## Student Services with Instructional
## A. DESCRIPTION AND PURPOSE

1. Describe the program's purpose and mission. Limit 250 words.

SMC Emeritus is a free, noncredit lifelong learning program that serves adults aged 55 and up who are continually pursuing personal and intellectual growth. Diversity and inclusivity are integral to Emeritus, as students are of all ages, abilities, and economic backgrounds. The program empowers its students to navigate the transitions associated with aging while striving toward their educational aspirations. Since its inception in 1975, Emeritus has been committed to nurturing its learners' diverse interests and evolving needs. Whether individuals are trying to become physically active, pursuing art, or seeking other avenues for personal enrichment, Emeritus will have an accessible class designed for the students willing to learn. The SMC Emeritus Campus ensures accessibility for its students by offering classes predominantly during daylight hours when older students are more comfortable driving. Moreover, Emeritus classes extend beyond the 2nd Street building; the program operates throughout the community, offering classes at the Malibu campus and through satellite locations throughout the city and wholly online and hybrid classes for students who cannot commute to class. As a noncredit program of the California Community Colleges, SMC Emeritus proudly offers its courses free of charge.

Registration processes are designed to accommodate various preferences, allowing individuals to enroll via mail, in-person visits, or online submissions through email. Registration materials are readily available in the SMC Emeritus schedule of classes, downloadable from the program's website or obtainable from the dedicated office.

2. Which of the following Institutional Learning Outcomes does the program support? Select at least one.

ILOs

☑ #1 - Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives

☑ #2 - Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems

☑ #3 - Respect the inter-relatedness of the global human environment, engage with diverse peoples, acknowledge the significance of their daily actions relative to broader issues and events

☑ #4 - Assume responsibility for their own impact on the earth by living a sustainable and ethical life style

☑ #5 - Demonstrate a level of engagement in the subject matter that enables and motivates the integration of acquired knowledge and skills beyond the classroom

## B. STUDENTS SERVED

3. Describe 1-3 salient demographic composition of students served by the program and include an analysis of how it aligns with the students your program is intended to serve. (500 words)

Emeritus is designed as a lifelong learning program to serve older adults. We do not turn students away based on their age, but are sure to let prospective students know that the program is designed to serve students 55+. According to the demographical data of Spring 2023, SMC Emeritus primarily serves white female students, 1255 (52%) of the student

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population. Sixty-eight percent of the Emeritus population identified as white (17 % did not select race/ethnicity). Only 15 percent of students at Emeritus identified as minority students (Asian, black, Latinx, Native American, Pacific Islanders, two or more). These demographics are not representative of the Los Angeles area where Emeritus resides. One of the goals of Emeritus is to increase minority student enrollment as well as male student enrollment. Our goal is to do more outreach to increase Asian, Black and LatinX student enrollment.



