punctuality, oral and written communication abilities, working with peers and supervisors, and workplace behavior, all of which are important in getting and keeping a job. The Job Developer also helped students with writing a resume and job interview skills. Without this position, the CalWORKs program is not able to provide these comprehensive services and the students are not being adequately served.

Annual Campus Police	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

1. Financial assistance to fund one of two vacant officer positions
2. Financial assistance to fund the Telecomm Tech
3. Cooperation with Maintenance to secure emergency preparedness trailers
4. Funding with AS and Student Affairs for year two of the LiveSafe App
5. Maintenance agreement with Telecomm regarding police radios.

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

Among items that will need to be replaced:

1. New Police Station as indicated in the Bond
2. Bulletproof vest replacement for expired vests
3. Improve the dispatch center capabilities with radio equipment that will not fail or have redundant capabilities.

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

Though most of our staffing needs have been met, we continue to see positions eliminated or frozen due to retirements or new job classifications. Currently (2) CSO Positions were eliminated and the CMD campus will be coming online soon. (4) parking Enforcement officers have retired or promoted thus giving us a net zero improvement and CSOs are used in the same job functions of PEOs. One officer position was frozen due to a retirement and there are still concerns with the CMD campus and their security expectations and staffing.

6 Year	2016/2017
Career Services	Instructional/Student & Instructional Services

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

None

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

None

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

An additional full-time Career Counselor is becoming more critical as we work to fulfil the 2012 Student Success Act with regard to helping students identify and choose a college major by their 16th unit. One full-time Career Counselor whose main responsibility is administrative is not enough to expand our services and meet student needs. In the article “Colleges Must Reinvent Career Counseling” by Jeffrey Selingo dated 10/23/16 (from The Chronicle of Higher Education), he states that “colleges should view career planning as a campus amenity right up there with state-of-the-art academic buildings, recreation centers, and residence halls.” “The retooling of career services must start with making such offerings more accessible throughout the undergraduate curriculum, starting on Day 1 of college”. The staff of the SMC Career Services couldn’t agree more!

One full-time Career Counselor and 6 part-time career counselors cannot meet the needs of the campus population. Another full-time Career Counselor would help expand services, assist with

SLO writing and assessments, and help create more programs to assist students with making career decisions and facilitating their movement into the work-world.

A proposal for an additional full-time career counselor was submitted to the Counseling department for ranking this past spring. It did not rank high enough to make it to the hiring phase. Proposals will continue to be submitted each year until another Full-time Career Counselor is hired.

Annual Communication	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Media Studies

We continue to sub-program three areas (radio, TV, and sports broadcasting) along with Promo Pathways and now LA-HiTech, we are still finding it challenging to adequately support each area of the program without relying on the volunteer hours of our part-time faculty. Many of the campus events that media production covers take place outside of class time so the adjunct-faculty has to volunteer time to oversee their students on the equipment.

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

FILM STUDIES

FILM PRODUCTION

Our industry partnerships coupled with an experienced and committed faculty with a strong teaching philosophy that integrates the theoretical with the applied have yielded a program that has garnered numerous successes in its first few years. This year, the program had its third student produced/directed short film, "Spaghetti Romance," accepted into the official competition of the American Pavilion at the 2017 Cannes Film Festival. Joining two other films with this distinction, "Solidarity" and "Cora," "Spaghetti Romance," is SMC's first comedy. These three films are among the nine short films that have been released by the Film Production program since the program began in 2013. Several of these films have gone on to receive regional, national and international recognition, including *Solidarity*, which was the first

film to come out of the program and was a finalist for the 2013 British Academy of Film and Television Arts (BAFTA) US Student Film Awards and also won one of the top awards at the Munich International Festival of Film Schools. In 2016, *Cora* also made the shortlist for the 2016 BAFTA US Student Film Awards, making SMC the only community college on the shortlist, and it also won the prestigious Panavision Limelight Award at the Ojai Film Festival.

These films are the direct result of the Film Program's Film 33 class, Making the Short Film. Film 33 includes both a lecture and a lab component, during which students identify a unique directorial vision and narrative point-of-view, apply the appropriate cinematic style, and realistically schedule and budget the production of short films. Students then use the skills that they developing class to produce a short film on location, under the direct supervision of their instructors, which ensures that the learning process happens all the way through, from inception to completion. Rather than asking each student to develop his/her own film, students work together collaboratively to develop one film with students submitting their own scripts for consideration. Once a script is selected, each student assumes responsibility for one or more pieces of the production process. This collaborative effort works to develop both leadership and teamwork skills, as well as film production skills.

Until Spring 2016 we were receiving \$20,000 per semester to make these films, which provided invaluable financial assistance to our student teams. But then necessary budget cuts were applied across the board college-wise and that decreased our budget to \$10,000, which is making it virtually impossible to cover the costs inherently associated with the making of these films...

We very much hope that, when the college sees it fit, the \$20,000 per semester can be restored. These films directly translate into jobs, internships, and successful transfers for our students, not to mention that they have helped put our SMC Film Production program on the map domestically and internationally.

(Please see the attached file listing the accolades garnered by our SMC Film 33 thesis films.)

CRITICAL STUDIES

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

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

In keeping with the college's goals to establish a wide range of multidisciplinary and interdisciplinary studies and course offerings, we plan to develop and teach specialized Film Studies courses which will allow for interdepartmental cross-listing and which promote team-teaching arrangements. Presently, two of our motion picture critical studies courses - Film Studies 6 (Women in Film) and Film Studies 11 (Literature Into Film) - are cross-listed with other departments. Once we get approval to offer the currently-in-development Film Studies 29 (Motion Picture Business) course, we intend to have this class cross-listed with the Business Department. In the coming years, we also plan to offer specialized themes in our Film Studies 5 (Film & Society) course that can be cross-listed with other academic disciplines' offerings and/or team taught by faculty in different departments. Such Film Studies 5 course themes as "Psychology & Film", "Philosophy & Film", "History & Film", "Politics in Film", etc. naturally lend themselves to these kind of interdisciplinary teaching alliances. Because one of SMC's most important institutional missions is to emphasize serving the community through addressing the needs of a variety of students, including those who drop in for a course or two, attend for career technical education, and enroll for transfer purposes, we believe that offering more interdisciplinary courses in our Film Studies program will broaden the educational experience for those students who do not plan to continue with further formal film education after their community college experience.

JOURNALISM

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

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

In order to create a broadcast journalism pathway there is a need for non-linear editing licenses for all computers and future laptops in The Corsair newsroom, in addition to licenses for full-time or adjunct faculty who may teach a section of video editing themed for multimedia and news content. It would also be helpful to update all existing still cameras and lenses to keep up with industry photojournalism technology and trends, including securing several 360 cameras.

In addition, as we move into the CMD, there will be a need for several laptops (5-10) the students can use as courses take place in the main newsroom and Corsair staff move into the

adjoining conference room for news content production. We also need licenses and software for a broadcast news management system and complimentary teleprompter system such as iNews or AP ENPS to support and facilitate a course enabling students to produce a weekly live online newscast. Software and equipment to enable students to learn and produce podcasts would also be helpful as our program grows in a 'digital first' direction as recommended by our advisory board in the 2015-16 academic year.

COMMUNICATION STUDIES

After one year of institutional support in 2015 in the form of an \$8300 district budget, and then a 2016 district budget of \$4300, the Speech and Debate Team will likely experience the needs for more funding in 2017 in order to pay for the State or National Championship tournaments. We may have enough for local tournaments, but only as a result of the SMC Foundation grants. If district funding is eliminated, the Speech and Debate Team will eventually cease to have the resources needed to compete.

Thus far, the Speech Lab has been staffed by part-time professors under the guidance of full-time faculty, Delphine Broccard, who also serves in Lab. However, the next step in growing the Speech Lab will be to involve students. At the end of Spring Semester 2017, Com St 11 instructors will recommend outstanding Com St 11 students (who are taking at least 12 credits) to work in the Speech Lab Fall 2017. Dr. Chauderlot and her team train ALIS tutors proper tutoring etiquette and pay them an hourly rate. This tangible opportunity will allow students to meaningfully exercise their newly acquired public speaking skills in addition to being a resume-builder.

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

MEDIA STUDIES

Media research, analytics and emerging technologies, such as virtual reality and 360 video projects, are dominating the conversation at professional conferences and industry at how they are used for brand integration and digital content creation. Structuring criticism and practice of this new media is important to remain on top of trends and in the waters of a realm that many of our industry partners near the SMC campus are currently navigating. The Media Production program could use additional equipment to shoot VR and 360 video so that our students can remain current in the industry.

In terms of media research and analytics, the Media Production program is developing a class to support this area of new interest by industry since digital content is reliant upon measurable numbers of the success of their campaigns. We have noticed a recent trend of VR technology

used to market everything from movies to games to an audience. This kind of class will support our needs for program currency and give our students access to the jobs that are opening up in this area of the industry.

FILM STUDIES

FILM PRODUCTION

Now that 4K technology has indeed become the standard of the film industry, both our Advisory Board and the Film-Production instructors believe that at some point we will have to acquire a second RED camera to be used in the various film-production classes in which 4K technology is being taught: Film 31, Film 32/32L, Film 33/33L, Film 40, and Film 50, all of which roughly serve 200 students per semester.

Such purchase would allow us to allocate our original RED camera exclusively for the making of our thesis films. At the moment the RED camera is experiencing too much wear-and-tear, which unfortunately is not a self-sustainable scenario.

JOURNALISM

Securing additional licenses for the entire Adobe suite, most importantly Adobe Premiere would help in advancing the program's goal to offer a course in multimedia editing, or to incorporate that learning outcome into existing courses.

Also, investing in a news operating system, including several licenses, such as AP ENPS or iNews in order to teach students how to produce live television newscasts with tools currently used in the industry. Finally, it would be helpful to secure a teleprompter system compatible with the news operating system of choice.

In addition, as we move into the CMD, there will be a need for several laptops (5-10) the students can use as courses take place in the main newsroom and Corsair staff move into the adjoining conference room for news content production. Software and equipment to enable students to learn and produce podcasts would also be helpful as our program grows in a 'digital first' direction as recommended by our advisory board in the 2015-16 academic year.

It would also be helpful to update all existing still cameras and lenses to keep up with industry photojournalism technology and trends, including securing several 360 cameras.

COMMUNICATION STUDIES

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

Additionally, funding is required to furnish the Speech Lab:

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

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

Media Studies

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

FILM STUDIES

As stated elsewhere in this Program Review, we are planning on creating a number of new Film-Production classes and are very much hoping to receive institutional support so that these classes can be implemented in the near future; for instance:

- hiring of adjunct instructors;
- classroom space in the new CMD complex;
- more equipment that can be allocated for specific classes rather than sharing it, which causes considerable wear-and-tear; e.g., tripods, lamps, C-stands, etc.

In addition, once we have completed the move from the Airport Campus to the new Center for Media and Design (CMD) and have settled down and gotten our bearings in the new facility, with all the challenges the move will imply, we would very much like to petition for another full-time faculty member in Film Production.

This position will provide support for our new A.S. degree and certificate in achievement in film production. Assignments will cover a range of courses in digital film production, production planning, and screenwriting. This position will participate in curriculum course development (e.g., a new film-production documentary track); supervise production within class and on-set outside of class; work closely with the existing post-production programs in a spirit of interdisciplinary collaboration; develop strategic connections with film industry professionals, studios, and corporate partners to further strengthen the program; work with the film-production industry advisory board; serve as the main faculty adviser of the Student Filmmakers Club; and collaborate with the department chair and current head of film production to provide SMC students with a seamless, full-range filmmaking track consistent with relevant, state-of-the-art industry standards.

JOURNALISM

It would be great if a teacher of InDesign at SMC could provide a one-day workshop on using the program at the beginning of every semester so that editors would be better prepared to take on this task. Perhaps the college could provide a small stipend for a teacher to be able to do this.

In addition, funds to get either full-time or adjunct faculty certified to teach adobe premiere for multimedia news, not only to Corsair staff, but also creating a section of editing themed specifically for video news content.

Also, reaching out to SMC's human resources department each semester to have a representative conduct a workshop on issues related to title IX, such as discrimination, sexual assault and

sexual misconduct for the staff of The Corsair. This is something we did in the Spring 2017 semester.

COMMUNICATION STUDIES

The Communication Studies program is growing. Courses, such as Public Speaking, Argumentation, Intercultural Communication, are popular and attract many students. We offer a large number of sections, too many of which are taught by adjunct faculty. Our need for a new faculty member is supported by both the numbers and the facts. For example, Com St.11 ranked as the 8th most enrolled course at the College this past Fall 2016. In the preliminary study of this Spring semester's net Communication Studies courses mentioned above, 57 of the 81 total Communication Studies courses taught were Oral Communication courses (70%). Of these courses, 14 were taught by full-time faculty and 43 were taught by part-time faculty members. In other words, 24% of Oral Communication courses were taught by full-time faculty and 75% were taught by part-time faculty members. With recent proposals by the Academic Senate to increase hiring of full-time faculty to fulfill the 75/25 rule, this Oral Communication instructor will teach many courses currently taught by adjunct faculty, including Public Speaking and Argumentation, both of which are in high demand.

The Communication and Media Studies Department would like Administration to also consider hiring a Director of Forensics part-time position that include directing the Debate Team, develop advanced debate curriculum and teach the debate classes (Comm St 22). Other parts of their assignment would be to coach, fundraise, travel, and focus on the growth, sustainability, and success of the Speech and Debate Team. It is very important that we hire someone to have a sole responsibility of coaching/teaching speech and debate to make our program sustainable, and to compensate that person for the large amount of extra work and extra hours required to properly produce and coach our competitive Speech and Debate Team. A full time faculty member with 10 other classes will also find it difficult to produce and coach the Team on top of those 10 other classes.

6 Year	2016/2017
Community Education	Instructional

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

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

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

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

- The program is in need of additional dedicated classroom spaces as the program expands. If special considerations/exceptions can be given to Community Education regarding course scheduling that differs from the for-credit schedule, would allow the department to utilize time between semesters, when campus is open but no academic classes are in session, would greatly ease the scheduling challenges that the program is currently manages around.
- As Community Education expands into offering more professional development and career training programs in collaboration with local WorkSource and American Job Centers the department will need to be able to offer classes during the daytime hours, which is the preferred schedule of the Workforce and American Job Centers.

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

Marketing supporting staff – The department has been working to implement and launch a comprehensive marketing plan with limited professional marketing support. The SMC Marketing Department has an extensive production schedule and therefore any request from Community Ed is given low priority, which impedes the department’s ability to launch marketing plans that will support efforts to be responsive to the community.

Dedicated marketing staff member – Community and Workforce and Economic Development could benefit greatly from the addition of a dedicated marketing staff member.

The program’s most urgent need is a full-time Operations staff with great customer service skills. Ideally, this person will be able to focus on registrations and daily operations and customer inquiries. Additional staff support will help to better position the department in its ability to be agile and responsive in developing new curriculum that is in alignment with industry and the local community needs.

Annual Cosmetology	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The faculty are striving for professional development and participating with the Santa Monica College community and the regional community to ensure student success. Further development of the marketing materials and the Barbering Program increase the work load of the current faculty. An additional new full-time faculty member would be extremely helpful in the development and planning of a barbering program and updating marketing materials.

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

Not applicable.

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

Not applicable.

Annual Counseling	2016/2017 Instructional/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- Since Fall 2013, the department has experienced FIVE retirements of full time counselors and two additional FT counselors have been reassigned to administration. We have therefore lost **seven** FT counselors over a four-year time span.
- Our ratio of Full Time to Part Time counseling hours is presently an unacceptable 34.97% FT Hrs 65.03% PT Hrs, excluding non-instructional hours for DSPS faculty and Psychologists.

- One additional FT counselor, Patti Nakao, is retiring at the conclusion of Summer 2017, with an additional FT counselor, Karen Legg, retiring at the end of Fall 2017.
- Full time counselor time is critical in **providing leadership and support** for the various mandates of the Student Success Act of 2012 and to support the Student Equity initiative at SMC.
- Full Time counselor support will be essential to support the new SMC Pathways initiative, both as liaisons to other academic departments and in the development of future SMC Pathways.
- Full time faculty are key to the future development of the MyEdPlan online review process, revamping of all online counseling services provided, implementing interventions for at-risk students, providing proactive outreach for underrepresented students, etc.
- Full Time faculty are the mentors, trainers and evaluators of the extraordinary number of adjunct counselors our department has been called upon to hire in the past three years, due to SSSP and Student Equity mandates.
- The Counseling department has been asking for a dedicated student services programmer for several years. We have several initiatives that are stalled due to all of the competing requests made of MIS. We cannot make improvements in many of our services without consistent, dedicated support from a programmer/developer.
- Technology and human resources outside of Counseling are needed to engage in the “front-loading” of evaluations of coursework from other institutions towards the IGETC, CSU and Associate Degree general education patterns. Reverse transfer students cannot use MyEdPlan effectively without these very time-consuming evaluations being completed first.

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

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

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

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

"SMC has the largest Counseling staff of any community college in California" but the second part of that proclamation should be "and over 75% of the actual counselors at SMC are **adjuncts.**"

As stated earlier, a ratio of 34.97% FT hours to 65.03% PT hours is truly unacceptable, especially for a department like Counseling, which is called upon to be part of nearly every new initiative and program that is created on campus.

Moreover, people do not realize that about 50% of our counselors are funded by "soft-money" (categorical sources) as opposed to district-committed funds. Losing nine full time counselors during the period of Fall 2013-Fall 2017 is a significant reduction in Full Time faculty for our department.

