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SANTA MONICA COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES

REGULAR MEETING
AUGUST 2, 2011

Santa Monica College
1900 Pico Boulevard
Santa Monica, California

Board Room (Business Building Room 117)

6:00 p.m.– Closed Session
7:00 p.m. – Public Meeting

*The complete agenda may be accessed on the
Santa Monica College website:*

<http://www.smc.edu/admin/trustees/meetings/>

*Written requests for disability-related modifications or accommodations,
including for auxiliary aids or services that are needed in order to participate in
the Board meeting are to be directed to the Office of the
Superintendent/President as soon in advance of the meeting as possible.*

Assessment

Once again, student traffic data show that the center broke records last year: 21,354 students came through the Assessment Center doors in 2007 and 31,235 in 2010 (full year statistics). This represents an overall increase of 46% in just 5 years. In 2010-11, the Assessment Center:

- Administered 15,983 math tests, 13,564 English tests, and 3,319 ESL tests.
- Received and processed 749 waiver requests (between June and April), resulting in over 800 individual waivers issued.
- Received and processed a total of 547 requests for remote testing (eCOMPASS) —an increase in excess of 33% over 2009; and
- Administered 290 independent proctoring requests in 2010—an increase of 32% over 2009.

Contract Education

In August 2010, SMC entered into a contract with AC College Associates to offer a small offering of for-credit courses. AC College specified that the courses would be offered exclusively to international students studying at SMC on F1 visas. A small pilot program of six class sections was offered in Fall 2010. Fall 2010 enrollments were lower than desired, but at a level sufficient to cover costs. With the lessons learned from the Fall, a larger contract for 13 sections was approved for Spring 2011 and was met with greater success. As a result, approximately \$260,000 will be contributed to the general fund as of the close of the 2010-11 year. That number includes the reimbursement for instructional costs covered by the District.

Early Alert

In Spring 2011, a preliminary research study was conducted on early alert; looking at course success and persistence of Early Alert students. While the study produced more questions than answers, the initial findings, summarized here, are being used as the basis to refine the study and ask more probing research questions.

The Early Alert system is a web-based notification tool through which instructors can notify students that they might be in danger of failing a course. The tool permits instructors to select what concerns they have regarding the student's performance and to make recommendations for counseling or workshops related to study skills, time management, and other necessary skills. This report summarizes usage data from the spring 2008 term through the fall 2010 term and assesses whether success and persistence outcomes differ for Early Alert students who heed the advice of their instructors and seek counseling compared to their peers who do not.

The following bullet points provide a summary of the findings of the study:

- Between spring 2008 and fall 2010...
 - 5,341 Early Alerts were issued in 1,224 class sections to a total of 5,195 unique students.
 - Counseling was recommended in 1,224 (22.9%) of the 5,341 alerts.
 - A workshop was recommended in 1,991 (37.3%) of the alerts.
- The majority of counseling recommendations were for study skills assistance (60.5%) and notable minority were for educational planning (21.9%).
- The most recommended workshops topics were: study techniques (26.5%), time management (22.1%), and exam strategies (19.4%).
- Students visited a counselor in 825 of 1,630, or 50.6%, of instances where counseling was recommended.
- Students who went to counseling succeeded at a rate of 34.4% and those students who did not go to counseling succeeded at a rate of 24.1%.
- Students who received counseling persisted to the following regular term at a higher rate (75.2%) than students who did not receive counseling (57.0%).
- Students who visited a counselor persisted to the following year at a higher rate (58.7%) than students who did not visit a counselor (41.6%).

Financial Aid

The Financial Aid Office is in its third consecutive year of substantial and unprecedented growth. Without question, the national economic downturn is driving an ever increasing number of students (and parents) to apply for federal assistance at SMC and elsewhere. Here at SMC, the numbers, are truly amazing—with over 32,000 federal aid applicants for the 2010-11 academic year. For a college that “historically” would see 14,000 to 17,000 federal aid applicants, this dramatic increase in applications reflects the high unemployment, shrinking family resources, and the general economic uncertainty in the country. The following series of table show the remarkable growth.

