

## STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

### IA. Mission

*The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

#### Mission Statement

Santa Monica College strives to create a learning environment that both challenges our students and supports them in achieving their educational goals. We prepare our students to contribute to the global community as they develop an understanding of their personal relationship to the world's social, cultural, political, economic, technological, and natural environments.

To fulfill this mission, the college provides open and affordable access to excellent associate degree and occupational certificate programs. These programs prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.

Santa Monica College serves, represents, and embraces the community's racial and cultural diversity. We promote the exchange of ideas in an open, caring community of learners and recognize the critical importance of each individual to the achievement of our vision.

**IA.1**      *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

#### Description–IA.1

The purpose of Santa Monica College, as expressed in the mission statement, is to “prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.” The College's character is exemplified in the vision statement: *Changing Lives Through Excellence In Education*.

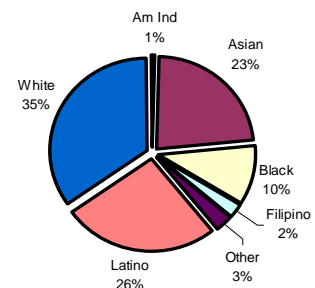
The character and purpose of Santa Monica College provide the foundation for the student learning programs and services, which are responsive to the student population served by the College. In Fall 2002, Santa Monica College served more than 34,000 students, including 29,341 students enrolled in credit courses and 4,691 enrolled in non-credit courses. The racial, cultural, linguistic, socioeconomic, and national-origin

diversity of Santa Monica College’s student body reflects the rapidly changing demographic composition of the communities it serves.

The percentages of various ethnic minority groups enrolled at Santa Monica College continue to climb and now exceed 60%, allowing Santa Monica College to be designated as a Minority Serving Institution and, since 2002, the College has been designated as an Hispanic Serving Institution (i.e., more than 25% of the students are Hispanic).

Other student body demographic data include the following statistics:

- For more than a decade, the percentage of female students (currently 56.4%) has exceeded that of the male population.
- 53% of Santa Monica College students seek degrees.
- 58% of Santa Monica College students are under 25 years of age.
- 32% of Santa Monica College students attend full time.
- 86% of all students are enrolled in day courses only.
- 67% of Santa Monica College students are employed.
- 49% of all Santa Monica College students identify “transfer to a four-year college with an academic major” as their primary reason for attending college. (This rate rises substantially to 63% for full-time students).



**Figure 1: Santa Monica College Student Enrollment (Fall 2002)**

Santa Monica College boasts many successful ongoing programs that lend support to the College’s mission. An Associate in Arts degree in Early Childhood Intervention (currently a unique degree in California), eight Career Certificates (programs requiring 18 units or more), and eight Certificates of Completion (which require fewer than 18 units to complete) have been approved or revised by the Academic Senate Joint Curriculum Committee since the last accreditation visit.

In addition to these new academic and vocational programs, the following programs have also been established or expanded since the last institutional self-study:

- *CalWORKs* – a short-term program to support students who are training to become economically self-sufficient.
- *Career Services Center* – career exploration/employment advisement.
- *Internship Program* – a program that enhances learning through work experience.
- *Workforce and Economic Development* – a program that explores initiatives to revitalize the West Los Angeles area.
- *TRIO/Student Support Services* – a U.S. Department of Education grant program for low-income, first-generation college students.
- *Student Success Project* – a grant-funded project designed to support students on probation.

- *Science Tutoring Center* – a tutoring center for students in science classes.
- *Dual Enrollment* – an innovative high school enrichment program.
- *Specialized Curriculum Optimizing Retention in Education (SCORE)* – an avenue for instructional and counseling faculty to discuss issues relevant to developmental students (primarily in mathematics and English).
- *Teacher and Reading Development Partnership* – an academic transfer program for aspiring teachers.
- *Distance Education* – classes taught over the Internet.
- *Service Learning* – a program that integrates community service with academic instruction.

The College makes every effort to be responsive to the diverse needs of its ever-changing student population. For example, the Santa Monica College distance education program was developed to respond to the needs of students who, due to a variety of constraints (time, work, family, and geography), cannot take traditional on-ground classes. The program includes more than 67 courses from 23 disciplines. To date, more than 12,000 students (duplicated count) have participated in online classes since its inception in Fall 1999.