The Student Success Act of 2012, the SMC Equity Initiative and the upcoming Pathways Initiative require that full time counselors not only see students in person, but also provide leadership for a variety of "new and innovative" services and strategies for increasing student success.

We are also under much pressure to expand services so that distance education students have "equal access" to counseling services. Regular accountability and reporting of the efficacy of all counseling services is now required. This type of innovation and accountability is typically initiated and maintained **by full time faculty members**, who are fully invested in the institution and are regularly available to interface with all necessary campus and institutional partners.

Annual Dance	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Please see #2 and #3 below.

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

As there is such high volume of students through our studios on a daily basis and since some of the spaces are shared with other departments, sanitation becomes a major concern. We have not

had adequate custodial service support to maintain cleanliness in our studios. We do everything we can on our end to maintain healthy, clean spaces (no food or beverages permitted in studios, shoes off before entering, etc.) however; Dance Department faculty have to purchase their own cleaning supplies and spend valuable class time cleaning the studios (particularly sweeping the floors). This class time spent cleaning is obviously detrimental to our student's learning. It is imperative that the studio floors be cleaned on a daily basis as many of the dance forms we teach require bare feet. "Floor work" in many dance forms also entails contact of various exposed body parts (included hands, arms, legs and faces) with the floor. This issue was addressed by the Program Review Committee in our six-year evaluation (2014/15). The Program Review Committee recommendation for institutional support follows: **Develop a plan to provide all day support for maintaining the cleanliness of the Dance studios to address the health and safety of the students.** To date, no such plan has been developed and the health and safety of our students *and* faculty remains at risk.

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

Permanent Stage Manager: The Dance Department produces six main stage performances per semester at the Broad Stage (three performances each by Synapse Dance Theater and Global Motion World Dance Company). In addition, as part of our Pathways Program, we have included an additional performance every Spring semester for SMMUSD 5th grade students. Beyond the scope of these main stage productions are numerous performances per semester on campus as well as outreach programs and regional, national and international performances that provide invaluable learning experiences for our students and exposure for the College. At this time a provisional Stage Manager is hired only for the main stage productions and is paid from the Department auxiliary funds rather than district funds. The responsibility for stage-managing any production outside of the scope of a main stage production falls onto our already overburdened faculty. The permanent Stage Manager position would be an invaluable asset to our Department by relieving faculty of these duties while providing continuity of leadership between all productions the Department undertakes, uniformity in production values and practices and assurance that health and safety protocols are held paramount.

Permanent accompanist: We have been functioning with only one permanent part time (20 hour per week) accompanist since the retirement of our second permanent accompanist in 2008. We seek two additional permanent part time (20 hour per week 8-month accompanists) to service our largest class offerings of ballet and modern (21 sections, Spring 2017). Because accompanists are hired as provisional workers they are limited to work no more than 90 days per fiscal year. It is difficult to hire and maintain qualified accompanists who then need to be let go due to the limited hours they are permitted to work. Currently the Department has 1 permanent part time accompanist and 10 provisional accompanists. Working with this large number of provisional accompanists requires a substantial amount of administrative effort to schedule, rotate, track and submit hours. The additional permanent hires will ensure that classes run smoother, the learning

environment is enhanced and less time is spent for the administrative staff to oversee hours/payroll.

Annual	2016/2017
Design Technology	Instructional

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

Design Technology is scheduled to relocate to the renovated Center for Media and Design sometime in 2017. It remains to be seen how this will impact the individual programs, but it seems we will already be at capacity in terms of classroom and faculty office space upon arrival.

The Graphic Design program currently offers over 40 sections of graphic design courses per semester. We have needed to increase the number of sections offered in the Graphic Design program due to the interest in the Interaction Design Bachelor's degree. We have increased the number of sections for the first semester courses and the User Experience Design courses. We have also started to offer User Experience Design 1 and Mobile Design 1 classes online.

We are currently growing out of our current facility. Two upper division courses in IxD are offered in Spring 2017, with six IxD courses scheduled for Fall 2017. We also rely heavily on adjuncts from industry. It is important moving forward that we have an additional full-time faculty to help teach upper-division IxD classes.

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

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

Graphic Design:

The goal of the Graphic Design Program is to provide the most current and relevant education to our students. This requires that the program have the most current software and access to industry standard tools such as Sublime, Sketch, Axure, OmniGraffle, and Balsamiq, in addition to the Adobe Creative Suite. The Graphic Design/Interaction Design programs also need to continue to provide students with up-to date equipment and computers in the classroom and computer labs, and support students increasing interest in bringing their own devices (BYOD) into the classroom and working collaboratively. This includes providing desks that will best accommodate laptop computers and collaboration. We offer a product design course that requires a 3D printer and also offer a tangible interaction class that requires electronic materials. Other

considerations are to provide cloud-based storage for students and faculty so that files can be easily accessed and shared.

Interior Architectural Design:

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

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

As suggested by the Advisory Board, we are behind industry standards in digital fabrication techniques and need to acquire laser cutters, 3D printers, laptops, cnc machines, and other digital tools. Additionally, we need a space to house the tools and the infrastructure to operate it safely. This could include staff and instructor and student training. This is an opportunity to engage the community for use and collaboration.

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

Graphic Design:

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

These demands become overwhelming when tasked to three people. Although we're fortunate to have dedicated adjunct faculty, full-time faculty drive curriculum and departmental changes. Full-time faculty create optimal learning environments since they better understand the entire curriculum along with having an overarching concern for the education of our students.

We are in desperate need of a new full-time hire to address these needs, to teach core courses and upper-division Interaction Design classes, assist with the basic functions of our Department and to focus on curriculum development. New development programs (recruitment and pathways programs), require extra attention from our already overloaded full-time faculty.

With the new hire of a full-time faculty member and the retirement of one full-time faculty member in December 2016, the program will only have three full-time instructors beginning Spring 2017. In Fall 2018 we will have the second student cohort for the Interaction Design degree, and around 50 students in the IxD program.

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

As the Graphic Design program and Interaction Design degree develop and grow, another consideration is the need for additional administrative support. Additional staffing needs include a part-time assistant or director to help coordinate the Interaction Design B.S. degree, especially focusing on upper division courses, guest speakers, industry sponsors, equipment, acting as liaison with student services, and fostering student success.

Professional Development would be helpful in the areas of instructional design and increased faculty development in emerging design fields such as AR/VR, Artificial Intelligence and machine learning.

Interior Architectural Design:

Instructors in our program must keep current with technology being use in the industry. This is an ongoing process. Professional development opportunities in emerging technologies in digital fabrication and AR/VR would be helpful.

Annual	2016/2017
Disabled Student Center	Instructional/Student & Instructional Services

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

For the first time in the history of DSPS, the leadership is restructured with the hiring of a new Director due to the large classified staff and the size of the program. The reality is that DSPS is such a complex area that one person cannot single-handedly manage the program. The Director is responsible for the daily operations and the supervision of the classified staff as well as the planning, development and implementation of the program. The Director and Faculty Coordinator work in tandem managing the department, providing training, refining policy and procedures, supervising faculty, staff, and develop curriculum development. Additional areas of concern include accommodation requests, the new DSPS allocation funding model, and updating the administrative regulation.

This past year, the certificated staff received more accommodation requests which require additional analysis to determine if the accommodation is a fundamental alteration to the course curriculum. In these cases, many of the essential functions and technical standards of the courses are not readily available and requires additional consultation with faculty and the academic department chairs. Additional training and accessibility to the essential functions and technical standards is recommended to assist in the interactive process. Furthermore, guidance and protocol for atypical accommodation requests needs to be strengthened within the department. The observed trends regarding academic adjustments should be discussed on a regular basis with the academic department chairs to prepare and identify how faculty can assist in the interactive process to determine accommodations.

The CCCO DSPS Weights and Allocation Funding formula incorporates a coordinator funding guarantee (\$150,000), a weighted/decile ranked College Effort component, a new split of the state funding with 80% based on Weighted Student Count (WSC) and 20% based on college effort. Furthermore the new formula guarantees that no college will receive less than 90% of their previous year's allocation. It is difficult to determine how the new disability category and new weights for each disability category will affect the future allocations. The new formula will only consider primary disability and the data collection for a secondary disability beginning with the 2017-8 academic year.

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

- MIS support for more efficiency in connecting all areas of the program to recording student contacts.
- Update AR's
- Update policies and procedures

Provide trainings to the campus community about recent 508 update and how it will affect the college.

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

Effective January 2017 the proctoring room moved to the former financial aid location. This new location is much larger than the former location with an increase of 27 seats for a total of 47 seats and three private rooms. However, there is potential for insufficient space during high volume testing such as mid-terms and finals. In addition, increasing concerns from faculty regarding academic dishonesty has led to some policy changes such as having students sign in

and out for breaks, supplying the scratch paper, and adding additional signage regarding the policies. In addition, DSPS is currently investigating camera surveillance as an additional security measure.

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

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

The HTTC gained 50 additional licenses of the Audio Notetaking software (Sonocent) for DSPS students and Vets for notetaking. Students are receiving individual training for this assistive technology as well as workshop format trainings.

The HTTC Project to digitize all DSPS student files and archives is proceeding well. Over 85% of the archived student records have been digitized eliminating the need for four large file cabinets. The next phase is a test phase using Viatron to store digital files, forms, and portfolios. The Digital Task Force meets regularly to discuss progress, goals, training, and implementation for this large scale project. Currently, identification of the indexes and forms are being shared with the Viatron consultant to create a platform for beta testing.

The HTTC continues to provide training and equipment loans to students with disabilities. The equipment loan items include: Digital Recorders, Smart Pens, iPads, Surface Pros, noise cancellation headphones, assistive listening devices, and other software and apps. The HTTC will continue to offer workshops and trainings to promote use and skills effectively using technology in the classroom and as accommodations.

Another area DSPS is exploring is utilizing RegisterBlast which is scheduling software. The SMC Assessment Center is currently using this tool and has demonstrated its capabilities to our department. The number of appointments for the high volume of tests DSPS proctors per semester (Fall 2016 -2,000 tests) requires many steps including the student scheduling their appointment, receiving and delivering the tests to the faculty, receiving directions from the faculty regarding the test parameters, and ensuring space is available for students to take the tests during our business hours. RegisterBlast has many promising features to help streamline this process and keep records of the tests proctored. Additionally, students can remotely notify DSPS, check availability, and secure a seat without having to fill out a request form in the DSPS office.

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

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

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

In the Learning Disabilities Program, the increase of students being served for tutoring has significantly increased and thus the need for additional tutors or instructional assistants. Considering the budget limitations, we may need to look at alternative funding sources such as equity, the Foundation account, or volunteers to assist students with disabilities.

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

In 2016 DSPS lost one full-time counselor and another full-time counselor with a split assignment with Health Sciences due to retirement. Due to the complexity of the students’ disability related issues and an increase demand for counseling appointments, we are requesting that the college replaces the loss of one and half counselors with one full-time counselor. It is extremely challenging to meet the college’s legal obligations with a reduced counseling staff. In addition, DSPS faculty also participates in providing in-service trainings to the campus community and sufficient staffing is necessary to perform such duty.

The current part-time therapist may retire the end of this year and her position will need to be filled. Many students see her on a weekly or as needed basis to manage their mental health issues.

Annual	2016/2017
Distance Education	Instructional

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

Continuing to follow the 6-year PR review recommendations the DE department/program will remain focused on the three items listed below.

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

- 1. Expand evaluation efforts to more systematically identify faculty professional development needs and evaluate the effectiveness of faculty training.*
- 2. Review the existing unit outcomes and assess whether they adequately address program goals.*
- 3. Implement and assess the DE Faculty Readiness pilot.*

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

Not applicable.

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

Funding to continue to support Canvas faculty peer mentors.

Funding to continue to support online tutoring for online students.

Annual EOP&S	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

committed from Student Equity categorical funds is a good first step to sustaining the Guardian Scholars Program. Unfortunately, Student Equity funding at the state level is not a guarantee. The program is also working with the SMC Grants Office to find other funding sources to sustain the program.

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

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

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

No additional Human Resources needs are predicted for 2017-18.

Annual ESL	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

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

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

We cannot express our concern regarding our deteriorating facility strongly enough. Paint is peeling from the walls, water lies in pools on the rest room floors, rusted fixtures on the sinks drip water, carpets go for months without being cleaned, clocks fall off the walls. Most difficult for us is continually battling the cigarette smoking that goes on outside our front doors. When the doors open the smoke comes right back into our offices. MOST students are very good about walking away from the doors and windows when asked, but this requires constant monitoring. We have tolerated the appalling conditions for many years and attempted to make the best of the situation. Fortunately, we have a computer station in each classroom, we have gotten versa boards in most classes, and we feel that we are effective in our instruction in spite of these conditions. A second bond measure has been passed with promises of improving our facilities, yet we see no evidence of any plans to improve the conditions under which we teach. Seventy percent of our students are international students, who bring in precious funding for the college. We try not to whine about it, but it does not seem right.

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

As of Fall 2016, we have 9 full time and 30 part-time faculty members in our credit program and 15 part-time faculty members in our noncredit program. The noncredit program also now has two part-time counselors and two office personnel. One FT faculty member retired in summer 2015 and a second in July, 2016, and a probationary faculty member departed in Spring 2016. Many of our part-time instructors are actively engaged in department and college tasks, including organizing and monitoring a language exchange program in collaboration with MLC Department, participating in the Day of Welcome, and providing workshops for students on a variety of topics. As of 2016 two part-time faculty members are now assisting in coordinating levels (11A/B & 21B). As full-time faculty participate in community and statewide efforts and collaborate actively with other initiatives and governance responsibilities across campus, more full-time faculty members will be needed to replace the retiring faculty members. Our newest faculty member hired in fall 2015 has already taken on leadership responsibilities in assisting with technology training in non-credit ESL, development of web-pages, and co-leading the 21A level. We are fortunate to have him but do not wish to overload him. All of our full-time faculty

play key roles within the department, and the loss of 3 has made concentrated many tasks into fewer hands. Moreover, it has been difficult to find qualified part-time faculty. Thus, we will need at least one or two more full-time faculty. Perish the thought that others may retire within the next 5 years. The ESL Department shares a secretary with the Dance Department, and we have a student worker who assists with textbook inventory, management of office supplies and other responsibilities assigned by the chair and secretary.

6 Year	2016/2017
Earth Science	Instructional

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

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

If the amount of dedicated room space is compared among the science departments on campus, it is extensively clear that Earth Science space is not even close to the standards of Life and Physical Science departments (see Table 1 below). Earth Science has a massive 54 WTH per dedicated teaching space whereas 32–34 WTH per teaching space is the norm in the other sciences. Additionally, course enrollment in the Earth Science Department has increased over the past five years. Examining *Table 2. On-ground Course Enrollment per Department (fall 2015)*, indicates clearly that over the past five years, the Earth Science Department has instructed a large number of the students in our limited lab and lecture space. Our enrollment numbers are significantly higher than the Physical Science Department, and slightly less than the Life Science Department. Furthermore, Earth Science courses have greater numbers of students enrolled/section than the other two science departments at SMC.

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

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

Table 2. On-Ground Course Enrollment by Department (Fall 2015)

Department	# Students	#Sections	#Students/Section	Dedicated Rooms
Life Science	3,061	99	30.9	12
Physical Sci.	2,572	98	26.2	12
Earth Science	2,998	91	32.9	5

The Earth Science Department is enthusiastically awaiting our move to the new Science/Math Complex (“Phase 2”). We hope to centralize the elements of Earth Science, teaching labs, prep room, GIS lab, lecture rooms, planetarium, observatory, environmental center, elements of the Sustainable Technologies Program (such as specific courses in Recycling and Resource Management and Energy Efficiency) and faculty/staff offices into one location that will unite us with our science colleagues on campus. However, the department faces an immense dilemma waiting for the expected facility expansion for the Science Complex.

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

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

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

employing a variety of media to present course material to the students. However, we still need to juggle lab classes between the disciplines.

Planetarium needs:

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

Sustainable Technologies Program

In terms of space requirements, the STP is given a dedicated classroom and one storage closet for learning materials and construction materials. When the program was created in 2009, the STP was allocated two dedicated classrooms. Subsequently, one of these classrooms was removed from use of the STP by administration, which has had negative impacts on the program through limiting potential course offerings. As the program has matured, demonstration models and display materials have been created and have started to impact an already overcrowded classroom situation. An expected expansion or accommodation is necessary to continue to provide high quality programming in a safe and engaging manner.

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

1. **Recycling and Resource Management (12-UNIT AND 18-UNIT EXISTING, SUSTAINABILITY PROGRAM)**
2. **Photovoltaic Installation, Design and Sales (12- UNIT AND 19-UNIT EXISTING, RENEWABLE ENERGY PROGRAM)**
3. Energy Efficiency Specialist (13-UNIT EXISTING, 19-UNIT IN DEVELOPMENT)
4. Wind Energy Technician
5. **Solar Thermal Energy Technician, RENEWABLE ENERGY PROGRAM)**
6. **Geothermal Energy Technician, RENEWABLE ENERGY. PROGRAM)**
7. Sustainable Building Consultant (PLANNED for SUSTAINABILITY PROGRAM)
8. Business Applications – Entrepreneurship and Logistics (PLANNED for SUSTAINABILITY PROGRAM)
9. Landscape (Water) Efficiency Technician (PLANNED for SUSTAINABILITY PROGRAM)

The first two tracks are in place. A 13-unit Energy Efficiency Specialist was approved in Spring 2014. A 19-unit Energy Efficiency Specialist Certificate is in the process of being developed. The fourth track, Wind Energy Technician, along with the fifth and sixth tracks, Solar Thermal Energy Technician and Geothermal Energy Technician, respectively, will be developed to address the anticipated growth markets in the energy sector. Along with tracks two and three (Photovoltaic Installation, Design and Sales, and Energy Efficiency Specialist), five tracks comprise the new Renewable Energies Program, and require a substantially larger investment in equipment and curriculum materials, which has delayed its launch and for which we are now seeking funding. Tracks seven, eight, and nine round out the Sustainability Initiative's long-range goals, and are planned for development and implementation at some time in the future.