Financial Aid Applications

Table 7 shows the astounding number of Federal Aid Applications, which as of July 26, 2011 totaled 32,426 for 2010-11—up from 26,920 in 2009-10; 20,392 in 2008-09; and 16,171 in 2007-08.

Table 7: Federal Aid Applications (2005-06 through 2010-11)

School Year	Aid Applicants (Unduplicated)
2010-11	32,215*
2009-10	26,920
2008-09	20,392
2007-08	16,171
2006-07	15,546
2005-06	18,033

* As of 5/17/2011

Total Financial Aid Recipients

Table 8 depicts the total number of students receiving some form of financial assistance. As of mid-May aid had been distributed to over 17,397 students in 2010-11—which is 37% of all credit students. This is up from 16,092 students (32%) in 2009-10; 14,051 students (27.7%) in 2008-09; and 12,293 students (26%) in 2007-08.

Table 8: Aid Recipients (2005-06 through 2010-11)

Academic Year	Total Aid Recipients	% of SMC Students Receiving Aid
2010-11	17,397*	37.0%*
2009-10	16,092	32.4%
2008-09	14,051	27.7%
2007-08	12,293	26.0%
2006-07	11,255	24.5%
2005-06	10,877	23.7%

*As of 5/17/2011

Total Financial Aid Awarded

Table 9 below illustrates the magnitude of the total aid dollars disbursed to students. The total is expected to exceed \$38,000,000 in 2010-11—up from \$33.5 million in 2009-10, \$24.4 million in 2008-09, and \$20 million in 2007-08.

Table 9: Total Aid (2005-06 through 2010-11)

Academic Year	Total Aid
2010-11	\$38,000,000 +
2009-10	\$33,533,842
2008-09	\$24,403,380
2007-08	\$20,085,514
2006-07	\$18,423,845
2005-06	\$18,027,843

Pell Grants

SMC’s major federal aid program, the Pell Grant, has reached new heights. In 2008-09, the Pell Grant Program exceeded the \$15 million mark for the first time. In 2009-10, the Pell Grant program exceeded \$21 million dollars. In 2010-11, the Pell Grant Program will surely exceed \$25 million.

In addition, the number of Pell recipients has increased by dramatically over the past three years—with 7459 students already receiving a Pell Grant in 2010-11, as demonstrated in Table 10 below. This represents a 79% increase over the number of recipients in 2007-08. Summer Pell grants will come in at an additional \$1,000,000 not reflected below.

Table 10: Pell Grants (2005-06 through 2010-11)

Academic Year	Number of Students	Amount Paid
2010 / 2011	7459*	\$24,826,930*

2009 / 2010	6448	\$21,320,224
2008 / 2009	5052	\$14,574,877
2007 / 2008	4160	\$10,957,399
2006 / 2007	3733	\$9,255,219
2005 / 2006	4144	\$9,643,904

*As of 7/26/2011

BOG Enrollment Fee Waivers

The BOG Enrollment Fee Waiver program also continues to grow—seeing an increase of 42% over the past three years, as depicted in Table 11 below. For 2010-11, the total number of students with fees waived by the BOG Waiver Program has grown to 17088 students—although over 25,000 applicants received BOG awards [the difference represents those who applied and were awarded a BOG waiver, but did not enroll].

Table 11: BOG Fee Waivers (2005-06 through 2010-11)

Academic Year	Number of Students Awarded	Number of Students who had Fees Waived	Total Dollars Waived
2010 / 2011	25303	17088	\$7,360,418*
2009 / 2010	22331	15790	\$6,460,966
2008 / 2009	18375	13747	\$4,575,640
2007 / 2008	15518	12017	\$4,036,700
2006 / 2007	14475	11053	\$4,306,968
2005 / 2006	11761	10653	\$4,675,255

* As of 05/17/2011

Looking forward to the 2011-12 year, the big news is that as of July 26, 2011 financial aid applications had already exceeded 30,000. Last year at this time, we had 22,760—on our way to 33,000. This is an increase of almost 32% when compared to last year at this time.