Distribution of 'Race/Ethnicity' for each 'Gender'
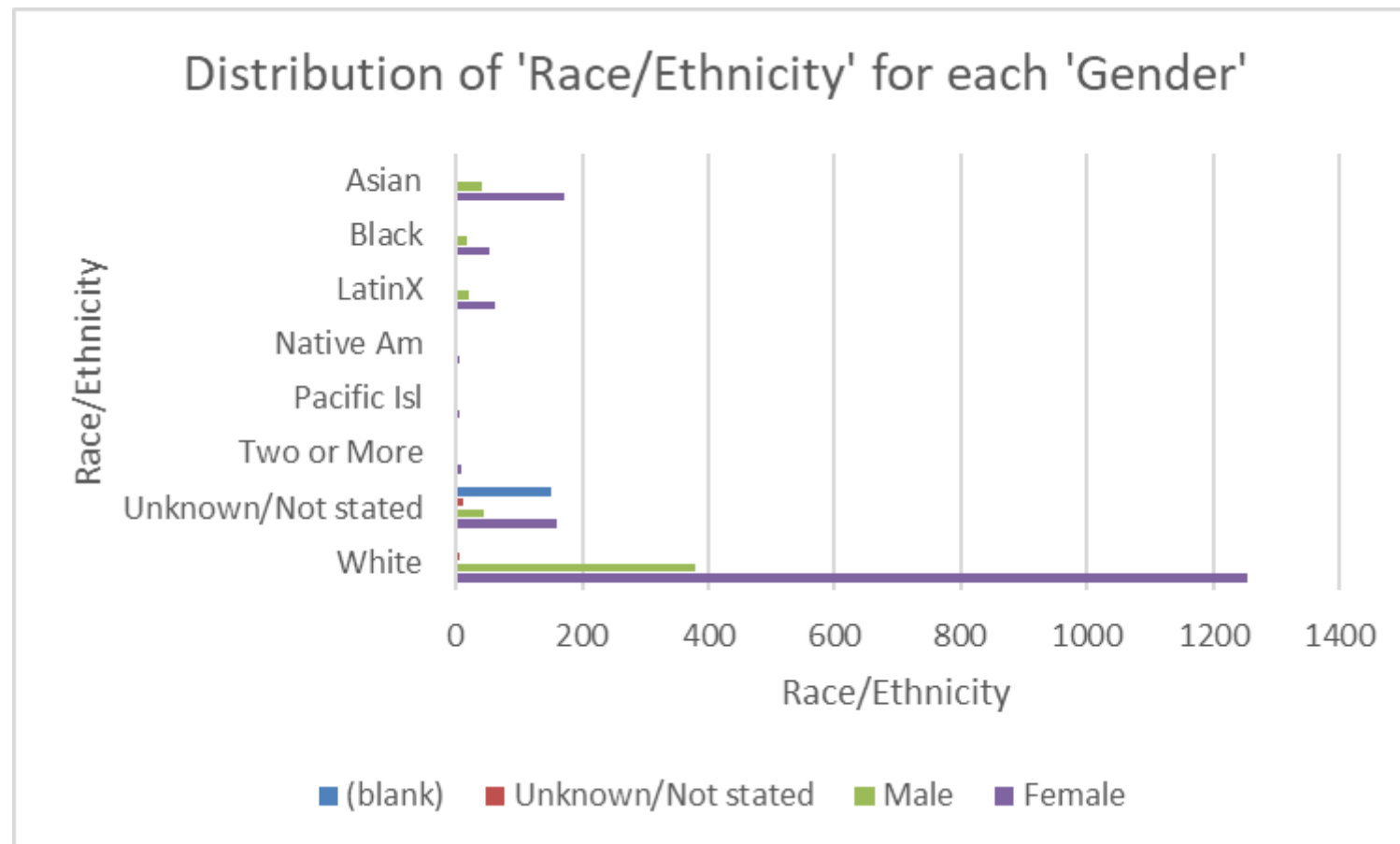
4. Describe how the program does outreach to, and provides access for, the intended student population. (250 words)

We send schedules out to a procured mailing list (essentially 1 out of every 3 or 4 homes that has someone living there that's 50-ish+ but market penetration has been low. We have found that people need to be made aware of the existence of Emeritus. We will hear from new students that they have lived in the area for many years, and are well wihin the targeted age demographic, and they had never heard of our program. We have created events such as the Back to School night, advertised in the paper, to attract more potential students. We have also tried participating in more community events, such as Taste of Soul and Dia de los Muertos. We have also created promotional brochures that are not term-specific to distribute in the community.

5. When considering student outcomes, SMC produces the largest equity gaps for Black and Latinx students. How does the program address equity gaps within the scope of work that it performs? (500 words)

Our minority student representation is low; we are currently working on creating focus groups to identify why minority students enroll in the program, what they like, and what they believe keeps other minority students from enrolling. Another way to improve the student experience is by conducting evaluations. Last semester, we conducted faculty evaluations for half of the Emeritus department for the first time in years. The evaluations helped to provide a better learning environment for our students, who also submitted their opinions via survey during the evaluation process.

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6. If applicable, describe any instructional partnerships or collaborations that impact the students served by the program. (500 words)

Emeritus works collaboratively with partners throughout the region. Classes are held at Camera Obscura (1450 Ocean), Wise & Healthy Aging, Virginia Ave Park, First Presbyterian Church, Santa Monica Synagogue and any number of other facilities - most provided for free, or very low cost. There have been Emeritus students on the SM Commission on Aging, and Emeritus has been well-represented within the Westside Older Adult Services Network - the Older Adult Task Force, and comparable community groups. Emeritus is actively involved in the Association of Continuing and Community Education (ACCE)

Most important is the ongoing and strong relationship between the Emeritus team and the Foundation. As Emeritus students have gotten used to the Foundation being the contact for all things fundraising, and they have gotten requests to donate to causes throughout the District, we have seen Emeritus students continue to give to Emeritus at standard rates while concurrently supporting causes throughout the District. THis works in multiple ways - having Emeritus students both benefit fromt he SMC Meal Project and contribute to funding it for the rest of the campus.

## C. CURRICULUM, COURSES, and CLASS SCHEDULING

Analyze your program's enrollment trends disaggregated by modality and other course attributes. Reflect on the extent to which your current course offerings and class scheduling practices maximize student success. Include any evidence to support your points. Discuss any changes your department plans to better respond to students' needs.

Since the pandemic, we have lost many students who could not transition to online classes, but at the same time, we have gained students from all over California. It should be noted that pre-pandemic, enrollment was 3000 students. By a year into the pandemic, we had 2700 students. Most of them were online during the pandemic, though some number of students were enrolling consistently by default. It was a major lift to get the students, and the faculty, used to online classes and related technology.  Overall, enrollment for online classes is higher, but some classes are still preferred on-ground. For example, some art classes and most computer and music classes do a lot better in enrollment when conducted on the ground than online. Both formats must be offered to Emeritus students to create a more inclusive program.