Weekly teaching hours put CTE and Transfer classes in competition: As noted, in the program review above, the STP program faculty, administrators and Industry Advisory Board are interested in offering more classes and growing the sustainable technologies program. However, the Earth Science department is limited in the number of WTH provided. Not only does this make it difficult to offer the entire sequence in a timely manner, it also is a disadvantage for growing institutional support for the program as faculty are reluctant to give up transfer courses for CTE.

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

Storage for STP – specifically Solar PV and Energy Efficiency classes

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

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

Funding of CTE

We require continued administrative support to purchase and replace the high quality equipment, tools and materials necessary to sustain the Solar PV Installation and Energy Efficiency programs. VTEA/Perkins funds are designed to grow and expand CTE programs. We use those funds to purchase new equipment to support new courses within and beyond Solar PV Installation and Energy Efficiency. The funds are not to be used for maintaining programs – such as replacing equipment and tools that are worn out or broken.

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

Full-time Physical Anthropology Instructor

Since 1999, Anthropology has maintained a staff of four contract anthropologists (two physical anthropologists, one archaeologist, and one cultural anthropologist). This year, one of our physical anthropologists, Dr. Suellen Gauld, has announced she will be retiring at the end of the Spring 2017 semester. Dr. Gauld has, for many years, shepherded the development of physical anthropology and served as an exceptional instructor and mentor to hundreds of SMC anthropology students. Her retirement will greatly impact our program, especially if she is not replaced with another full-time hire. When full-time physical anthropologist Dr. Jan Austin retired in 2015, her position was replaced as the college acknowledged the importance of this program. If Dr. Gauld's position is not replaced, this will leave the Anthropology Program with only one full-time faculty. This will obviously make it difficult to maintain the high quality Anthropology Program that is currently in place at Santa Monica College, a program that has taken decades to develop.

Physical anthropology is highly specialized subfield of anthropology that addresses the evolutionary biology and adaptive characteristics of our species. Our curriculum, which currently represents almost half (49%) of all anthropology course offerings, is successful and strong (Fig. 1). Introductory lecture (ANTHRO 1) and lecture/lab (ANTHRO 5) survey courses comprise the largest components of the program (48 WTH/semester). In addition to these flagship courses, we offer two content-focused classes: ANTHRO 9 (Paleoanthropology) and ANTHRO 10 (Forensic Anthropology). Our classes display strong enrollment (sections fill early in the enrollment period), high retention rates (>80% - and consistently higher than SMC college-wide percentages), and excellent student success (high mastery of SLO assessment criteria. ex. Anthropology 1 averages 2010-2015: SLO 1 = 85.8%; SLO 2 = 84.1%; Anthropology 2 averages 2010-2015: SLO 1 = 89.2%; SLO 2 = 89.1%).

Physical anthropology courses, in particular ANTHRO 1, 5, 9 and 10, are structured around specialized content that requires extensive knowledge of the primate and hominin fossil record, skeletal anatomy, and methods of skeletal analysis. Although the percentage of physical anthropology classes taught by adjunct instructors traditionally has been kept at or below 40%,

the number of WTH allotted to part-time faculty will increase to 75% if Dr. Gauld's position is not replaced. Furthermore, given the paucity of hourly anthropology instructors who possess the training necessary to teach ANTHRO 1, 5, 9 and 10, we would likely end up having to reduce the number of sections we offer.

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

Full-time Planetarium Administrator/Director

Previous Program Reviews suggested the department should investigate training for the maintenance of the Digistar, and identify a potential trainee. We request a position of Earth Science Lab Technician be created. Such a person would be trained to help maintain the Digistar, as well as expand the public program to more time periods, possibly including Saturday shows, and assist in the setup and take down of Geology, Astronomy, Geography and Anthropology labs. The Planetarium is reaching a point where it needs someone dedicated to maintaining the Digistar and investigating new equipment options.

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

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

The request for a Planetarium Director/Lab Technician has become a pressing matter for a number of reasons. First, the new Science Complex addition will include a new Planetarium, as well as an observatory. SMC is committed to provide a first-rate Planetarium and a dedicated Planetarium Staff Administrator is crucial to assure the new Planetarium is optimized, and to

ensure quality control in all areas: equipment, design, function, marketing, programming, maintenance, utilization, scheduling, and more.

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

Third, our attendance at Planetarium shows, while steady in terms of school programs, is not growing in terms of Friday night public shows. When we had a dedicated Planetarium Director, our public and school show audiences grew significantly through extensive marketing and promotion, with most shows "sold out". Additionally, we were able to attract top-flight scientific lecturers from local institutions including Cal Tech, JPL, and UCLA. These guest lecturers would draw crowds too large to fit in the Planetarium, and would be held in the Science Building lecture halls. Without a full-time Planetarium Staff Administrator, our Planetarium shows are limited in scope, dependent upon an hourly lecturer who is only compensated for the time he is presenting the shows. There is no allowance for him to perform maintenance or monitoring of the Planetarium, beyond his contracted shows. He is constrained in his ability to expand the program, to develop new shows, to provide adequate marketing of the Planetarium, or even to having access to the Planetarium outside his scheduled presentations.

Lab Technician

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

Additionally, we are the only science department on campus that does not have a lab technician to help set up and take down labs. Anthropology labs set up and take down require a minimum of 25 minutes. This cuts into the overall time faculty have to prep for each lab class. Having a full-time technician who is trained in setting up and taking down the lab materials will allow faculty more time to meet with students, prepare lectures and labs, and increase efficiency of the lab.

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

In addition to our pressing need for a Planetarium Staff Administrator, we are also requesting a lab technician. A lab technician is critically necessary in order for the department to maintain its

academic standards with current equipment, technical applications, software, and laboratory applications. Between the years 1990-2000 we increased the number of lab sections by 120%. Even with the downturn in the economy from 2008-2012, we still increased the number lab sections by 64% from 2000-2016 (see attached Planetarium Director document).

A quick poll of the Earth Science lab instructors indicates that it can take an hour to set up and take down labs each week. Not every lab class meeting requires this much time; however, in our Geology 4 lab courses, for example, there are 5-6 specific labs that require this time for set up/take down. The Physical Anthropology labs have similar time requirements for set up/take down; for example, the labs using the Skeletal, bones or cast collections need extra time. This is especially true for setting up and taking down Lab Practicums. However, given that the lab classrooms are also scheduled for lecture classes and are therefore in constant demand, instructors find that they are spending vast amounts of time outside their normal teaching hours to prepare and organize their labs for their classes. They are also working on limited timeframes – setting up and taking down labs between classes, for example. Since the lab sections are scheduled in between lecture classes, it is not possible to leave a lab set-up between classes. All lab equipment, materials, bones, casts, etc. must be replaced after each lab section is finished, so the next class coming in will have full use of the classroom. Moreover, our lab classrooms are not dedicated to single disciplines; for example, a Physical Anthropology lab may be followed by a Geology or Astronomy lab/lecture class. This provides more impetus to make sure all lab materials and equipment have been removed and returned to their proper location in our Earth Science Prep Room, DH 134.

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

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

As an alternative to hiring a lab technician, the Earth Science Department was offered more 'student help' monies. While this was initially welcome, it has become quite problematic in

terms of hiring competent students to act as ‘lab technicians.’ Student help workers are hired semester-to-semester with little to no continuity between semesters. Faculty spend the semester training a student to set up/take down labs and handle sensitive equipment, only to find that student is not available for the next semester. Training a student takes a great deal of time – the same time commitment required for the instructor to set up and take down labs themselves. We have not gained anything using student help and, as a result, many faculty have declined using student workers to substitute for a trained lab technician. In addition, a number of faculty have commented that careless student helpers have actually resulted in damaged equipment and a loss of resources - which costs the college money to repair and/or replace this specialized equipment. As stated earlier, much of our expensive equipment and materials were purchased using specialized grant funds and are not replaceable using our limited Earth Science lottery or equipment budgets. A student worker is a poor substitute for a trained, professional lab technician, and furthermore, is a potential safety hazard for faculty and students alike while concurrently being a liability for the college.

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

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

6 Year (Submitted Spring 2016)	2015/2016
Education/ECE (Six Year submitted Spring 2016)	Instructional

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Trend in the field

In 2010, SB 1381 changed the required birthday for admission to kindergarten and first grade in California and established a new transitional kindergarten (TK program). The creation of TK has implications for future enrollment numbers for the state’s numerous private preschools and family child care businesses. As the age of enrollment in public programs is lowered, many private programs have reported a decrease in enrollment and increased competition for families to fill open child care slots. This trend is expected to continue in the future. As a result, a number of providers are looking to offset decreased enrollment by becoming licensed to provide infant and toddler care. However, industry trends indicate that there is a shortage of qualified,

trained infant/toddler care professionals in the workforce. This trend creates a need for increased emphasis on infant/toddler coursework and hands-on training within the EC/E Dept., to include new internship and practicum experiences for students.

Approved by the Governor in September 2014, SB 876 established new educational mandates for credentialed teachers assigned to teach in transitional kindergarten (TK) classrooms. Any credentialed TK teacher hired after July 1, 2015 will have until August 1, 2020 to meet the following additional requirements:

1. At least 24 units in early childhood education, or childhood development, or both.
2. As determined by the LEA employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in bullet 1.
3. A child development teacher permit issued by the California Commission on Teacher Credentialing (CTC).

These new requirements will create an increased need for early childhood education coursework for education students at all levels (AA to MA) who have not yet entered the workforce and may lead to additional educational requirements for assistant teachers and support staff. In addition, there will be professional development funds available for supporting incumbent educators within school districts to increase their knowledge of ECE practices through college coursework. This may have implications for outreach, enrollment, course offerings, and staffing within the EC/E Dept. for the next five years. As a result, the Dept. may need additional faculty to offer onsite or contract classes to help students and professionals meet these new requirements.

SMC Early Childhood Education Center/Lab School (yet to receive its official name)

We are in the process of building our lab school and are hoping it will be completed within the next 3 years. With the impending loss of 2 full time faculty within the next year and a half, our need for full time faculty will be even greater as well move onto this new project. Our goal is to create a model lab school in which our students will be exposed to evidence-based exemplary practice in the field of early childhood education. The need for full time faculty to design and implement this vision has never been greater.

Our new lab school is projected to be completed and open in the year 2019. This new venture in collaboration with the City of Santa Monica, the Rand Corporation and an outside early childhood education vendor (yet to be determined) is a critical turning point for our department. Having a lab school in which our students will be exposed to state-of-the-art evidence based practice in early childhood education will be of great benefit to them as well as our community and the field. Unfortunately, thirteen lab schools on community college campuses across CA have closed due to fiscal challenges. Primarily this was because they relied heavily on the CA Department of Education's (ECE) subsidy, which over the years has steadily dwindled. For this reason, our college has elected to select an independent vendor to run our lab school. This vendor will bear the fiscal responsibility for the center as well as administering the

day to day operations. Community college lab school programs will have their eyes focused on our model in order to possibly replicate it on their campuses.

One of the biggest challenges we face in running a lab school that exemplifies the philosophy and curriculum that is taught in the ECE department classes, is to maintain a strong connection with the lab school, its curriculum, staff and functions. It would be detrimental to our lab school mission and purpose if students experience a disconnection between what our department promotes as best practice in early childhood education and what is actually done in practice with children and families in our lab. Our programmatic design must facilitate a vibrant connection between our department and the lab school. Complicating the relationship between entities is the fact that the lab school will not be run by SMC employees but rather an outside vendor. Lessons learned from other lab schools underscore the need for strong relational ties and communication between the lab school staff and training department.

The lab school advisory committee, comprised of ECE faculty, SM city officials, SMC administrators and the SM early care and education task force) recommends a model in which SMC would provide a college liaison and curriculum coach to work with the lab school. According to the Request for Proposals for the lab school vendor, the two distinct roles are described below:

Role of the Curriculum Coach – This College-funded, part-time position will provide a College presence to support both College students and Center staff.

The Early Childhood Education Center, SMC lab school Curriculum Coach will be either one or two faculty members from Santa Monica College who will work closely with the ECEC staff. Their primary function is to ensure there is a seamless articulation between the ongoing curriculum practiced in the center and the philosophy and practice espoused by the Early Childhood / Education Department.

Role of the College Liaison – This College-funded part-time assignment resides with a position within the College. The Liaison is charged with oversight of all activities of the Center on behalf of the College. In this capacity the Liaison is the point person for all business and facility-related issues that may arise with the Center. Maral Hyeler has been assigned to be the college liaison for this project and is attending the lab school meetings.

As of December 2015, the college hired an Operator for the Lab School. We are very excited to partner with The Growing Place to bring to life the ECE lab school for our students.

Santa Monica College Professional Development Institute

For a couple of years we have thought about developing a SMC Professional Development Institute. In our field and in many of the other CTE programs at SMC, the demand for professional development by employed practitioners is ongoing. Some of our course offerings provide such professional development options and many individuals take our classes for that reason. Many of our faculty also provide professional development workshops outside of the college to a wide variety of professionals in the field. We propose that the professional

development workshops and courses could be developed, packaged and marketed through contract education. We were contacted by Para Los Niño's in downtown LA, who recently applied for a grant to pay for professional development through contract education from our department. One of the barriers is that their teachers are located at multiple sites downtown which presents logistical concerns to access training and our instructor would have to go downtown to deliver training and support. To make these contact education opportunities convenient to companies and reach a broader audience than only those in our Los Angeles area only, we would like to make use of video conferencing technology to deliver a "live" workshop or class to an audience that could access the "class" via their computer device. Wendy Parise has been in conversations with Al DeSalles, Bob Dammer, and Frank Dawson about this technology, and while there are many details yet to consider, the possibilities for the use of such technology could be very lucrative when utilized for professional development training across many of our CTE disciplines.

This training could also potentially extend to audiences abroad. In recent years our faculty has become acutely aware of the desires of many programs abroad who are interested in receiving professional development from our faculty or resources at SMC. For example, we have been approached by programs in Azerbaijan, Kenya, and China for professional development in areas of early childhood education. To send a team abroad to do a conference or workshop series is expensive and not necessarily the most efficient way to assist teachers over the course of time. Our video conferencing technology could provide this training at a fraction of the cost while offering ongoing support long after a traditional workshop visit was over.

Besides using this virtual technology to do training through contract education, we foresee offering traditional classes this way – a form of a hybrid class involving both DE instruction as well as electronic face-to-face time with the instructor and peers. This could potentially be a huge enhancement to our course offerings as well as a means to broaden our student population to areas not easily accessible to coming to SMC.

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

Please refer to discussion of the SMC Professional Development Institute.

We hope that all the classrooms on the Bundy campus will have furniture that will encourage collaborative, active learning

Also, we hope that once the lab school is built and operational, we will have the technology to view the Lab school activities from the Bundy Campus.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed

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

As mentioned above, as we continue to improve on our existing program and add to our course offering through professional development areas, we will continue to need full-time faculty dedicated to creating and maintaining these programs

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

In summary (as reflected in this document) we need the following:

1. A dedicated EC/Education counselor on the Bundy site.
2. A mentor to coordinate our Teacher Resource Room
3. 2 full time hires for next year (Early childhood special education and education specialists)

Annual Education/ECE (Annual submitted Spring 2017)	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

Add two new faculty members to our Team.

Wendy Parise and Marilyn McGrath retired in June 2015 and Gwen Dophna retired December 2016. That leaves the department with 3 Amazing probationary faculty and 1 tenured faculty member.

School year 2015-16 we applied for two full time faculty positions and are needs were ranked in the 30's. The addition of these new faculty members will enable us to properly analyze department and college data, design programmatic changes, as well as stay involved with all the industry and community programs in order to remain a vital CTE program.

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

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

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

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

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

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

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

special education personnel locally and nationally. Supporting our early intervention assistant program serves the needs of community programs who are in need of special education trained personnel. The early intervention assistant program is a clear career ladder program to the BA level special education teacher credential program. Future plans for the department include working more closely with our local universities to articulate our program with their early childhood special education and special education teacher credentialing programs. The need to have a full time early childhood special education specialist dedicated to this program is vital to our program. Most importantly, the SMC lab school will be complete by 2019. The early intervention assistant (EIA) program will be an integral part of our lab school training program. We will need a full time faculty person with expertise in early intervention to work with the lab school staff to ensure our EIA program remains current.

With the department currently involved in 2 Education Pathway grants and applying for another Elementary- Secondary Teaching pathway grant with a focus on STEAM. We are also in need of an Education Hire to support and lead these efforts. Our Department has submitted the coursework for Transitional Kindergarten Certificate to the College Curriculum Committee and to the CAP TK State of California Committee for approval. At this time we have provisional approval from the state, will have a clear approval once the edits to the courses have been completed.

6 Year (Submitted Spring 2016)

2015/2016

Emeritus

Instructional

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

As the Baby Boomer population continues to retire and age over the next 5 to 10 years, Emeritus will likely be faced with increasing demand for new classes/programming. Conversely, with state funding for older adult programs constantly being reduced and/or threatened, the supply of classes for older adults may decrease further. Ideally, in 5 or 10 years, Emeritus' funding model would be diverse enough to weather future economic declines in order to allow us to continue to meet student demand.