Online student support services closely parallel those provided to on-ground students, including orientation via an interactive CD-ROM developed specifically for online students. Admissions, cyber counseling, the bookstore, the Santa Monica College Library, and financial aid are available online to all students, with 24x7 technical support available to students enrolled in online classes. In many instances, on-ground students also take advantage of online services.

All online courses are developed with full accessibility for students with disabilities, furthering the College’s mission to “provide open and affordable access to excellent associate degree and occupational certificate programs.”

### **Evaluation–IA.1**

The College's course offerings and support programs have grown tremendously during the past six years, both in variety and number, in response to the increase in student enrollment from 28,838 in 1998 to 34,032 students in Fall 2002.

The College has a long history of establishing learning programs and services that are directly aligned with its stated mission and goals, as outlined above. The new academic and student services programs, created after the last accreditation visit, were developed in response to the College’s mission and goals. However, these program expansions were mitigated by reductions in course offerings made in response to the ongoing budget crisis: a 7.5% reduction in course offerings was made in the Spring 2003 semester schedule and a 27% reduction in course offerings was made in the Fall 2003 semester schedule compared to Fall 2002.

Most decisions are made in support of the College's mission. However, decisions made in times of budget reductions often have an impact on existing programs, generating charges from faculty, staff, and students that the college mission is not being supported. Two recent decisions, made in response to the budget crises during 2003, that resulted in such charges are noted below:

- *Support of vocational programs:* Although the mission statement specifically includes technical education as an important part of the mission, the College cut several vocational programs during the Spring 2003 semester. Among these were the Transportation Technology (formerly Automotive Technology), Architecture, and Public Safety (which included Administration of Justice, Fire Technology, and Emergency Management training) programs. It is the opinion of many faculty, staff and students that these programs were eliminated without discussion of the implications of this decision and despite repeated requests by college constituencies for more careful consideration of budgeting priorities.
- *Racial and Cultural Diversity:* An important mission of the College is to support and represent the racial and cultural diversity of the community. Historically, the College has supported programs such as the Adelante Program, the Latino Center, the Pico Partnership/On The Move program, the Black Collegians program, TRIO/Student Support Services, Student Success Project, and CalWORKs, which have been both effective with and popular among students. The budget crisis caused reductions in several of these recently added programs in terms of available staff, hours, and services offered. Many of these programs have been funded by external sources (e.g., state/federal grants), supplemented with matching resources from the College. Several of these sources have been reduced, and the College can no longer provide the level of support that it has in the past. As a result, the Student Success Project was virtually eliminated in the Fall 2003 term, and the staffing for the Pico Partnership program was reduced by about 50%. Other programs that have historically supported student success, including the Scholars Program, Financial Aid, Outreach, and tutoring services, also suffered reductions and the High School Dual Enrollment program was suspended for Fall 2003.

Elimination of the programs described above disproportionately affects members of traditionally underrepresented groups. For example, 27% of Santa Monica College's Fall 2002 students were Latino, but they accounted for the following enrollment proportions in these specific disciplines:

- 43% (136 students) in Administration of Justice
- 36% (94 students) in Automotive Technology
- 46% (32 students) in Automotive Collision Repair
- 38% (44 students) in Fire Technology

In addition to consideration of the impacts of program reductions, the impact of new programs must also be addressed. Specifically, when the College develops or revises instructional programs to respond to the changing needs of its diverse student population, such as the distance education program described previously, care needs to be taken ensure an equally responsive level of services. For example, there are currently no online tutoring services to help students enrolled in online classes, thus, in this area, the same level of support is not available as for traditional, on-ground students.

Time and place constraints also present challenges for Santa Monica College's on-ground students. Classes and services are not always scheduled at times most convenient for students, such as evenings and weekends. At the satellite campuses, student services exist, but may not be available at popular times due to limited resources.

### **Plan–IA.1**

- ◆ The Vice President of Academic Affairs, the Vice President of Student Affairs, and the Associate Vice President of Planning and Development will coordinate a systematic review to track the unintended effects of reductions in service (e.g., changes in persistence and graduation rates, degrees awarded, and availability of tutoring and counseling appointments) for use in future decision-making.

### **IA.2      *The mission statement is approved by the governing board and published.***

#### **Description–IA.2**

The revised Vision, Mission, and Goals statements were submitted to the Board of Trustees at its July 2002 retreat and adopted at the August 2002 Board meeting. The Mission statement is published in the Santa Monica College Catalog each year and can be found on the college website. (<http://www.smc.edu/policies/>)

#### **Evaluation–IA.2**

The latest versions of the Vision, Mission, and Goals statements are not always posted on the website (e.g., the latest versions were not on the site when this self-study sought them in February 2003, but were quickly posted after the request was made).