What institutional support do you need to create a more equity-minded and student-centered curriculum, course offerings, and class schedules?

Institutional commitment to DEI initiatives is fundamental. Emeritus could be supported in creating a more inclusive curriculum by being provided with up-to-date demographic data. Training (and time) for management to gather and read their data would also be beneficial. Training to understand biases would also be helpful; as most of our students and faculty are white, they may be saying things that minority students may find offensive without realizing it. Emotional intelligence workbooks/training for faculty would be highly beneficial.

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Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

Recently, Emeritus had 19 classes approved by the curriculum committee. The majority of these classes were revisions, class descriptions were changed to better fit the evolving needs of the students. Furthermore classes that focus on diversity were added such as American History through Cooking (each semester will be contextualized to a specific ethnic group of American immigrants). This class will look at a different culture each semester and look at their contributions to American cuisine and history. Emeritus Associate Dean and Dean of Noncredit & External Programs are doing focus groups to identify what barriers may exist to increasing enrollment of Emeritus students of color and implement solutions.

## D. PROGRAM ASSESSMENT AND EVALUATION

7. Describe any changes that have been implemented as a result of the recommendations of the last program review. (500 words)

Emeritus faculty have made remarkable strides both in implementing necessary curricular changes and innovating new course ideas. There are even more forthcoming. At the same time, the program is working towards aligning scheduling with the timeline of all Academic Scheduling, and conducting required faculty evaluations.

8a. Identify and describe one or two outcomes students are expected to experience after receiving services from, or participating in, the program. (200 words)

**This is an area the program could use help in. It ma be that for Emeritus, the outcomes that are important are not tied to specific courses, but tied to the student themselves. PLO maybe. Emeritus students exhibit mental and physical acuity, shrpness. Emeritus students are engaged in various subjects within the program, etc.

1. Students will be satisfied with classes offered. The classes offered will provide students with a sense of community and/or personal fulfillment.
2. The diversity of Emeritus student population has increased to be more reflective of the age-limited surrounding community in our service area.

**This is an area the program could use help in.

8b. Describe how the identified student outcomes are assessed. (e.g., a survey of program participants is administered at week 12 of each semester) (200 words)

Not sure if this fits.

1. Student survey (***have to create the survey, run the survey, analyze)    .... run survey in Fall.

> 2. Demographics data from IR (define what we're looking for, the target (surrounding data), etc....

8c. What is the "effectiveness" target goal for each of the expected student outcomes identified? (e.g., 90% or more of students attending the FAFSA workshops successfully complete the financial aid application within four weeks) (200 words)

> 1. 90 percent of students surveyed feeling satisfied with the classes they are taking Emeritus.
> 2. Increasing the diversity of the Emeritus program to 25 percent minority compared to the 15 percent it is now. This will be seen through demographical data analysis.

8d. Analyze the program's performance on the data collected to assess the program's student outcomes. Is the program meeting the target goals? What context is needed to understand the results? (500 words)

> 1. Student class satisfaction surveys have not been completed by Emeritus; however, faculty evaluations have. Students who evaluated their faculty had overwhelmingly positive things to say about their instructors and the class.
>
> 2. Currently, the program is not meeting its goals although diversity has been increasing in the last few years.
>
> *How do we know....we haven't set goals yet

9. Based upon the outcomes assessment, satisfaction evaluation and/or other data, provide two notable examples of how the program serves students effectively and briefly explain why they are successful. (500 words)

> 1. Students would report being satisfied with the content of the courses, the instruction provided as well as the variety of courses offered.
>
> 2. Providing online and hybrid classes has opened the doors to lower income students who may not have been able to access on ground classes. In addition, we are supporting our food-secure students by providing students with resources such as bodega bites and more

## Course SLOs

10a. Description of process: Describe your program's processes and practices for defining, assessing, and analyzing learning outcomes. Include a discussion of how your program uses the results of SLO data to inform course and program improvement efforts.

> Since the pandemic, student learning outcomes have been available for all courses via META. For new and revised courses, student learning objectives are developed by the instructor developing the course and an instructor who is part of the curriculum committee

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and has a tasting assignment designed to help faculty submit new courses/course revisions. In the future, we want universal student learning objectives for the Emeritus program.

10b. Describe the most salient results of course SLO mastery rates data over the last review period, including results of disaggregated data. Include a discussion of how the results will be used to improve student learning.

The student learning objectives have not been individually assessed as there are no grades in Emeritus. The way that they have been assessed has been through the faculty evaluation process. According to the evaluation all Emeritus faculty who was evaluated during the Fall 2023 cycle received satisfactory marks.