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

Future funding will be needed to replace A/V equipment, roofing, carpets, and upholstery of theatre-style chairs at Emeritus. Foundation funding can be used for these projects, if needed.

3. If applicable, list additional human resources (staffing, professional development, staff training) that will be needed to support proposed changes. [This information will be reviewed

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

Should Emeritus College need to move to a different funding model (e.g. fee-based or grant projects), then additional staff will be need to be hired to handle any additional workload.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

As state funding for older adult programs is constantly being reduced and/or threatened throughout the years, Emeritus' ability to meet the educational demands of older students becomes limited, which causes student pressure on SMC administration.

6 Year English	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

- Greater access to computer lab classrooms is necessary to accommodate rising numbers of requests for such technology. As remedial courses increasingly introduce students to the fundamentals of research, the demand on Library 192 has outstripped its supply of useful dates. Moreover, that computer lab is not resolvable by faculty and must be hosted by a librarian. The English department needs access to a computer lab on a reservation basis.
- Adequate and accessible classrooms for all students; whiteboards on at least three walls of every English classroom.
- Instructional support: staffing sufficient to guarantee two instructional assistants per lab meeting (or the instructor and two IAs)
- Designated meeting areas or office hour space for adjunct faculty and their students. Unless it is claimed by a food vendor, the Bread Factory space would be the sort that could be converted to a meeting area.
- Continued technology training for faculty and students
- **Semester-by-semester TIMS data for individual faculty members available in their ISIS/mProfessor portals. This would be the single most supportive information that the institution could provide to faculty for improving teaching effectiveness.**

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

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

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

Full-time Faculty Shortage

As outlined in this report, the arrival of HS GPA as a placement tool and improvements to the remedial course sequence have combined to boost the number of students enrolling in English 1-and, not long after, in English 2. Despite a slow-down in enrollment, the fall 2016 semester brought a 10% jump in the number of first-time students enrolling in English 1! With the retirement this academic year of Joe Watts, a veteran professor of English 1 and 2, the department faces a grim ratio of full-time to part-time instructors in English 1 classrooms: 47% of English 1 FTE will be taught by full-time faculty in the next academic year. Given that English 1 is the most sought after course at SMC, the college will be placing quite a bet on freeway flyers, whose excellence and dedication to students, though mighty, competes against freeway miles, demanding schedules, multiple email accounts and learning platforms, and the hurly-burly of academic life without a home.

The sheer number of new students in English 1 tells only part of the story. The new placement tool, essentially high school GPA in combination with Accuplacer (often called "MMAP"), is built on the understanding that as access to English 1 increases, higher numbers of inconsistently prepared students are to be expected in the classroom. This fact suggests that English 1 instructors need the latest training and innovative pedagogy to support underprepared students aiming for success in English 1. To develop and support new best practices for transfer-level composition in the age of MMAP, the department needs many hands, and new energy. Struggling students need professors who are available, physically, intellectually, and emotionally, to respond in timely and tailored ways. Full-time faculty, rooted at SMC, are in the best position to successfully teach students who bring a wide variety of preparation to the challenges of writing, critically analyzing, and conducting research on the pathways to transfer and career success.

Classified Instructional Support Staff

The English department continues to need greater support for Instructional Assistant staffing levels in the B and C-level labs. Inconsistent funding and fluctuating hiring processes have

frequently left required lab hours to be staffed by one IA--and if that IA has a sick day, then the lab must be cancelled, so students' time on task is lost.

Furthermore, the pressures against steady funding for Instructional Assistants is inconsistent with the competing demands for their time once their shift begins. Whereas an IA's primary role is to support students in required, credit-bearing lab hours, the IAs are also assigned time working with students in the Writing and Humanities Tutoring Center and Academy of Learning Innovation and Success. This arrangement, of IAs working in the tutoring centers, was originally conceived as an assignment that would not interfere with their duties in lab. However, given a general shortage of IAs and student tutors, the IAs are often scheduled back-to-back in a tutoring center and then in a classroom, leaving them little time to arrive in class feeling prepared for the lesson plan established by the instructor.

However, as resources for tutoring have dwindled, the department faces a grim choice: either to eliminate IA support of the tutoring centers in order to prioritize the quality of required lab hours or to continue such support at the expense of the best opportunities for IAs to prepare for the many classrooms or lab rooms they visit each day. Currently, several IAs spend time at home preparing for their lab assignments despite the fact that they are hourly employees.

Classified Administrative Support

Joanne Laurance, the English department's essential support staff, has indicated her intention to retire at the end of this academic year (2016-17). Needless to say, the thought of 140+ English faculty working without such a reliable, knowledgeable administrative assistant is good for a shock. Keys, book orders, office hours, absence reports, payroll, student help, incredible institutional memory--the list of essential support Joanne brings to the department could go on. In light of the recently announced hiring freeze, the English department chair is deeply concerned that the College and Personnel Commission provide timely support to fill the administrative assistant position as quickly as possible.

Annual Enrollment Services	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Admissions and Records

Since April 2016, the Admissions & Records Office has experienced significant and major personnel related challenges stemming from the loss key personnel owing to retirements or internal or external professional growth opportunities (i.e., promotions). Some of these positions, despite being supported by SSSP funds, have not been approved by Senior Staff for replacement (at the time of the submission of this report). In case of one position, a PBAR was submitted in

June 2016 and finally addressed in early April 2017 (albeit denied). Lack of follow through on submitted PBARS has created significant uncertainty in the Office and a backlog of work even though we have tried to temporarily identify solutions to deal with workload.

PBARS submitted in 2016-17 and their disposition:

1. Administrative Assistant I (District funded): after 10 months of waiting, it was denied with no reason given for denial. This position was responsible for assisting Admissions Supervisor to process payroll for a large department, petitions for special consideration, answer phone calls and student emails, among other day to day office duties. We plan to resubmit the request in 2017-2018 since this assistant is paramount in supporting a department of over 20 full-time staff and over 30,000 students annually.
2. Academic Records Evaluators (2 positions; 1 District funded; 1 SSSP funded): PBARS remain unanswered despite there being an urgency to review graduation petitions from students. While only a PBAR for two positions was submitted, there are actually three evaluator positions vacant, but the Dean of Enrollment Services decided to leave one unfilled given the College's financial standing. It is uncertain if the existing evaluator positions will be able to meet workload responsibilities for the Spring 2017 graduating class. To the degree that additional assistance is needed, and evaluators are willing and able to work overtime, overtime pay will be sought to meet work demands.
3. Administrative Assistant II (District ended): The Dean of Enrollment Services' Administrative Assistant accepted a promotion at the Career Services Center and her position will be vacated by the third week of April. This vacancy represents a significant loss to the Office given the vast responsibilities of the position with enrollment-related tasks such as Arranged Hour rosters, grade appeals, graduation ceremony coordination and planning, contracts, purchase orders, time and effort reports, budget, etc. The loss is even more significant given Senior Staff chose not to fill the year-old vacancy for the Administrative Assistant I position in Admissions & Records. A PBAR will be submitted seeking a replacement.

Student Success and Support Programs

As with Admissions & Records, several PBARS were submitted for positions to be paid for by SSSP.

PBARS submitted in 2016-17 and their disposition:

- Student Success Systems Analyst: PBAR was not approved by Senior Staff. A note on the PBAR stated the position was duplicative of another existing position in IT. However, IT cannot adequately support the needs of SSSP-related project implementations and ongoing maintenance given the time it takes and how taxed IT staff already are.
- Senior Student Services Specialists Communications: PBAR submitted to assist with the establishment and oversight of a Student Success Ambassador program to aid with enrollment-related communications and eventual enrollment. Despite the urgency and

importance of the position and its direct tie to enrollment, the PBAR remains outstanding.

PBAR Process Needs to Become Transparent and Efficient

This recommendation is offered to the Program Review Committee for consideration. The PBAR process needs to be reviewed--independent of Fiscal Services--as it clearly works relatively well for some parties, and not so well for others. It is not a transparent process. It should not take one year for a PBAR to be reviewed and decided on. The College is experiencing significant financial difficulties and this may be the reason why. But some positions get approved for some departments within a week of submission and it is not always clear they are "mission critical." The criteria by which some PBARs are judged are not known and impact the credibility and integrity of the process.

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

None at this time.

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

As noted in #1 above, the administrative assistant for Admissions & Records position was vacated in April 2016 and has gone unfilled, and the Administrative Assistant II position was just vacated in April 2017. Three evaluator positions have been lost and have not been replaced either. It is incumbent that the Administrative Assistant II and two of the evaluator positions be filled in order for Admissions to operate at minimal capacity. To the degree that these positions continue vacant, services to students will begin to suffer and this will have a direct and negative impact on enrollment and on student services, not to mention staff morale given others will be asked to do more.

Note should also be taken that the Admissions & Records Supervisor intends to retire effective July 1, 2017, albeit she has yet to formally turn in any paperwork to Human Resources. However, it is expected this position will be replaced. This is not a position that can remain vacant given the large number of employees in Admissions who require supervision and evaluations, not to mention the numerous day to day problems that arise, which must be attended to on the spot by the supervising manager. Given the nature and complexity of the duties discharged by the Supervisor, and the changing technology in Admissions and Records, the Dean of Enrollment Services will be formally recommending this position be reclassified as a Director. This is consistent with findings from the Personnel Commission, which determined over a year

ago that no other single college district the size of SMC had a supervisor as the lead manager, but rather a director or an Assistant/Associate Dean who reported to a Dean.

Annual	2016/2017
Enrollment Services (Bursar's Office)	Instructional

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

The Bursar's office will play a key planning (and implementation) role in development of a new Student ID. The funding request for this system, estimated currently to be >\$200,000, will come from the (Interim) Dean of Education Enterprise, when all the necessary preparatory work is done and the hurdles of the current student database are cleared. We will likely begin this process focusing on financial aid.

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

We are working with IT to upgrade computer equipment in the Bursars office, as part of the District's overall plan.

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

We are working with the Personnel Commission to update job classifications. We want to create classifications of employees who can work in Bursars, Bookstore and Auxiliary as needed. Work flow creates needs at these areas at different times, so if we can have positions that can float among these areas, we will create efficiency and save money. Preliminary discussions with various constituencies involved have been positive and supportive.

We also want to create a supervisory position (promotional) in order to strengthen controls. This would not be an additional position.

Annual	2016/2017
Enterprise Services	Instructional

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

The inability of ISIS to hold student financial accounts is hampering the implementation of a new student ID system. We hope to find a work around, at least getting the financial aid and TAP portion working. Cost of this TBD. We cannot afford not to upgrade these types of technology for many reasons.

We also intend to proceed with revamping the Bookstore, whose cost will come out of Auxiliary funds.

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

Implementation costs for new student ID, as well as costs to refurbish the bookstore, which will come out of Auxiliary (maybe bond) Funds.

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

We need to complete the job classification studies for Bookstore, but do not anticipate any net new staff.

Annual	2016/2017
Events & Facilities Scheduling	Instructional

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

We have a clear need for improved custodial services including more frequent detailing and maintenance of floors and surfaces for public venues such as the new East Wing Music Hall and the Broad Stage.

An examination of the Broad Stage acoustics is again starting up but should not result in major capital requests in the coming FY.

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

We are currently evaluating replacement of aging technical systems and equipment and will be developing a replacement schedule in the new Academic Year.

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

We want to continue to send technical staff to LDI once a year and provide other professional and technical training in lighting, audio and projection services.

Annual Facilities	2016/2017 Administrative Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

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

Annual Financial Aid	2016/2017 Administrative Services/Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The main issue is the continuing need to find a better space for both Financial Aid and Scholarships. The existing physical spaces are inadequate for serving the large number of students helped by Financial Aid and Scholarships. (Note: this should be addressed by the planned move to Drescher Hall--which will house Financial Aid, Student Employment, Student Loans, and Scholarship staff.)

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

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

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

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

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

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

6 Year Foundation	2016/2017 Administrative Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

No additional District resources will be requested.

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

The Foundation currently utilizes the talents of SMC’s graphic designers within the Marketing Department, assistance from the Web/Social Media Department, Events Department and the services of the Public Information Officer for press releases, media alerts and institutional correspondence. The Foundation expects to continue to use all of these services when appropriate.

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

No additional human resources by the District will be requested.

6 Year Grants	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

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

self-study process. However, even though the accreditation self-study process is complete, the Grants Office will still benefit from additional support.

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

The Grants Office can improve its capacity for disseminating information about grant development/grant management to the college community through enhanced web site communication and/or faculty/staff workshops. The need to do this was noted as part of the Grants Office's 2014-2015 Annual Program Review response to projected trends that could impact the office's activities in the next five years. That report noted a need by the College to be proactive in its responses to increased accountability measures on the part of funding sources. As a review of past program review reports indicate, the Grants Office established a web site presence several years ago, but most of the information on that page is static and in need of updating. In addition, very few individuals on campus are aware of its existence. Likewise, the Grants Office offered workshops for grant managers, as well as those interested in applying for grants, several years ago but discontinued these workshops as other work took priority.

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

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

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

Not applicable.

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

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

Annual	2016/2017
Health Science (Respiratory Therapy)	Instructional

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

The program continues to maintain its excellence in graduating, competent, advanced-level respiratory care practitioners. However, the resequencing of courses and curriculum modification negatively impacted the enrollment for both, ELAC and SMC RT programs. The latter can be partially explained by the decision to stop taking applications for such extended time, which may have led to interested and qualified students applying to other local Respiratory Therapy Programs. In hind-sight, it was a necessary move that unfortunately coincided with decreased overall enrollment across all disciplines at community colleges. Perhaps, a way to increase enrollment is to make some RT classes hybrids (face-to-face and online).

The SMC program has increased the quantity of respiratory therapy equipment, and has 5 mechanical ventilators, 1 noninvasive ventilator, two Vests, 1 MetaNeb and other bronchial hygiene/hyperinflation therapy equipment. The latter translates into SMC now being able to offer RES TH 2 (the equipment class) at the SMC campus, which will benefit SMC-based from having to commute to ELAC for this class.

The SMC program applied for funds to start a standalone ASRT program from the Strong workforce fund, it was allocated approximately ~\$120,000. However, there was no interest from administration to pursue this goal as it appears they are content with the partnership. Thus, the money was reallocated to the advanced practiced neonatal-pediatric respiratory therapist

specialist certificate. So far, this proposal looks promising but we will wait and see what happens.

Although this was noted last year, it is worth mentioning again. The partnership is not what it used to be, there has been an increase in turnover at ELAC of key administration personnel (they've had two Deans, two Chairs, and two VPs). What is troublesome, is the lack of knowledge they possess on how the consortia operates, and at times they seem misinformed on how the consortia operates. Part of the issue may be that the information they receive does not come from key personnel (ELAC program director and SMC, Director of Clinical Education which are the two persons who truly know how the partnership operates. The latter has created misunderstandings that are not productive for both parties.

SMC should really consider offering its own RT program as the reliance on ELAC, especially with the increase in uncertainty of their willingness to continue with consortia could leave SMC in limbo.

The plan is to sign a new contract, however, given that as of January 2018, no more ASRT programs will be accredited by CoARC, this presents as a golden opportunity for SMC to consider its own standalone program. The cost of the program has been ameliorated by the acquired equipment via grants, all the college needs to provide now, is "one" full-time faculty and keep the adjunct hours. Given how programs like respiratory therapy are in the state master plan, it's only fitting that SMC invest in this high quality CTE program.

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

Reformat the Nursing Lab to have space for RT to have dedicated lab room.

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

One more full-time faculty would give SMC the opportunity to have its own ASRT program.

Annual	2016/2017
Health Science (Nursing)	Instructional

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

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

The nursing skills lab is only open on Mondays and Tuesdays. The skills lab is currently staffed by a part-time nursing instructor. Students often request additional skills lab hours/days.

There is a need to have a full-time clinical simulation /skills lab faculty which will allow students an ongoing opportunity to have reality based experiences in the laboratory setting.

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

The nursing skills lab is in need of updated equipment such as I.V. infusion pumps and I.V tubing and new electric beds. A discussion needs to take place with administration regarding maintenance and repair of high fidelity human patient simulators and other lab equipment. This was a concern identified by the BRN at the fall 2013 visit: Provide a budget for maintenance and repair of high fidelity human simulator and lab equipment for student teaching and learning" (CCR 1424 (d) resources). Since clinical placements are becoming less available, it will be essential to have functioning high fidelity simulators. The BRN allows for 25% of the clinical training to be conducted in a simulation environment.

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

The full-time psychiatric-mental health nursing faculty retired in spring 2016. The California Board of Registered Nursing (BRN) requires a content expert in each nursing specialty: psychiatric-mental health, pediatrics, obstetrics, geriatrics, and medical-surgical. The role of psychiatric-mental health content expert is temporarily being filled by a part-time nursing instructor. By the time the BRN performs an ongoing approval visit in fall 2018, the nursing program will need to have a content expert for psychiatric-mental health in order to be in compliance. A request for a full-time psychiatric mental health nursing faculty was submitted to the ranking committee in spring 2017 for consideration for a fall 2018 hire date.

The college is actively recruiting to fill the position of Associate Dean, Health Sciences/Director, Nursing Program. It is anticipated this position will be filled by summer 2017.

Annual High School Programs	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

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

None to note.

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

None to note.

Annual History	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

We continue to need more FT faculty. We began Fall 2016 with eight FT members, which remains our current number. This year, we revised our department policies, continuing to pursue strategies for improvement. This project has rested particularly on FT faculty leadership. For this reason and for the benefit of FT initiative in other projects looking to student engagement and success, our urgent need remains for additional FT faculty.