Institutional Research

In 2010-11, the Office of Institutional Research conducted nearly 150 research projects, ranging from simple data requests to larger research studies. Among those was the design and implementation of several studies related to student success, including Supplemental Instruction, Faculty Conversation, Basic Skills Migration, Tutoring Centers, Early Alert, Online Orientation, and the Digital Learning Studio. Additionally, the office supported the campus' SLO effort by working with programs on the development of outcomes statements and assessment instruments; and provided support in the analysis of ILO pilot data.

Over two dozen studies related to Basic Skills, Career Technical Education, student and academic support services and programs, and equity were conducted in 2010-11. The following provides a highlight of the work of IR in the named areas:

- The IR Office has worked with the Career Technical Education committee and the Workforce and Economic Development Office to conduct an industry scan, including educational gap and employment and growth analyses, for current SMC CTE programs. The IR Office primarily provided the institutional data section of the industry report, providing information about course enrollment, course section offerings, student demographic, and course success and retention rates in CTE programs. The purpose of the institutional data was to 'take stock' of current programs and answer questions such as, "Who are CTE students?", "What courses do they enroll in?", and "How do CTE students fare in the programs?" The data was shared with Department Chairs at the first CTE Retreat and was used for department planning and developing additional research questions.
- The IR Office has worked directly with the English, ESL, and math departments to conduct five studies related to basic skills students.
 1. For English, the IR Office conducted two studies that answered the following research questions, "Do students who skip the B level English courses in the AB sequence fare better or worse in the subsequent course when compared with students who completed both the A and B level courses?" and "What is the impact of receiving an English Waiver on course performance?". The data was used to support department planning and curriculum changes, including informing the decision to reorganize the English course sequence.
 2. The IR Office conducted two studies related to ESL that sought to answer the following research questions, "What is the current success of ESL students?" and "How are international students different than domestic students in terms of placement, persistence, and transfers?" The first report was designed to acquaint ESL faculty with data about their students, including a demographic profile, course completion rates in ESL courses and non-ESL courses, impact of concurrent enrollment in support courses, migration from noncredit ESL to credit ESL, and success in ENGL 1. For many faculty, this was the first time they saw 'real' data about their program. The second report was used by the department to formulate new research questions and plan for support services for their diverse population.
 3. The IR Office conducted one study in math examining the research question, "Are students who enroll in MATH 31 sections with common grading rubrics and final exams more successful in the subsequent courses than students enrolled in MATH 31 sections

without the common grading and final?” The findings revealed that disproportionately more students in the MATH 31 sections with common grading and final exam were successful in their subsequent math courses than students in other MATH 31 sections. The study was a pilot; therefore, the math faculty have not used the information for decision-making and planning. However, the study findings have informed the research questions for a follow-up study that is being conducted now.

- In addition to working with the English, ESL, and math departments, the IR Office has produced several reports related to basic skills as a program. For example, the IR Office conducted a study examining the course progression patterns through basic skills disciplines according to where students began their sequence. The data revealed that students who begin in the lower courses are less likely to migrate through the sequence. The data has been used by the Basic Skills Initiative/Student Success Committee to develop follow-up research questions. Committee members plan to conduct qualitative research in the upcoming academic year to answer the ‘why’ questions (why are students not progressing, what are the barriers?).
- The IR Office has conducted studies examining the impact of various student and academic support services, including career services, counselor visitation program, writing center, tutoring centers, online orientation, early alert, and supplemental instruction on various student indicators, including persistence and course success. Essentially, all research questions asked in this area were “Does program or service X have an impact on student success?” Findings from the study reveal that career services, writing center, tutoring, early alert, and supplemental instruction positively impact student success. The data was used to support the need for those services. The online orientation data was used to assess student learning outcomes and change a component of the new online orientation. In the case of the counselor visitation program, the data was used to formulate new research questions. The office is currently working on a follow-up study for the counseling department.
- While the office has not conducted studies directly studying student equity, nearly all studies related to student success have included data disaggregated by ethnicity/race. The college is planning to update the Student Equity Plan in 2011-12.