11. Based upon the overall assessment and evaluation of the program, describe 2-5 areas that require attention or improvement. (500 words)

1. A more formal method of evaluating student learning objectives needs to be proposed.
2. Continuing to do more outreach to minority students to increase enrollment.

## E. THE FUTURE OF THE PROGRAM

12. Based on the findings from your assessment/evaluation, describe the goals/priorities and accompanying action plan(s) you will pursue to improve your program. (500 words)

The goal of the assessment/evaluation is to increase diversity at Emeritus. Based on the results of the survey data Emeritus must conduct outreach and market the program to students of different demographics.

## F. EMPLOYEES/PROGRAM STAFF AND DEPARTMENTAL CULTURE

13. List and describe program staffing, including FTE, faculty, classified professionals, managers, and student/intern support. (250 words)

1 Administrator, 3 FT Classified Staff, 65 or so adjunct faculty, 2 student workers

14. Analyze staffing levels in the context of the program's mission and purpose. Are there any gaps or needs to be addressed? (250 words)

Measuring against staff to student ration of A&R, we most likely need 1-2 additional full time staff to best serve our students. We would also benefit from Counseling support for Ed Planning to encourage students to take courses outside of their norm - new neural stimulation, and/or a MSW-social work intern to support the out-of-class needs our students have.

15. Describe how the program provides ongoing professional development opportunities for staff. (500 words)

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In addition to the Campus Professional Development Day(s), Emeritus regularly participates in the

Ongoing workshops, etc from HR and other depts are well supported. Staff are encouraged to attend but some staff are more likely to go then others.

The CCC wide Association of Continuing and Community Education is a major source for professional development in this area, as is a subgroup of Emeritus practitioners.

16. What equity-centered practices and training have been implemented in the program? If applicable, provide examples and discuss strengths and areas for growth. How can the institution better support the program and staff in developing an equity minded work culture? (500 words)

Emeritus has begun to work on an equity-informed Vision and Mission Statement

***can do more equity training for students and staff/faculty

Intentional outreach/recruitment, including the scheduling of classes, the creation of specific classes

17. If applicable, describe if the program has a succession plan to ensure that it is minimally impacted by staffing transfers, departures, and/or retirements? (250 words)

Talent management/succession planning is an area we can work on....do some intentional collaboration to expose others to the joys of working with Emeritus students.

18. Describe the program's workplace culture, climate, and morale, and discuss how it impacts the program's ability and capacity to effectively serve students. Describe how the college can support and improve the environment and/or morale in your department. (500 words)

Culture/morale....seems overall ok.

The staff, faculty, manager and students of Emeritus form a community. The students enroll at Emeritus for nearly 8 consecutive years, on average. The faculty frequently teach here as their retirement activity. The interactions within the Emeritus ecosystem are almost always amicable and bonds formed here are strong. When losses are experienced at Emeritus, they are as frequently felt immediately as they are noticed by the ongoing absence of a student, whom we later figure had become less active, less mobile, or experienced a health event. Thus, Emeritus is often a celebration of life, from the big moments to the little ones, and loss is a part of the Emeritus experience and morale.

## G. BUDGET PLANNING

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19. Describe how the current program budget aligns with the program's goals and outcomes over the next three years. If it doesn't align, what would be needed to supplement the current budget allocation? (250 words)

The District budget for this department provides for the existing staff, manager, some supplies, and limited funds for models, accompanists and student employees. The department serves about 3000 students that often require significant or lengthy interactions. A compelling argument could be made once the District has a stronger budget to increase staff support in this department.

Emeritus is fortunate to have strong student/donor support. It provides the funding for facility upgrades, supplies, supplemental models, student workers, speaker fees, etc. During the pandemic, and for some time before, this funding also enabled Emeritus to pay for significant A/V upgrades to classrooms that would have been more challenging if relying solely on District funding.

20. Are there any special projects or initiatives that will require additional budgeting or a reallocation of existing resources for the program? Consider the following: human resources, reducing racial equity gaps, student success and completion, community relations, professional development opportunities, and federal, state or district initiatives. (500 words)

Emeritus turns 50 years old over this next Academic Year. The department is aiming for some celebratory events in Spring 2025. Thankfully, the department has some Foundation resources that can be leveraged.

In addition, and to some extent in preparation, Emeritus produced a non-term-specific marketing brochure to be distributed throughout our service area (doctors officers, libraries, community centers). Emeritus also added elements to the brochure promoting Credit, Noncredit and Community Education programs as well. Emeritus has also produced some bumper stickers/decals with various slogans to try to promote Emeritus; and did a photo shoot with specific invitation to a diverse array of Emeritus students.

Over the next two years, Emeritus will engage in intentional partnerships for class locations

This form is completed and ready for acceptance.