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

None

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

As stated above, our continued need is for more FT faculty. We began Fall 2016 with eight FT members, which remains our current number. This year, we revised our department policies, continuing to pursue strategies for improvement. This project has rested particularly on FT faculty leadership. For this reason and for the benefit of FT initiative in other projects looking to student engagement and success, our urgent need remains for additional FT faculty.

Annual	2016/2017
Human Resources	Instructional/Student & Instructional Services

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

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

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

Annual	2016/2017
Information Technology	Instructional

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

Student Information System (ISIS) – The replacement of the Student Information System was initially identified as a critical need approximately 20 years ago. At that time, the College made a decision to purchase and implement PeopleSoft. The project was subsequently cancelled. The College continues to operate on its home-grown system and is now only one of a few California Community Colleges that has yet migrate to a modern ERP platform. While there are some

positive aspects of having a home grown system, like the ability to build custom features and functionality there are also major drawbacks and inherent risks that increase as technology and systems around us continue to grow and evolve. Some of these include, escalating support/maintenance, integration with external systems, adaptation to emerging mobile and cloud technologies, system security and data protections, scalability, loss of system knowledge due to staff attrition and difficulty to hire replacements that understand our environment.

Disaster Recovery/Business Continuity – The IT Department continues to work toward the implementation of a DR/BC site. The WebISIS Oracle database systems are being upgraded to run in the virtualized environment required. Once the CMD Campus is completed we will utilize the new Data Center to replicate mission critical services/infrastructure that will provide local DR/BC.

Cybersecurity – Protecting data and infrastructure from cyberattacks is the number one priority for the department. As the complexity, scope and frequency of attempted attacks continues to increase, so does the impact on IT staff and resources. In response to the ongoing threats, the department has upgraded the systems that are installed to protect against Internet/Email attacks. These upgrades greatly improved system security however; more needs to be done. The department has coordinated with CCC Technology Center to schedule a full security risk assessment of our systems policies and procedures. The findings will be used to recommend/implement further safeguards. In addition, the department would like to see a cybersecurity awareness training program be developed and mandated for all college employees. This would be extremely beneficial by providing everyone a better understanding the risks of cyberattacks, required actions and the responsibility that goes along with accessing protected data.

Cloud Services –The IT Department continues to evaluate and implement cloud based technologies and services. Some these include, Service Now, CCCAssess, GAPPS, Canvas, Salesforce and Target X. A migration of faculty/staff email service to Microsoft Office 365 is being considered for the coming year.

Physical Security/Campus Safety Systems Support – The Campus Security Upgrade project is expected to be completed in April 2017. This two year project resulted in the installation of IP based video surveillance/storage and access control systems. Including, approximately 600 security cameras, 800 electronic door locks and 20 media storage servers. The post installation/maintenance of these new systems is having a tremendous impact on the IT and Campus Police Departments and will require additional trained staff to properly support.

Facilities Technology Support – The upgrade and construction of college facilities has had a dramatic impact on network infrastructure and support. These new modern buildings are being designed and outfitted with modern HVAC, lighting, fire alarm and physical security systems that are controlled and managed through the network. The IT department is not responsible for the daily operations of these systems, but are directly involved in the installation and troubleshooting relating to connectivity and communications on the network.

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

Student Information System (ISIS) - It's recommended that a comprehensive multi-year plan to replace the ISIS system be developed, funded and implemented. This will require a large investment of resources, and such an endeavor will not succeed without the commitment and participation from the entire college community.

Disaster Recovery/Business Continuity - Ongoing support for the implementation of a Disaster Recovery/Business Continuity site will be required.

Cybersecurity - The department has scheduled a complete security and risk assessment through the CCC Tech Center. Additional funding might be required to address any findings and take corrective action.

Cloud Services - The department will evaluate replacing on premise systems with hosted cloud services where it makes operational and fiscal sense. This might require initial investments but could yield long-term savings and provide more robust and reliable services.

Physical Security/Campus Safety Systems Support - The implementation the new physical security systems will require additional funds for ongoing maintenance and support. In addition, it's imperative for the District to create and fill a position directly responsible for providing oversight and support all Campus Police technologies and systems. The need for this position was identified several years ago, but no action has been taken.

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

There are several mission critical systems within IT that are currently supported by individuals with no trained or available backup. In addition, with the recent retirements/resignations of key IT management/staff the District lost a wealth of knowledge about its home-grown Student Information System (ISIS). This non-standard system along with the ever-increasing workload, unfilled vacancies and skill sets of the existing staff makes this issue very difficult to overcome and threatens the long-term health of the overall program.

As the global demand for highly skilled IT professionals has increased, SMC's ability to attract quality applicants to fill vacancies has diminished. The District has worked hard to address this problem and their support has been greatly appreciated. During the past year, a complete job classification study was approved and conducted by the Personnel Commission. This resulted in updated job duties and salaries for many key positions. We are hopeful that this will aid in recruiting more qualified candidates. In the meantime, we recognize the budget constraints now faced by the District must also be considered and may significantly impact our ability to increase

staffing levels and meet some objectives. Therefore, serious consideration should be given to utilizing professional services, enhanced maintenance contracts and outsourced infrastructure management to augment immediate support deficiencies.

6 Year	2016/2017
Institutional Research	Instructional

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

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

- With the implementation of the annual program review for all instructional, student service, and administrative service programs in spring 2014, the demand for research support has increased in the last two years;
- New programs and initiatives (including those funded by SSSP/equity, the new bachelor's program, and the common assessment) require systematic and ongoing research for planning and evaluation purposes, and will place more demands on the office workload;
- Increase in federal and state data reporting, including but not limited to accreditation, Gainful Employment, Student Success Scorecard, IEPI, and grants, are placing more demands on the office workload;
- Increase in requests for approval to conduct research with human participants from SMC are placing more demands on the office workload; and,
- The office anticipates an increase in workload to properly implement Tableau and train users.

In recent years, the dean has been increasingly dedicating more of her time in her administrative role, providing direction and oversight for a growing research team, and participating in broader campus planning and decision-making activities, and less on producing research and data reports.

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

Updated technology: The office regularly works with complex databases which require computers with fast processing speeds and large storage space. The office anticipates that the two research analysts will need updated computers within the next two years as they are currently over five years old.

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

In order to ensure that the office operates efficiently, the IR office anticipates the need for an assistant in the next year (research and administrative assistant). We envision that the assistant position will be necessary to boost office productivity by performing the clerical and basic level research duties that would optimize the time of the research analysts and the dean (for example, data entry, scheduling, taking minutes at meetings, making copies/printing).

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

Annual	2016/2017
International Education	Instructional/Student & Instructional Services

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

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

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

- Electronic solution to facilitate collection of documents from passports to check-in forms for newly arriving F-1 students. These enhancements may be in the form of iPod Touches or other technology identified by MIS that would assist with a process that is still paper based and requires staff time to upload the documents to webextender. It currently takes several weeks to upload the paper check-in documents which includes student emergency contact details collected from new students. The IEC would like to streamline this process.
- The IECC needs additional scanners in order to keep up with the growing requests for on-line counseling services. On-line counselors have consistently reported delays in getting out responses to students when they need to scan and send information back to students. One to two-day delays are common. Currently, there is only one multifunction copier/scanner for the entire office and when available involves a multi-step process for scanning and e-mailing information to students. IECC is requesting a minimum of five portable table-top scanners for on-line counseling that will be dedicated to office computers. This will allow counselors to work simultaneously on on-line requests without going through the multiple steps required of the multifunction devices and will result in greater efficiency.

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

Additional counseling hours to support Group Counseling and other planned initiatives such as on-line counseling, on-line Disqualification Petitions, MyEdPlan reviews and expansion of abbreviated to comprehensive educational plans are needed to maintain these services on a permanent basis. Due to the expansion of services and tasks that need to be completed during the Group Counseling sessions, one to two additional counselors are needed for each session. Whereas in the past, these sessions involved one counselor doing a presentation and two others assisting with planning a first semester schedule written on paper, today, these sessions are much more comprehensive and require a minimum of four to five counselors, depending on the group size. Counselors now need to plan a two or three session comprehensive electronic education plan, assess SLOs on line and input counselor notes. It is no longer reasonable to expect all tasks to be completed with only 3 counselors. Whereas most student services areas receive an augmented budget through SSSP to take on additional important retention tasks, IECC is not eligible to receive SSSP funding.

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

ISSUES

1. Decreasing SMC/statewide student FTES and expected cost-cutting SMC/state budget measures will result in diminished human and capital resources on campus. This will negatively impact requests for district and grant funding.
2. Despite decreased campus enrollment, Adelante Program student numbers have increased. The Latino Center has reached counseling capacity for all District and grant funded positions, as well as service capacity for support staff such as the Instructional Aide and Student Services Assistants, and Student Services Clerk.
3. We cannot emphasize enough the increased demand for Latino Center services and collaboration since the 2016 Presidential Election. Due to anxiety, fear, changes in immigration policy and its implementation, and an uncertain xenophobic social environment, Center faculty and staff have either stepped up or been asked to provide additional: individual counseling, information, resources, and community programming to our students and surrounding community. It's expected that this will be the case throughout the remainder of the new Presidential Administration.

NEEDS

1. Continued district funding of winter/summer counseling assignments will be requested, allowing for uninterrupted counseling availability throughout the year. Summer session is especially important since new students are transitioning to SMC. This will also give the program leader continuity in managing center/program activities between semesters.
2. The proposal for a full-time Latino Center Counselor position was ranked #2 by the Counseling Department in 2016. The position was not among those selected for hire for the 17/18 academic year. This does create concern given the declining enrollment and budgetary climate and possible SMC hiring limits for 18/19. A permanent full-time Latino Center counselor is a district commitment, receiving funding priority over adjunct positions, and adding to the long-term stability and strength of Center programs and services.
3. Along with the proposed full-time counselor hire, we need to keep--not eliminate--two 18 hrs/wk district funded counselor this position would replace. Faculty hiring policy results in a full-time hire replacing the corresponding number of adjunct hours--typically two 18 hrs/week positions. This means that one new full-time hire will replace four of our three district funded adjunct positions (ranging from 9-18 hours/week each). While the tenure position will stabilize and contribute to the development of the Latino Center, it **will not augment counseling**

hours. We need to augment hours. Choosing to keep the requested 18 hrs/wk counselor will **augment** the Latino Center's district funded counseling assignments and result in increased counselor availability.

Our Fall 2012 six-year Program Review report detailed how the center has reached its counseling capacity; counseling appointments, drop-in visits, and unduplicated counseling contacts had essentially doubled since the prior six-year report.

4. Continued year-round SSSP funding of the 18hr/wk "probation" counselor position is essential. It will assist the center in continuing to develop creative interventions and outreach for probationary students, which could potentially be brought to scale.

5. Continued year-round SSSP funding of the 18hr/week (9 for Black Collegians and 9 for Adelante) counseling position to recruit and retain men of color, including the intersessions, is important. This is even more so now that a peer mentoring program has been established with JAMS students through this position.

6. Continued year-round Equity funding of the 18hr/week Psychologists (9 for Black Collegians and 9 for Adelante) is just as essential for the personal and academic success of its students. This position has reached capacity and we are requesting an **additional** 18 hr/wk position. Thanks to Equity funding, both Adelante and Black Collegians Programs will receive an additional 12 hours a week (6 Adelante and 6 Black Collegians) but this position will be available for ALL students not just students in these two programs.

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

We have outgrown the existing shared office, lobby, and tutoring space for the Latino and African-American Collegiate Centers. The same can be said of the planned space designated for this use in the new Student Services Building.

1. The Centers need at least two additional counseling offices.
2. The Centers need a larger Math & English tutoring area.
3. The Latino Center needs funds to purchase a tablet for counselor and classified staff use. It will be used to: log student counseling contacts, record workshop attendance, provide online transfer and degree/certificate information, create reports as needed, and run Latino Center program presentations.

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

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

The Latino and African American Collegians Centers are jointly requesting one additional **18 hr/wk Psychologist**. The current p/t Psychologist (split assignment between both programs) began her assignment in December of 2015 and cannot fully meet the demand of new and continuing student referrals. Thanks to Equity funding Adelante and Black Collegians has been given 12 additional hours but these hours need to be used for any student that needs to see a psychologist and not restricted to our Programs, therefore, the request still remains in Program Review. See Section C, Item 2 for relevant data.

6 Year	2016/2017
Learning Support Services	Instructional

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

SI resources

1. We would really like to get a designated space for SI. We currently share a space with STEM and are not able to have fully functioning SI sessions.

The program is in need of administrative assistance to keep the library center open and provide support for data gathering, collection, and reporting across the centers, particularly for the next couple of years, as the entire assessment apparatus is being created and implemented. The position was planned, along with an additional, much needed library staff member, without incurring additional cost, thanks to Learning Resources offer to repurpose the retired Associate Dean's compensation budget. This was originally approved but the encumbered monies were later removed from the Learning Resources budget, consequently suppressing the possibility to staff the center and provide relief to the four library assistants. Request has been made for funding from the Equity grant as an alternative but no response has been received at time of submission of this document.

In order to better attract and support basic skills students as well as contribute to the school's effort to reduce equity gaps, we have created a help desk for students to find all the information they need in one place and be directed to the person most qualified to resolve their problems. As Learning Resources has been warned its budget may be drastically reduced by as much as 50%, funding for a few additional student workers has been requested from Equity. At time of submission of this document, Learning Resources has not received any response.

Should the AAI position not be funded, and funding of a few additional student work hours refused, the center would have to be closed in April. Benchmarking and assessment tools

creation as well as continuous improvement measures implementation would be postponed until assistance becomes available.

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

The program is in need of funding for regular operations and instructional supplies for the centers, coordinators, and tutors as well as instructional equipment replacement (like microscopes). We opened a new tutoring center without any additional budget by repurposing equipment that was in the library. We did it as smartly and economically as possible but there is still a cost to the other students: we had to use the computer desks for instance and that meant relocating the machines on tables that were previously potentially used by students. Furthermore, these are not really appropriate for our instructional needs.

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

As mentioned above, the program needs an administrative assistant to provide assistance to the coordinators in the implementation and maintenance of the new data tracking, trending, and reporting systems necessary to produce the evidence required by institutional effectiveness and the departments' Chairs. Between managing the center and the student workers and tutoring, coordinators do not have the time or possibly the skills to systematically record the centers' activity and generate the analyses needed at the departments, division, and institution levels. To maximize its efficiency, this position was conceived as an administrative assistant and not a coordinator for the following reasons:

1. Most of what we need is administrative. To ensure the pedagogical functions in the center we have created a rotation of IAS and coordinators on a daily basis
2. AAI are less costly than coordinators. By opting for an AAI we could fund both that position and a circulation desk staff with one previous administrator's compensation.
3. Since this admin works in the library and the library is regularly short of 1 out of the 4 circulation desk staff, this person will be able to help with general tasks (for instance exchanging pay per print cards)
4. The center in the library is interdisciplinary; therefore it would not be efficient to have a Coordinator who is by nature specialized in one of the areas such as humanities, languages, business, sciences etc.

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

Security, as mentioned earlier in this report, remains a critical issue for the Library, there are over one million users in the building annually. Students are often disturbed by other students and community members, arguments and even fights have broken out. In evenings and weekends the Library has only two staff members on duty for the 96,000 square foot facility. Existing staffing is insufficient to support library activities. This is discussed further below.

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

The Library has two servers, one of which is virtual. There is a pressing need for additional virtual server space to replace the Library Ezproxy server which allows students remote access to library databases and other online resources. In addition, the Library has existing virtual server space that is insufficient and needs to be expanded because of changing software requirements. These services could be outsourced at additional cost to the College if it is not feasible to maintain the existing servers locally.

Additional student seating in a variety of configurations is desperately needed, as discussed below. This is due to replacement and reconfiguration.

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

The Library is open 70 hours per week, and has a classified staff of four Library Assistants who staff the Circulation Desk. This is not adequate for staffing the Circulation desk and we will be requesting additional positions to remedy this problem.

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

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

Multiple new full-time faculty are needed to ensure that the department keeps up with current trends in science education, including student involvement in research as well as relevant field studies experiences. We face this challenge with the potential loss of 31% of our full-time faculty, since seven members are expected to retire in the next five years. One faculty member is participating in the reduced workload program with another planning to join in the next academic year. We also lost our revered colleague Edward Tarvyd in October 2015. Without replacements, the ability to meet the demand for our courses with the rigor and consistency needed to maintain our program will be severely compromised.

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

In order to maintain our program as it currently exists, we need updated faculty computers, as well as updated "smart classroom maintenance" in our labs and lecture halls. Wireless presenters and microphones are also needed for each instructional space.

Equipment needs for existing courses include heated water baths and digital blood pressure monitors to support the Authentic Learning laboratory exercises being developed for Biology 3, an additional ELISA Plate Reader to detect immunity-based reactions for Biology 22, torso, reproductive organ and endocrine models for Anatomy 1, and plasticized (preserved) human sections and organs for Anatomy 1 and Anatomy 2. (Due to the high cost of acquiring the number of anatomical models needed, these will also be included in the 5-10 year plan, section G2, question 2.) Locked cabinetry is needed in at least one lecture hall to house anatomical models. Ventilation needs to be improved for the Anatomy labs to minimize exposure to fumes from preserved dissection specimens.