In response to the increasing demand for college information by campus constituents, the IR Office redesigned the Institutional Research website and added over two dozen new data reports related to student demographic, achievement, and course enrollment information.

Of note in 2010-11, the Office of Institutional Research produced the college’s first report of Institutional Effectiveness and engaged in many activities to disseminate the information and promote discussion of data.

International Education

The International Education Center at Santa Monica College provides support services to over 3000 F1 status students coming from more than 100 countries, and to domestic students participating in the College’s Study Abroad programs each year. In 2010-11, the California budget crisis and our efforts to assist students with challenges caused by that crisis shaped many of the activities and initiatives that occupied the IEC staff. Of particular note were efforts to assist students to enroll in a full course of study in spite of reduced course offerings. Not all the department’s efforts stemmed from the budget, however. The IEC continued its efforts to make SMC a high quality destination for students from around the globe by growing its Activities program and improving communication with students. The department was also supportive of students in need, in particular after the earthquake and tsunami that struck Japan in March 2010.

Continued growth in the F1 population in the past year along with efforts to support F1 enrollment resulted in a 5.1% increase in enrollment in the Fall 2010 semester, and a 3.76% increase in the Spring 2011 semester in spite of reduced course offerings. Table 12 shows the growth by total credit units for the international student population.

Table 12: International Student – Units Enrolled

# of units enrolled	2008	2009	2010	2011
Fall semester	36341.0	36619.5	38482.0	In Progress
Spring semester	35583.0	38603.0	39022.5	40491.5

As mentioned, focus was placed this year in improving programming and enhancing the international student experience. Of note, the following program improvements were made in 2010-11:

- **Hybrid Orientation** - Development and implementation of a hybrid orientation program for international students. The comprehensive online orientation program is coupled with a newly redesigned on-ground information seminar. The new model features an experiential learning exercise which is student-centered and interactive.
- **Intensive English Program** - The IEP was restructured in spring 2010 through collaboration with administration, ESL Department Chair and ESL faculty member. In summer 2010, three courses of Intensive English 1 (IE1) were offered under the new model; this was expanded to four courses and two levels (i.e., 2 courses each of IE1 and IE2) in fall and spring 2011, with a winter 2011 intersession offering of 3 courses. Feedback from the ESL Department has been positive: faculty report that students are coming into the credit ESL courses better prepared than under the previous model.
- **International Education Peer Mentor Program** - a new program to provide peer-level support to international students from the moment they first contact SMC as prospective students through their matriculation and graduation. Peer Mentors are the liaisons between International Education and our international student population and act as empathetic and knowledgeable “buddies” to students in need.
- **International Student Activities** - The IEC implemented an initiative to offer a variety of social and cultural programs and services in which students could connect with and contribute to the SMC community and the city of Santa Monica. These activities ranged from a “Welcome BBQ Social” to a trip to the Getty Museum.

- **On-line application and FSA Atlas** – collaboration with IT on the further development of an SMC on-line application for international students and FSA Atlas, an immigration data processing program that integrates the SMC on-line application, ISIS and the Department of Homeland Security SEVIS Database. FSA Atlas went “live” recently along with the on-line application, which is being used as a model for a prospect database for domestic students.

SMC’s F1 students come from over 100 countries around the world. Our top feeder countries are listed in the table below (as of spring semester 2011).

Table 13: International Student – Top 5 Producing Countries

Rank	Country	# Students
1	South Korea	816
2	China	623
3	Sweden	383
4	Japan	351
5	Hong Kong	163

Orientation

A total of 65,089 students completed the online orientation 80,851 times between January 1, 2008 and November 30, 2010. The data shows that nearly nine in ten first-time-freshmen take the orientation by their first term. The new interactive, more robust, online orientation was launched in December 2010.

Website

The SMC Website has been redesigned and migrated to a new platform – Sharepoint. Testing and training for end-users is currently underway. The planned launch date is August 15, 2011.