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

While we have been fortunate to acquire state-of-the-art educational equipment for many of our laboratories, we are in need of repair and maintenance funds to keep these instruments in prime working order. A service contract for maintenance of all the departmental microscopes is crucial for optimal functioning of these costly instruments. Our current funding level allows yearly cleaning on a rotating basis, with repair of only a few microscopes at a time. This is not sufficient to maintain the functionality of over 300 instruments that are in routine use throughout

every semester and intersession. We also need funding for calibration of micropipettors, keeping 72 instruments for measuring small volumes in good working order.

A current facilities need involves maintenance of the department greenhouse and adjacent yard, both located behind the Center for Environmental and Urban Studies on Pearl Street. Greenhouse repairs include replacing missing air-conditioning unit panels and broken glass panes while yard maintenance would involve tree-trimming and fence repair. There is currently no regular maintenance schedule that includes the greenhouse facility and yard.

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

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

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

Discipline	Faculty Member	Courses Taught	Retirement Anticipated
Allied Health	Kay Azuma Reduced Workload started Fall 2015	Anatomy 1 Physiology 3	Spring 2019
	Maria Dell	Anatomy 1 Anatomy 2	Spring 2020
	Lucy Kluckhohn-Jones	Microbiology 1	End of Fall 2017
	Mary Lynne Stephanou	Anatomy 1 Physiology 3	Spring 2017
General Education Biology	Kay Azuma	Biology 2 Botany 1	Spring 2019
	Maria Dell	Biology 2	Spring 2020
	Thomas Chen	Biology 3	Spring 2018
Majors' Biology	Thomas Chen Reduced Workload starts Fall 2018	Biology 21	Spring 2018
	Mary Colavito	Biology 21 Biology 22	Spring 2019
Nutrition	Cynthia Gonzalez	Nutrition 1 Nutrition 3 Nutrition 7	Spring 2021

We have been fortunate to receive two full time faculty in General Biology-Environmental Science that joined the department in Fall 2016. One of these professors is also contributing to Majors' Biology. For the next hiring cycle, we have proposed positions in three areas: Nutrition, Human Anatomy/Human Physiology, and General Biology/Majors Biology.

Technical staff are indispensable for maintaining our robust laboratory program. In July 2016 we were able to hire a technician to replace a staff member who resigned in December 2015. In November 2016, we were able to fill a vacancy created by a retirement in July 2016. While we had vacancies, our dedicated group of three technicians carried the load for five staff members to ensure that the laboratory materials were adequately prepared for the students. Once we had a full complement of five technicians, they became an effectively functioning team that could take on many long-deferred tasks such as taking inventory of materials and organizing laboratory supplies. Unfortunately, the latest technician hired separated from the district at the end of March 2017. We have made a request for a replacement based on the demonstrated need for five technicians to support our laboratory instructional program.

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

We would like to build on the success of Supplemental Instruction in Biology 2, 3 and 21 to support students in the Allied Health disciplines. Having SI Leaders in Anatomy, Physiology and Microbiology would enhance student success in these essential prerequisites for the SMC Nursing Program.

Regarding professional development, additional faculty training is needed to address "student emergencies" including both physical health as well as mental health scenarios, Faculty also need training with plans to better address the needs of students with learning disabilities, or simply those lacking the skills required for success in college courses. Our DSPS colleagues have been generous in providing discussion sessions and workshops to suggest strategies for better serving the diverse student population and we will continue to avail ourselves of these opportunities. Another identified need is continued support for professional development courses such as @One training.

6 Year	2015/2016
Math (Six Year Submitted Spring 2016)	Instructional

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

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

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

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

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

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

Increasing full-time faculty and math lab staff

The 28 full-time faculty members of the math department are responsible for the program management of between 9,000 to 10,000 students each semester. While the department is fortunate to have dedicated adjunct faculty, the majority of the work falls to the full-time faculty. During the fall 2015 term, the WSCH/FTEF in the department was 637 hours, well above the state recommended 540 hours. This indicates that the department is extremely efficient at filling classes and generates significant revenue for the college.

The two largest departments on campus are mathematics and English. Both of these subjects are required by students of all majors and both departments take part in a variety of campus programs and initiatives. During the fall 2015 semester, the English department had about 230 enrolled students per full-time faculty member with an average class size of 24.84 students; comparatively, the math department was managing and participating in programming for about 335 enrolled students per full-time faculty member with an average class size of 39.10 students. To achieve parity on this level with English, the math department should have 40 full-time faculty. The ratio in the Physical Science Department, arguably the most similar to math in terms of subject content, was about 124 students per full-time faculty member and an average class size of 26.24 students. To achieve parity with the Physical Science department, there should be 76 full-time math faculty. The math departments of El Camino College, Pasadena City College, and Glendale College, similarly sized local colleges, all have 40 or more full-time faculty members. If there are to be significant and lasting changes in student success and retention rates in mathematics, this critical staffing issue must be addressed.

To increase efficiency and best serve students, staffing levels in the math lab should be increased. The math department believes that typical wait times of one hour or more for a 10 minute appointment with a tutor are unacceptable. The dedicated math lab staff and math department faculty do their best to help as many students as possible, but given the current situation, the math lab is not able to offer students the help they need and deserve.

The *Recommendations for Institutional Support* contained in the draft of the Executive Summary from the Program Review Committee (spring 2016), include "Expand SMC's tutoring programs to address long wait times and provide training to Instructional Assistants." The program review committee agreed with the department that the tutoring services offered be expanded. Unfortunately the department was recently informed that there will be cuts to staffing in the Math Lab. This will undoubtedly decrease availability of tutors and increase wait times for students.

Creating additional contact time and/or assessment time with students

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

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

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

Facilities Issues

Math classes meet in several buildings across campus, but most classes are located in the MC, LA and LS buildings. The outdated LA and LS buildings are unacceptable for teaching purposes during extreme temperature conditions.

Additionally, most of the classrooms in LA were not constructed with 35 or 45 students per class in mind. Frequently, our classrooms are overcrowded, with desks barely a few inches apart, making it impossible for an instructor to circulate through the room and address students individually. The issue of classroom overcrowding was included in the draft of the Executive Summary of the Spring 2016 program review, where the committee recommended that the institution "Address classroom overcrowding." Recently the administration denied the department request to lower the class size in basic skills classes to 35 students.

As in other areas of the campus, general maintenance is an issue. Learning happens best in a comfortable and inviting environment. The college should offer a positive learning environment for all students, not expect them to learn in overcrowded and hot (or cold) classrooms. During the spring 2017 semester, the department cancelled several class meetings due to temperature related issues.

Increased Hours for DSPS Testing

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

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

The department will need the capital resources to implement an improvement plan resulting from a discussion of the data presented in this report. This could include data gathering, improving math lab conditions with furniture that encourages quiet study, and a noise mitigation system. Capital resources are needed for manipulatives for tactile and visual learners, software site-wide licenses for applications including document generation and classroom presentations. As more faculty move toward using tablet computers for classroom presentations

and more courses are offered online, we will need appropriate technology, including computers and tablets, to make these offerings efficient and possible.

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

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

The current ratio of full-time to part-time faculty is 1 to 4. There are now 28 full-time faculty. Beginning fall 2017 there will be 31 full-time math faculty. The department anticipates four to six retirements in the next 5 years, more over the next 10. Not only will these faculty have to be replaced, the current number of full-time faculty is insufficient to meet the current needs of the department.

As previously discussed, the math lab requires significant staffing increases to meet student needs. Staffing in the lab would include both added instructional assistants and student tutors.

Annual	2016/2017
Media Center / Reprographics	Instructional

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

One of the objectives (Service Unit Objective #3) for FY 17/18 states that Media Services will try to replace all remaining SMART classrooms that have analog video cabling with High Definition Multi-Media interfaces (HDMI). In the past couple fiscal years we have had adequate funding to replace computers, projectors and document cameras. This coming year appears to be a bad budget year so this new cabling objective may need to be repeated in FY 19/20.

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

N/A

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

See G.1. Above.

6 Year	2015/2016
Modern Lang/Cultures (Six Year submitted Spring 2016)	Instructional

1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

Continued globalization will be the main trend in the future. There will also be more and more bilingual requirements for jobs as foreign languages will be increasingly needed for professionals. Rationale: the workplace demand for bilingual proficiency. Special second and third semester language courses should be developed to address the language needs of professionals in the workplace.

Online education and hybrid courses will be increased. The student demand for learning language online will grow, as will the demand for these courses to be accessible and fully functional on mobile devices. Language software to facilitate and track synchronous and asynchronous audio and video-enabled activities and conversations between teacher and students and among students will improve and address the demand for functionality via mobile devices. These trends will need to be factored into the training of current faculty and in the hiring of new full-time and adjunct instructors.

More online textbooks will be used in the near future. Their cost is likely to increase and this will be a challenge for our community college students.

Like at other colleges and universities in major US cities, heritage learner population will gradually increase, so different tracts should be created to meet the needs of these students (mainly Arabic, Chinese, Hebrew, Korean, Persian, Portuguese, Spanish, Russian and Turkish).

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

Additional hybrid and online courses allocated to MLCD.

Addition of video component (hardware and software) to the campus language system to meet the needs of our American Sign Language students.

Expansion of the virtual language lab (SANSSpace) and funds to support it.

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

Additional full-time MLCD faculty in expanded language areas and linguistics will be needed.

All faculty will need to be trained in new technology, which continues to evolve.

Faculty will need training to better meet the needs of students with varying learning strengths, weaknesses and disabilities.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

There is no budget allocation or line item within the MLCD budget or in other areas of the College for the acquisition of MLCD lab resources such as hardware or software required to support the language program. These items are costly and exceed the lottery allocation provided by the District.

Adequate peer evaluations are very challenging when full-time faculty do not speak the language of the course they are reviewing. We need to address this issue and investigate funding for consultants to assist us with these evaluations.

Annual	2016/2017
Modern Lang/Cultures (Annual submitted Spring 2017)	Instructional

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

- NEED #1: TIMS data reveals that the Hispanic/Latino students are well represented in our Spanish classes, but their success rates are low. Strategies are needed to improve their success.
- REQUEST: #1 To continue work that has been begun on the additional curriculum for Spanish heritage-speaker series to address the needs of these students and additional data needs to be collected to determine what kind of curriculum is needed. Continue collaborating with the developmental English faculty on this project.
- NEED #2: The new MLCD certificates were created, but our students aren't aware of them. They have not been marketed in order to inform students about them and encourage

students to complete them. The certificates need to be promoted to SMC students.

- REQUEST: #2 To receive institutional support in this effort: publicity, web page enhancement, information in the class schedule.

- NEED #3: Fall 2014 data for the program review indicates that 12% of our students are basic skills students. Many students in the Spanish 1 program struggle with the intensity and the pace of our 5-unit Spanish 1 course. These students need support in order to increase their retention and student success. 23.5% of our students are international. These students are enrolled in our classes, but are often still working on their English skills and struggle with understanding instructions and the content of course documents. They also struggle with the pace and intensity of the regular track while they are adjusting to a new cultural environment. Students who are identified as beneficiaries of student equity resources also struggle keeping up with the work load. Students with learning disabilities are the last group of students who consistently show difficulty keeping up with the intensity and pace of the 5-unit Spanish course. We have referred elementary Spanish students to the Spanish 31A track in order to help them to prepare for Spanish 1, but often when they enter Spanish 1, they still need additional support.

- REQUEST #3: To create 16-week and/or 12-week 3 unit-courses for Spanish 1a and Spanish 1b, which would essentially divide the content of our 5-unit Spanish 1 course into two courses and add to each a 0.5 unit dedicated to language learning strategies.

- NEED #4: MLCD Faculty undergoes regular tech training in our department. CANVAS has been adopted by the college, but our faculty members are not fully prepared to use it. They need training.

- REQUEST #4: To get all or most of our instructors on board with CANVAS to organize and use the features CANVAS provides to supplement their courses and address the varied needs of their students.

- NEED #5: The MLCD Public website doesn't meet the current needs of the department.

- REQUEST #5: District support is needed in this project.

These needs continue to be of significance to the MLCD.

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

Additional hybrid and online courses are to be allocated to MLCD. Addition of video component (hardware and software) to the campus language system will be needed to meet the needs of our American Sign Language students. Expansion of the virtual language lab (SANSSpace) and funds to support it will be needed.

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

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

Although one full-time professor is being hired in the spring of 2017, one more new full-time hire in Japanese is still needed in order to support SMC's Japanese program (the second largest in the department) which requires full-time leadership. In Fall 2015, both of the full-time Japanese faculty retired. In Spring 2017, adjuncts taught 100% of our Japanese classes. There is demand for our Japanese classes, and the addition of a full-timer will help us to support the educational goals and interests of many domestic and international students on an F-1 visa who enroll in SMC's Japanese courses. The Fall 2015 TIMS data revealed that Japanese program students are diverse: 58% Asian, 14.5% Hispanic, 7% White, 1.2% Black and 19.2% other. 61% are male and 39% are female. Most Japanese program students are transfer students, full-time and continuing students

This position supports an area of commendation in the MLCD's 2010 Program Review, which is faculty involvement in SLOs. Our SLO collaborations are based on teaching levels. A new full-timer is needed to support these efforts, for there are 4-6 levels of instruction offered each semester. One of the PR recommendations was for MLCD faculty to "encourage all faculty to participate in using technology to broaden access to materials for students." The Japanese adjuncts have worked to integrate technology into the Japanese program and led the MLCD in this effort. They need full-time leadership. A new FT J-1 professor with technological acumen is needed to assist with program and technology oversight and development of resources, for monitoring of technology related to non-alphabet languages was another PR recommendation. This position helps the MLCD in its commitment to serving the college and community by creating an innovative and responsive academic environment, as is identified in Goal #1 of the Master Plan.

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

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

Hitachi, Bank of the West, Panasonic, Toyota, Honda, Nippon Airways, Yamaha, Mitsui & Co., Japan Airlines, etc. MLCD needs another new FT Japanese professor.

A new full-time hire in Applied Linguistics with expertise in another MLCD discipline is also needed in order to support and enhance SMC's linguistics and other language programs. The MLCD Linguistics program began in Spring 2014. It was born through collaboration between Modern Languages and Cultures and ESL. Faculty from both departments developed the Linguistics 1 curriculum and have taught the classes, and the course is housed in MLCD. There is no full-time linguistics professor in MLCD. Linguistics is our fastest growing discipline. We started with two sections per semester and one in the inter-sessions. In Summer 2015, after the Fall 2015 schedule had already been produced, we added a third section of Ling 1, and it filled very quickly. In Winter 2016, we added a third section of Ling 1 to our Spring 2016 schedule two days before the spring semester started. It had over 18 students enrolled in it by the first day of class.

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

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

MLCD has curriculum in 14 languages and linguistics. Most faculty who teach linguistics also have training in teaching language and culture. We would like for the linguistics professor to teach one or more of the 14 languages in our department and to collaborate with our language faculty on language acquisition and applied linguistics projects that will benefit our department. MLCD students have diverse levels of academic preparation, linguistic backgrounds, and skill levels. It is a challenge for our department to teach under-prepared

students language and culture. It will benefit our students and support student equity if we hire a full-time linguistics professor to help develop curriculum that will help remedial students to understand how language works and how to approach language study.

Urgency

In Spring 2017, there are only six tenured faculty and two tenure-track faculty in MLCD, and four of the tenured faculty are currently eligible to retire. New faculty needs guidance. It is imperative that we bring new full-timers into MLCD while there are tenured full-timers there to guide, mentor and evaluate them. MLCD, its students, SMC and the community will benefit from another new FT Japanese position and a new full-time linguistics/other position.

Annual Music	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

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

Annual Office of Student Judicial Affairs & Ombuds	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Student Judicial Affairs:

Issues: We continue to see an increase in students who suffer from mental illness, and we are seeing more students who have disclosed that they are homeless (living on the street, in shelters, with friends/relative, etc.).

A greater number of the Crisis Prevention Team student cases are referred to the Office of Student Judicial Affairs due to these students' continuous inappropriate and disruptive behaviors. Many of these more serious cases result in disciplinary probation or suspension.

Ombuds Office:

As ombuds work is complicated and subtle, ongoing professional development and training is a necessity. This will be done, in part, through weekly meetings, in part through attendance at professional conferences/meetings, and, in part through consultation with Ombuds offices at other colleges and universities

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

Student Judicial Affairs:

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

Need for additional support staff: As are caseload increases and cases become more complicated, the current administrative assistant must handle the extremely excessive paperwork including data entry. In her absence, the case load backs up, cases are not set up in Maxient, and students are not seen in a reasonable timely manner. When the AAI is out for an extended period of time, a temporary staff person is called in. However, the time it takes to train someone is extremely timely and costly. Therefore, the office needs at least a permanent part time support staff person.

Ombuds Office:

We are happy to have been able to establish an electronic, online tool that students can use to make appointments. There are some limitations presented by the fact that the current tool is based in Google Calendar. Ideally, we could develop a home-grown system that could meet our specific needs.

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

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

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

This office continues to be in need of more office space and one 18 hour per week part-time counselor/conduct officer. The work load for the one administrative assistant continues to increase. Each year, our office receive between 600 and 700 cases. As of March 31, 2017, we have received over 400 cases (conduct and academic). When the administrative assistant or the part-time counselor are out, ill or vacation, the dean must step in and handle the administrative tasks such as managing and processing the reports/cases, and meet with those students whom the counselor would normally see. With the new Maxient software, it is extremely time-consuming and challenging to train a temporary assistance to step while the full time administrative assistant is out. Student Help or College Work Study support is not an option in this office due to the confidentiality required in all cases.

Ombuds Office: N/A

Annual Personnel Commission	2016/2017 Administrative
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

Current budget constraints will likely impact the manner in which we conduct our cyclical classification studies during the next fiscal year. Information about requests for changes which may impact salary allocation will need to be provided to Budget Services and senior staff before recommendations are finalized. Recommendations for reclassification of positions must be addressed by either providing the appropriate reclassification, or removing duties which are allocated to a higher classification. However, most recommendations for upward re-allocation of salary come from district management, and may need to be monitored more closely. These changes will need to be built into our current processes, and expectations from employees and management regarding the outcome of these studies will need to be clearly communicated.

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

Annual licensing fees for our applicant tracking system, NeoGov, are increasing by \$2000 for the next fiscal year. Otherwise, the Personnel Commission is not requesting any additional increases in this area.

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

No additional staff is being requested at this time. If the hiring freeze is lifted and the volume of recruitment and staffing requests rise to the level we experienced in 2015-16, one additional staff member may be needed to provide additional support.

Annual	2016/2017
Philosophy/Sociology	Instructional

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

The Department has requested two new full-time positions, one in Philosophy and one in Sociology.

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

We have filed a technology request with the Senate's Information Services Committee. We are seeking 3 iPad Pros with Apple Boxes to be shared by all members of the department.

We will be applying for Grant of Excellence funds for new classroom technology.

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

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

one in the HSS North Conference Room, 301, are sorely needed. We were promised one last year, to be paid for by the District, but have yet to see it.

We need new carpeting in HSS South due to the terrible abuse it suffered during the Spring 2016 - Spring 17 air conditioning retro fitting. We are about to lose our Admin because she has contracted lung disease from the construction dust and dirt that are now deep in the carpeting.

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

We continue to need full-time faculty in all 5 disciplines in the Department, but especially Philosophy and Sociology.

Annual	2016/2017
Phototography/Fashion	Instructional

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

Need to paint and repair all of our facilities from Dresher 110 – 127, Photo Gallery Dresher 216, Business 107, 105, 131 and 133. We have industry influencers coming in often to present special information sessions for our students and it is an embarrassing situation when they come in and take a tour of our facilities. Our facilities also deter new students from starting our programs. The Photo Gallery is in extremely bad repair of all of the walls, which are horrendously buckled at every seam. The lighting is, again extremely inefficient tungsten bulbs, which uses a lot of power and creates a lot of heat. This in turn requires more air conditioning for gallery patrons to feel comfortable while viewing the artist’s work.

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

Stipends to photo and fashion faculty for major updating practically every single class we current have, plus the addition of technology based classes that industry has told us we need to have before our students are truly employable. Past full-time fashion faculty was against this move and to move into fashion merchandising, but current faculty are completely for the shift.

Stipends for creating the following certificates of achievement:

Fashion and Technology Certificate 12-18 Units

Fashion Industry Sustainability Certificate: Create with a Conscience 12-18 Units

Costume Illustration for Film/Television/Certificate 12-18 Units

Menswear Design: Suits to Street Fashion Certificate 12-18 Units

Studio Assistant for Photography 12-18 Units

Digital Tech/ Retoucher: Entry Level 12-18 Units

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

There is an increased need for a half-time employee in our computer lab. We current have one full-time classified person, who works from 1:30p-10pm, Monday – Thursday, but no one to assist our students and faculty between 8am – 1:30pm. That is a very large gap of underutilized lab time and support. With growing needs in photo this is needed, but as already stated, technology is increasing in our fashion curriculum from one class to eight or more, plus new curriculum that needs to be created. Without additional lab time and support these changes will come at a much reduced rate.

Photography and fashion could greatly use an additional shared full-time faculty member, who has the expertise in social media, motion and the art market side of industry. These areas are growing and our current faculty has skill sets outside of these areas. We are able to address them, but not from the point of view as an industry expert.

Annual Physical Science	2016/2017 Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

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

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

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

It's important to be clear: without a CHO, faculty and staff with no formal certification in chemical hygiene are coming up with our own training programs--we are essentially *self-certifying*. This is not a sustainable position.

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

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

Since the opening of the current Science building 18 years ago, there has been such tremendous expansion of our course offerings that we are not currently able to meet student demand for some courses due to insufficient laboratory and classroom space. Our introductory and general chemistry labs are booked from early morning, often starting at 7:00 a.m. through the evening hours Monday through Thursday and until late afternoon/early evening on Fridays and we could still fill additional sections of Chem 10, and probably of 9 and 11, if additional lab space were available.

We hope to gain at least one chemistry lab when the second Science/Math building is designed and built in the coming years, but we have no solution for expanding our course offering to meet demand in the near future, unless we were to begin offering weekend courses. This would mean that the campus would have to support a larger staff of health and safety personnel who would be present on campus for these weekend labs and classes. Already, we have UCLA extension lab classes that meet in the facility on Friday evenings and Saturday mornings, so this could be a possibility.

As our student enrollment has grown, so too has the size of our faculty. Where once we had double offices each occupied by one full time instructor with the second desk shared by part time instructors, we have now lost part-time office space in our regular office area. All of our faculty offices are fully occupied by full time faculty in the fall of 2016. 60-70 part time faculty employed by Physical Science and Life Science combined are now able to occupy a new room across from the elevators on the second floor of the science building. Each department is now faced with the problem that if hiring outpaces retirements across these two departments, we will run out of office space very shortly.

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

In addition to the shortage of space needed to support our current program, we also have a number of problems related to maintenance of our aging building that are negatively impacting our program. In particular, the heating, cooling, and air flow in the lab wing (east side) of the building can make it nearly impossible to work. Temperatures in some labs will drop to 55 °F while at other times it will be above 85 °F. The hoods intermittently seem to pull a tremendous amount of air, going into emergency flow mode. We have just been hooked into the new centralized cooling system on campus, but we haven't been able to evaluate the effectiveness of the new system.

Prior to this semester, we experienced strong negative pressure inside the building on all floors. This causes the doors to be difficult to open, and slam shut with tremendous force, creating a hazard for all passing through doorways. It has been better this year, but it still occurs from time

to time, and we've heard that it results from the need to replace aging fan systems throughout the building.

Additionally, as doors open and close with the accompanying pressure changes, ceiling tiles can move and fall out, and inner doors can slam shut without warning. Although the ceiling tiles have been clipped now, following the injury of a stockroom worker last spring, this solution is likely only a temporary one, and eventually a more permanent ceiling tile solution is needed.

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

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

We have recently learned of the legal requirement to enforce our math prerequisites for our courses. Although we already enforce discipline-specific prerequisites, this additional requirement is something that requires some type of support from the college, as we are already swamped with our waiver process. Some type of automated system that checks transcripts for appropriate prerequisites would be incredibly helpful in alleviating the massive workload entailed in this endeavor.

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

Since 2000, the physics program has lost five full-time faculty members, three to retirement and two to resignation. Remaining are what add up to 4.5 physicists, two who were hired in the late 1990s plus two full-time physicists hired since 2000, and an engineer hired in 2015 who, for the time being, splits her load between physics and engineering. As of now, only 2.5 of the five faculty lost have been replaced, and the physics discipline may expect to lose the 0.5 of that to engineering in the future.

Between 2010-11 and 2015-16, total physics enrollment increased each year, now to over 1500 students, a nearly 20% increase. During this same time period, the enrollment in Physics 21 has risen by 50%! Thus, there has been an ongoing need to have larger numbers of full-time physicists, especially teaching in this area. In the coming academic year, including summer and winter, we plan to offer 15-16 sections of Physics 21, and 6-7 each of Physics 22 and 23, along with one Physics 24, all-time highs for these courses, and likely requiring a reduction of general education physics sections, due to lack of space.

Even with the expanded number of sections, we recently received a call from the Board of Trustees Chair, saying he was hearing numerous complaints that engineering students can't get their physics classes that they needed to progress--he wondered why we weren't offering enough classes!

Two additional full-time physicists would bring us back to our previous level, which we consider a minimum for the healthy continuation of the program. We are currently recruiting one of those positions to start in Fall 2017, but having an additional full-timer will be critical.

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

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

The word is out about SMC's support of STEM students, which is now resulting in engineering and physics classes, as well as general chemistry (also an engineering requirement) having extremely high student demand and high fill-rates. Anecdotally, it seems that numbers of pre-medical and pre-dental students are flat or declining, seen through the weak enrollment numbers in Organic Chemistry, and Physics 8-9 for life science majors. In contrast, our physics and engineering numbers are spiking. We will need to carefully consider our future faculty hiring and

course offerings to respond accordingly, as we continue to monitor this trend in the future. But for now, this type of growth will continue to intensify the need for more engineering physics courses and more full-time support of that course sequence.

The engineering physics sequence (Physics 21-24) is an essential class for physical science and engineering majors, and it is a sequence that has not been heavily taught by full-time faculty until recently. These are the most advanced physics courses we offer, and the department is solidly behind having more full-time faculty take the lead here, helping to keep content relevant to the engineering program, and to maintain rigorous standards that will keep the courses useful for transfer students.

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

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

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

Annual	2016/2017
Pico Promise	Instructional

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

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

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

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

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

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

Please see #1 above.

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

Not applicable at this time.

Six Year Psychology (Six Year submitted Spring 2016)	2015/2016 Instructional
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1. Projecting toward the future, what trends could potentially impact the program? What changes does the program anticipate in 5 years; 10 years? Where does the program want to be? How is the program planning for these changes?

In June of 2010, shortly after the last 6-year program review was submitted, the Wall Street Journal reported a survey that showed a mere 26% of Psychology Majors (with a B.A.) reported being “‘satisfied’ or ‘very satisfied’ with their career paths.” Part of this is attributed to few job prospects in the field without an advanced degree (MA, PhD or PsyD). Another telling statistic is that the National Center for Education Statistics reports that Psychology is the fourth most popular major in the US (2011-2012, the year of the most recent data). Psychology BAs accounted for about 109,000 of the 1,791,000 degrees in those years, or just less than 1 out of

every 17 degrees awarded. Clearly, as Ken Robinson argues, merely holding a degree does not mean what it once did. As such, the Psychology Department at SMC must look beyond the (albeit important) goals of transfer and preparing students for the 4-year major. As stated elsewhere, we are currently working hard on developing curriculum and certificates that will help students find entry-level career pathways. We must also build bridges with professional institutions to be able to offer dynamic, supervised internships. We must build the service learning component in many classes (such as Psych 11, 14, 19, etc.) to help our students get multiple hands-on experiences in the short time they are with us. We envision having many of the steps on these pathway program fleshed out by the next program review.

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

The need for space and computers for a computer lab that will support both Psych 7, the research methods course, and individual faculty looking to complete research, is integral to the success of the department presently. The department applied for a President's Circle grant to this end in 2014-2015, but were not granted funds. Even more pressing is the space issue to house this research space.

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

none.

4. If applicable, note particular challenges the program faces including those relating to categorical funding, budget, and staffing.

The Psychology department is in the process of transitioning between Administrative Assistants. Linda Sallovitz is going to Communications and Media Studies full-time, and Tamika Phillips will be taking over her responsibilities (from cosmetology). This will regularize the schedule of assistance available to the department, as Tamika's schedule will allow her to be present in the department from 1:00 PM to 5:00 PM each day. At the same time, this means that students and professors will not have access to administrative support in the morning hours. The administration should take this into consideration as a potential equity issue.

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

Community and Academic Relations

Staffing for web/social media and marketing graphic designers were needed and now that is no longer an issue. We have a full team and it's significantly improved our ability to respond to the marketing and graphic needs of the campus.

For 6 months we were not able to fill Rachel Demski's vacant AA2 position- and that created a great deal of stress on our department. Luckily, with the retirement of the AA3 in marketing, we were able to fill the AA2 position to cover both areas. Tiffany Ingro has been an amazing asset to our team and has filled both roles nicely.

Space on the main campus was needed to store posters, supplies and easels for events to ease with the set-up for the multitude of lectures hosted. Thanks to the facilities team, we now have a closet in HSS 165 to use and that has made all the difference in the world.

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

Community and Academic Relations

The campus needs a Director of Marketing to guide our efforts consistently and to set clear targets for enrollment.

The campus also needs to invest in a new web platform to help update our online marketing and communication efforts with students.

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

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

Marketing

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

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

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

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

Community and Academic Relations

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

Annual	2016/2017
Public Programs and Communication (Web & Social Media)	Administrative

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

As Web & Social Media expands and updates its digital presence through the website overhaul project, additional resources will be needed particularly to comply with updated federal Section 508 accessibility standards and to address outdated web content (continuing disclosures and catalog rights). A new website overhaul is needed since the office is experiencing limitations with the current content management system given the depth and breadth of campus needs and as a result, preparations and evaluations are recommended to address the college's growing needs and accessibility standards.

A cost-effective accessibility checker software is needed to evaluate the website for Section 508 compliance. Content clean-up resources can be addressed through additional writers and editors to review, research and edit information. These website resources can be addressed through identifying a firm to provide web design, development, and implementation services or to request additional assistance through IT. Currently, the Web & Social Media unit is a two-person

unit as of January 2016, when a web services coordinator was hired to address the growing front-end website needs. To implement a new website would require a larger web team to address backend needs, design needs and development needs.

As technology continues to change, website needs expand and new social media outlets are becoming popular, additional staff will be needed to assist with the college's digital presence and next iteration of the college's website. For example, Mt. San Antonio College and Orange Coast College are comparable California community colleges that underwent a web redesign. Both community colleges sport a more robust staff for their web and social media needs. Both have a designated web team in their IT department comprised of approximately 5-7 people while their social media/content operations are under a marketing team made up of a marketing/communications director and several assistants. At Santa Monica College, web and social media duties are handled by a manager and web services coordinator, along with 3 part-time students, as well as 1 IT staff member who is also booked with many responsibilities and multiple projects already. To carry out a successful web migration in a timely manner, the college requires a substantially robust web team composed of programmers, analysts and content creators.

Also on the social media front, engaging visuals in the form of graphics and video are needed. The program is working with the marketing/graphics to meet some of these needs. Photography needs that cater to social media users have not been fully met yet with existing contracts. The program manager is currently taking photos, along with a graphic designer to meet some of these needs. Video content is needed to address evolve information consumption needs. Student assistants are currently addressing some needs, though to execute full campaigns to increase visibility will require professional assistance.

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

As an inherently technology-based office, Web & Social Media will continue to need resources for technology (accessibility checker software, live broadcast equipment, design and development assistance tools), particularly to update the current website and to move to the next stage of digital engagement, which includes live video streaming and virtual reality.

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

See #2 above on web team needs comparable to other CCCs.

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

It is virtually unheard of for an organization the size of Santa Monica College to have a one-person Public Information Office. To recap: Public Information Officer Grace Smith does PR content production, oversees internal and external communications (this encompasses serving as the SMC President’s chief communicator), marketing communications, and media relations. A Public Information Assistant position was requested in February 2016; understandably, with the District’s budgetary constraints, this position has not been approved. The current operating general fund budget is allocated mostly towards content production—which would make up roughly 50% of a full-time staffer’s job responsibilities. Issues impacting efficiency and effectiveness include this lack of support, which translates to very little time the PIO is able to dedicate to actual strategic communications planning and therefore a lack of cohesive, carefully researched campaign-based and –driven communications and a lack in expansion of organic media coverage.

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

n/a

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

Specialist support (Public Information Assistant).

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

Marketing

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

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

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

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

Public Information Office

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

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

Web and Social Media

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

As of April 2015, the Web Content and Social program remains primarily a one-person unit. Suggestions from the previous program manager are being taken into consideration through planning budgets, establishing best practices and making a strong effort in hiring a web developer (web services coordinator) to assist with the web. Budgets have been allocated for possible use of third-party tools. In October 2015, a student worker with social media experience and film background was hired quarter-time to assist with Instagram and Snapchat, currently the

two most popular social media channels, as well as generation of video content in the next few months. The program is also actively looking to hire a web services coordinator, despite challenges in salary and a competitive market. Also on the social media front, engaging visuals are needed. The program is working with marketing/graphics to meet some of these needs. Photography needs that cater to social media users have not been fully met yet with existing contracts. The program manager is currently taking photos, along with a graphic designer to meet some of these needs.

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

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

Community and Academic Relations

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

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

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

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

Marketing

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

Find technological support in the development of the SMC website.

Find a project management system to effectively organize and track projects, manage data, and to communicate among team members through instant messaging.

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

Marketing

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

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

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

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

Annual	2016/2017
Scholars	Student & Instructional Services

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

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

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

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

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

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

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

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

Annual	2016/2017
School Relations	Student & Instructional Services

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

- 1) Grow programs implemented in 2015-2016
- 2) Continue to design and execute outreach plan that develops the relationships with local communities for future recruitment.

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

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

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

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

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

6 Year	2016/2017
Student Life	Student & Instructional Services

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

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

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

One area of deep concern is the staffing structure of the Office. As noted earlier in this report, we are in need of student help funding to simply manage the walk in traffic of the office.

Additionally, with one administrator, one full time counselor and two part time counselors, the number of responsible parties is not the problem. It is the distribution of work and what is not getting done that is! Currently, the primary administrator/advisor for the office is the Associate Dean who is responsible for all aspects of the operation. With well over 100 student leaders

(directors, commissioners, club officers, committee representatives, and student workers) accessing services daily through this office each semester and hundreds of other students coming through the door every day, the counselors have become "assistant administrators" in order to ensure the smooth flow of work and support for all our students.

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

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

Finally, there seems to be some confusion regarding the collection of A.S. fees and the I.D. Card fees. In total, students pay \$32.50 each semester for the two combined and must pay both of these fees to ride through the Big Blue Bus Any Line Any Time program. Unfortunately this is confusing to students who think they can pay only one or the other. It is time to rethink these student fees and how the Associated Students are budgeted through these fees. One suggestion is to charge a single "Activity Fee" of \$32.50. This might eliminate confusion and then all Big Blue Bus, ID, district funds and other restricted funds can be pulled out and only the A.S. unrestricted budget provided to the A.S. Directors at the beginning of the year. This is only one possibility, but some reimagining of the budget is sorely needed and this Office is open to working with Senior Staff to come up with a workable solution that is fair and clear.

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

Fortunately, the A.S. budget has funding for the Cayton Center and other capital resources, so no District funds are currently needed for facilities, technology or equipment. Our greatest need from the District is in Human Resources.

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

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

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

Additionally, the full-time counselor doubles as the advisor for the ICC with help from one of the part-time counselors. The time commitment for this position has increased exponentially with the growth in the numbers of clubs and the expansion of some of the larger clubs/honor societies into the hundreds of students doing countless on and off campus activities. The increased demand from the ICC responsibilities greatly interferes with the much needed counseling requirements of Directors, Club Officers, and FLVR program recipients. Ideally, the counselors would be spending all of their time doing counseling work and offering much needed workshops on time management, conflict resolution, and the like, and the advising work would fall to a full-time assistant advisor to the Associate Dean.

Again we cannot stress enough that the full time Counselor has graciously taken on most of the responsibility for the ICC and the club work, limiting his availability for counseling work and other counseling support, such as conducting workshops. Similarly, each of the two part-time counselors give a large portion of their limited time in the office to matters unrelated to counseling to support the overall operation. Though it is appreciated and needed, it is not an appropriate use of their counseling hours.

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

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

Annual Sustainability	2016/2017 Administrative Services/Student & Instructional Services
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

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

- **Facilities:** The Sustainable Works Student Program will try to secure funding from other sources but if they can't the college should consider keeping this valuable program funded.

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

none

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

- Full time administrative support.

- Additional Student Help budget, not tied to FWS funding is needed to employ knowledgeable students that do not qualify for financial aid.

Annual	2016/2017
Theatre Arts	Instructional

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

With the hiring in 2016 of one Full Time Tenure Track Position in Technical Theatre, the Department has been able to solidify and strengthen our Technical Theatre program. In hiring Leigh Allen, the CTE program has a powerful and necessary leader. The Technical Theatre part of our department still has other needs that must be addressed.

One of these is the need for a position which is a combination of Master Electrician and Projection Specialist. This needed position can best be met through hiring a Classified Position which will assist our faculty and staff in the serving and training of our students. The future of Technical Theatre lies, to a large degree, in the path of all aspects of projection and its components.

Two glaring missing parts of Technical Theatre at SMC are a computer lab and staff training. Just as the Art Department needed a Mac computer lab to complete SMC's advancement in Art, so too the Theatre Department deeply needs a computer lab dedicated to bringing our students into the current Technical Theatre world.

Possibly we could share a new computer lab with Design Technology and I have pursued this idea with Chris Fria, but the accessing of the Stewart Street location would be very difficult for our students. A computer lab of our own would be desirable, however the need is so great that Stewart Street might help in the interim. Eventually, however, our own computer lab must be obtained or our students will not be able to enter and function in the current/future Technical Theatre world.

With the acquisition of state of the art equipment, comes another area of our need. This need is the up to date training of our faculty and staff in order to insure we meet proper and thorough student learning goals. Our new and existing equipment are only as good as the people using it. Our Costume, Make-up and Prop areas have needs to be addressed. A retrofitted catwalk is required to make the costume training room a true training room with all components of the room easily accessible to Costume students. One new idea that concerns our current Costume classes is to co-list our Costume class offerings with the Fashion Department. We are quite sure that would bring more students into our classes. Our Costumer Kristie Mattsson and I will pursue that possibility. In addition, our customer needs assistance, a classified technical position to assist her in costuming seven shows each year.

Our situation with the Make-up teaching space does not allow for teacher lecture/demonstrations. The current classroom configuration inhibits Terrin Adair-Lynch, our Make-up class Instructor, from increasing her class size. Reconfiguration of this space is needed.

The growing area of Cosplay is making new student demands. The thin line between Costumes, Props and Make-up is being stretched. In order to address these new Cosplay demands new physical areas need to be found.

Creative and thorough training in these areas requires one space in which the making of props can be taught. Again, we have the Instructor, Terrin Adair-Lynch, we simply need the space. Teaching this new class in our Shop area is not possible because of the teaching of our Stagecraft classes and our Scenic Painting classes. In addition, the Shop area is the main area for the student building of our sets for our shows.

In general, storage has become a huge problem for Sets, Make-up and Costumes. The college continues to downsize our storage capabilities. The college has moved our storage space blocks away from the main campus. This makes accessibility difficult. The current size of the space is significantly less than we had even before the last downsizing. This storage space need is an important one for our Tech functioning.

It is also my personal belief that another classified position is needed. This position would be for a Skilled Carpenter and Stage Technician to assist the current sole job holder, Ian Mitchell. Ian performs daunting tasks. He builds 7 theatrical settings each year, as well as maintaining

equipment, making runs to our distant storage area for set pieces and furniture, designs Studio Stage lighting for shows, assists instructors with AV equipment, etc.

The performing areas of our Department are stable. One faculty member, Perviz Sawoski, continues to explore relationships with other institutions such as Bathspa in England. She also continues to design a Musical Theatre component of our Department, for which she is writing additional new classes that can be added to our already existing Musical Theatre classes. I am currently working on Shakespeare classes which I believe will be popular. If we can tackle our current low fill rates then it may be time to request a new position.

The collaboration with the Shakespeare Company that was started last summer was retired at the end of that summer. It was draining our technical resources while not significantly contributing to the education of our theatre students. The positive that came from that collaboration was the introduction of Veterans to our theatre program. As long as the money source is available, and the Veterans receive their pay from somewhere other than the Theatre Department, then the department would be happy to continue giving them their paid jobs with us. Working with the Veterans was a fruitful and enjoyable experience all around.

The Department's problem with low enrollment and low fill rates cannot be denied and has been discussed by our Department Chair, Dr. Adrienne Harrop, with our Dean, Jennifer Merlic. We are addressing them. Leigh, our new Tech Faculty member, is planning on helping this problem in the Tech area by being part of outreach programs such as one offered by Music Center in Los Angeles, as well as attending high school fairs and linking up with DTASC which is an excellent California High School Theatre competition. DTASC is an avenue for other areas of the department as well to bolster our enrollment.

As our number of Classes has been reduced increasingly each and every semester of my Chairmanship by the Administration, it requires creativity and common sense in arranging our Full Time Faculty class loads. Hopefully, the number of classes will be increased in the near future, at the very least to the numbers we had just a year ago, so that we may maintain a healthy growth. It is also noted that the hiring of Adjunct Faculty presents a refreshing slant and exposes our students to different teaching approaches. As our number of classes is reduced, our filling of Full Time Faculty loads adversely impacts the number of Adjunct we are able to hire.

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

In the first part of this Program Review I spoke of our much needed Computer Lab; our Costume room catwalk; the reconfiguration of our Make-up classroom; a space for teaching the crafting of Props; close by.

Storage areas for all materials needed for these various teaching components.
Our capital resource that is currently used for equipment is the Perkins Grant which has helped

us in our Technical Theatre area. That being said, Technical theatre is an ever changing and always evolving part of theatre. In order to stay on the cutting edge of this important field we must have the means to continually acquire new equipment. What is current today is passé tomorrow. This is the norm of emerging technology. “Intelligent Lighting” and the world of Video/Projection are clearly the pathway of the future. We need to remain steadily on the pathway.

As was noted last year, one of our two multi-used classrooms is now a “Smart Classroom” and the faculty/students are just now beginning to reap the benefits. The second of our classrooms referred to in last year's Program Review has had to be Jerry rigged to be a pseudo “Smart Classroom”. This has been done using the ingenuity of Leigh Allen and Michael Stone together with some second hand virtually discarded equipment. Let's bring that classroom to the real status of a “Smart Classroom” this year.

Only two classrooms were referenced last year in Program Review. Our other class places were not referenced. I would propose that that all our other classrooms be included. Some of these classrooms have not had the “Smart Room” attention paid to them yet. We are asking that especially the Studio Stage, along with the Make-up classroom, the Scene Shop classroom and the Costume Shop Classroom, which are still woefully inadequate, be upgraded to be 21st century “Smart Classrooms”.

Labeling and directing traffic flow within the Theatre building, by using necessary signs, are sorely needed. Judy, our Administrative Assistant, is being asked directions constantly. This was mentioned last year and nothing has been done since then. I believe that necessary expertise in this area could be combined with our tech staff to achieve the desired results. That expertise needs to contact us for advancement on this needed issue.

In addition to the basic needed signage for our building which was just mentioned, we need a large Marquee sign prominently placed on the theatre building. This Marquee would not only advertise our productions, classes and events, it could also be used to advertise SMC happenings such as current enrollment dates, etc.

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

In the above portions of this paper I addressed our very real staffing needs: Master Electrician/Projection Specialist; Skilled Carpenter/Stage Technician. I have also spoken of the need for training our staff and faculty to master the equipment we currently have as well as the equipment we will obtain in the future. These are very real needs.

Let me address the issues of professional development. The American College Theatre Festival is the annual university/college theatre competition which is held regionally throughout The United States. Over the many years of its existence Santa Monica College Theatre Department

has continually scored very high in the competition. This often leads to traveling with an SMC show and SMC students to the western regional locations of the final annual festival. One year ago Terrin Adair-Lynch's show, which was an original script written by her, was chosen to go to festival in Hawaii and all the full-timers with some staff accompanied her show as well as many of our honored students. This year Perviz Sawoski's show went to festival in Mesa, Arizona along with some staff. Many honored SMC students performed and presented at this festival.

Given our stellar record, I do not see this changing in the future. We are very grateful to the Administration for assisting us in funds for these endeavors. The guarantee of such funds would alleviate the scramble as the festival looms closer. Setting up a permanent account for ACTF would be both workable and appreciated.

There is always a need to fund Master Classes which augment our teaching and the student's experiences so well. This is an ongoing need. Just within this last six month we had a Master Class which focused on Michael Chekov's approach to acting. Experiences such as this are invaluable to our student's learning experiences.

In addition, our faculty has this past semester attended workshops on learning CANVAS. When such helpful events are offered, we attend and carry that knowledge back into our work with our students. More funding for events such as this is helpful.

This January a one day workshop was held which truly introduced the ideas of Pathways to those of us in attendance. It featured speakers from Arizona State University who were compelling in their explanations of Pathways. It would be excellent if such workshops could be held for departments. Much would be learned that could facilitate our best handling of student's education through Pathways

Annual	2016/2017
Transfer & Articulation Services	Student & Instructional Services

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

- Along with MIS and A&R, we continue to work towards the implementation of a process which allows new students with previous coursework completed to receive some kind of automated evaluation, so that they can understand, upon being accepted to SMC, how their prior coursework will generally apply towards the SMC AA and/or transfer objectives. Prospective has been purchased and is the intended vehicle to accomplish this goal. Mycap is an SMC developed program used to capture the information perceptive generates and evaluates for SMC equivalent courses, associate degree GE, IGETC and CSU GE.

- The implementation of SB 1440 and 440 has required SMC to develop transfer degrees (ADT) and submit courses that are part of the ADT to C-ID. At present we have 16 approved ADT's: Anthropology, Art History, Business Administration, Communication Studies, Early Childhood Education, Economics, Geography, History, Theatre Arts, Spanish, Journalism, Kinesiology, Studio Art, Nutrition and Dietetics, Political Science and Mathematics. Psychology is in development.

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

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

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

No additional human resources needed at this time.

Annual	2016/2017
Transportation & Parking	Instructional/Student & Instructional Services

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

Auxiliary Services

We need to replace one of our aging shuttles - will cost about \$135,000, to be paid out of Auxiliary funds.

Transportation -

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

As more employees move to using alternative modes of transportation, the AQMD incentive budget will run low and may need to be increased by District.

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

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

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

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

The \$135,000 for the new Shuttle is to maintain the current level of service.

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

Transportation -

- Devote additional staff hours (existing staff) to developing new transportation programs, including transportation studies, the bike program, and commuter data research.

Annual	2016/2017
Veterans Program	Student & Instructional Services

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

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

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

Annual	2016/2017
Welcome Center	Student & Instructional Services

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

The two issues impacting efficiency are staffing and space. We could serve more students and turn away fewer students if we had additional staffing and space. We have explored the possibility of securing additional space and this is not possible at the moment. We hope to secure the current KCRW mailroom space in Cayton when KCRW moves out.

In terms of staffing, we could always use more staffing during the busiest times of the semester when enrollment starts. In the Fall, the busiest season is at the end of December for Winter and Spring enrollment. In the Spring, the busy season is in April to June. In the Summer, we are busy until the end of August. Temporary staff would be the best solution to deal with busy periods.

Additional resources in the form of information technology assistance is needed to effectively communicate with first year and continuing students. We piloted the use of TargetX/Salesforce for communication with our new FYE students. Specifically we used this technology program to automate the application, acceptance, and orientation process for students accepted into the program. We were able to reduce the amount of staffing needed to assist with FYE student admissions and orientation. However, the communication with FYE students can be streamlined using Target X/Salesforce. We can create targeted communication campaigns to remind students to come in to see a counselor to meet their academic counseling requirement, complete their long term educational plan, enroll for FYE designated courses, submit their progress report, and meet with a career counselor. Moreover, we need the same resource for students served through the Welcome Center. Lastly, we identified the need for a line management system to be used throughout the academic year where a student is notified when they are waiting on a drop in basis to see a counselor. We have started using the Qless program to notify students when they are about to be seen by a counselor. Students check in the Welcome Center to see a counselor but are asked to come back when they receive a message from us asking them to come back. This line management system has allowed students to leave the Welcome Center after they had checked in to be able to take care of other school business before seeing a counselor. Qless has helped reduce the number of cancellations and increased the number of students being seen by a counselor.

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

Additional space is needed to accommodate the students served by the FYE program and the increase in students we have seen in the Welcome Center.

The space need we have is for a conference room to be able to provide group counseling sessions. The group counseling sessions are for new students to SMC. Counselors take groups of five to ten students and review the steps to enroll at SMC and provide students with a transition to college. Counselors also provide students a list of classes to enroll in based on their assessment results. The sessions take between an hour to two hours to complete. The additional space would be used primarily in the Spring and Summer terms.

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

We need additional funding to provide counseling services to incoming students and continuing students. We also need office staff to support all the activities which must take place to support the services provided through the Welcome Center and First Year Experience program. We have been able to add full-time staff but we need at least one more full-time staff member to function at an optimal level.

As mentioned previously, the additional counselors are needed during our busiest periods. Currently, the Welcome Center serves new, continuing and returning students under 30 cumulative units. The First Year Experience counselors serve students in the First Year Experience program. At certain times during the year, Welcome Center counselors assist with FYE students.

Lastly, we could use professional development for faculty and staff in the Welcome Center. We have had a high turnover in the past three years because of the volume of work in the center and due to the abundance of full time counselor positions which were available throughout the system. We have been fortunate to get support for additional classified staff to support the Welcome Center and FYE but professional development is needed for these new staff members.

6 Year	2016/2017
Workforce and Economic Development	Administrative Services

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

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

Investment in Innovative Career Pathways.

The development of pathways is an iterative process that involves engaging not only college personnel across roles and departments, but also industry, workforce development, and community partners. Pathways are a comprehensive approach to education reform which, when done well improves services to students with varied backgrounds: incumbent workers, re-entry students, veterans, adult school students, opportunity youth, and high school students, among others. Often the work of new career pathway development begins with CTE faculty in collaboration with Workforce administrators in response from an outside funding source or employer needing workforce solutions.

This is exactly what occurred in Promo Pathway, Resource and Recycling Management, and Medical Lab Tech. These ideal collaborations benefit all students and employers.

Collaboration is difficult yet critical to meet the needs of students, employers and indeed the disciplines and faculty alike. There are no easy solutions but collaboration regardless of the difficulty is critical.

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

N/A

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

The inter-disciplinary nature of emerging careers and its development poses challenges on the faculty side. Many faculty could use and have expressed the need for intensive training that allows SMC's CTE programs to prepare students for "21st Century Skills" in the new market place. These include in design thinking, interactive STEAM programming, ideation and iteration, and mathematical thinking.

Annual Noncredit	2016/2017 Administrative Services/Instructional
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1. Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year. [This information will be reviewed and considered in institutional planning processes but does not supplant the need to request support or resources through established channels and processes].

The most critical issue the noncredit administrative team faces needs the SMC Academic Senate to approve noncredit short-term vocational and workforce preparation courses. If these courses are not locally approved in spring 2017, the Santa Monica Regional Consortium for Adult

Education may not be able to offer courses and assess the effectiveness of these courses in year 2017-2018 as required by the State. This not only halts progress at SMC, but it also impacts servicing the region, including the Santa Monica Malibu Unified School District's Adult Education Center and community/business partners.

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

The noncredit administrative team and noncredit classified staff, excluding the Dean, are funded by adult education (noncredit) grants. In addition, grants fund noncredit classroom equipment, technology, and materials as well as noncredit counselors. At this time, grant funds are sufficient; however, the District needs to invest in adult education (noncredit) as noncredit, like credit, is a California Community College mode of instruction per Title V and CA Ed Code.

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

As noncredit and external programs are established and continue to grow, there will be a need to hire a Director and permanent full-time and/or part-time noncredit classified staff to support noncredit administrators and noncredit students.