#### **Plan–IA.2**

- ◆ The Superintendent/President's Office will ensure that the current versions of the Vision, Mission, and Goals statements are posted to the website.

**IA.3**      *Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

**Description–IA.3**

In 2002, the College’s Vision, Mission, and Goals statements were reviewed and revised. This was the first revision since the development of these statements in 1996. During Spring 2002, the Collegewide Coordinating Council devoted several meetings to this review process. Although no major revision was deemed necessary, the statements were updated and clarified. A draft of the revised statements was distributed to all college constituencies represented on the Collegewide Coordinating Council for review and recommendations. The Council subsequently reviewed the recommendations and incorporated many of them into a final version of the document, which it approved in May 2002. These documents are reviewed and revised at least every six years.

**Evaluation–IA.3**

Because the Collegewide Coordinating Council’s membership consists of the leadership of all college constituencies, the involvement of the Council in the development of the mission statement ensures that a broad segment of the college community has an opportunity to contribute to the final product. The last accreditation team praised the College for having a mission statement that is clear and simple. The current statement, while broad in scope, is an even better expression of the College’s philosophy of high-quality education and services and total inclusion.

**Plan–IA.3**

None

**IA.4**      *The institution’s mission is central to institutional planning and decision-making.*

**Description–IA.4**

The College’s mission statement focuses on creating a learning environment that meets the needs of its diverse student body and fostering an open exchange of ideas. It is intended to serve as the primary guide for the College’s planning processes. The mission statement’s general principles are represented by the six institutional goals—student success, academic excellence, a community of mutual respect, the effective use of technology, community partnerships, and a supportive physical environment—and numerous objectives that shape college policies and priorities. The Vision, Mission, and Goals are reviewed at least every six years (with the most recent revision taking place in 2002) and the objectives are reviewed and updated each year.

The process for revising the vision, mission, goals, and objectives calls for substantial input from the campus community and approval by the Collegewide Coordinating Council, which includes representation from all internal stakeholders. The mission statement is specifically intended to embody the ideal of Santa Monica College being a place in which the open exchange of ideas and mutual respect are valued.

In addition to the planning that takes place at the institutional level, many important decisions related to curriculum, student support services, and funding take place at the departmental level and through joint committees. Some examples of campus-wide and departmental planning are described below:

- As an outgrowth of the 2002 revision of the College’s Mission, Vision, and Goals statements, a focus group representing all college constituencies developed a series of planning issues to guide the creation of specific institutional objectives. The group, which was led by the Dean of Institutional Effectiveness and Planning, generated an initial list of 130 ideas, of which 35 were ultimately approved and included in the 2002-2003 update of the *Master Plan for Education*. As in prior years, to formulate the annual objectives, the vice presidents consulted with appropriate faculty and staff within their divisions and with the Superintendent/President prior to preparing a draft of the objectives to be reviewed by the Collegewide Coordinating Council. All constituent groups represented on the Collegewide Coordinating Council were also asked to submit proposed objectives. The final document was reviewed and approved by the Collegewide Coordinating Council.
- The faculty and department chairs work together with the Academic Senate Joint Curriculum Committee to create and modify courses. The Curriculum Committee is specifically mandated to assist the faculty in preparing curricular proposals that meet not only federal and state guidelines, but also the objectives stated in the College’s mission statement. Similarly, the program review process, which each program and department undergoes every six years, lists as its primary purpose “maintaining and enhancing program quality, vitality, and responsiveness to collegewide needs in support of student learning.” In addition, guidelines for the program review process for instructional programs specifically require that the department discuss how the goals and objectives of the College are integrated into the program.
- Various committees incorporate the College’s mission and goals into their criteria for deciding how to allocate limited resources:
  - The Academic Senate Joint Information Services Committee uses the mission and goals as a guide for allocating resources to meet various departments’ technology needs.
  - Criteria for awarding sabbaticals and fellowships and for allocating the College’s Vocational and Technical Education Act (VTEA) Title I-C funds to various vocational programs include assessing the applicants’ ability to demonstrate that the proposed projects are responsive to the Col-

lege's mission and goals. For example, sabbatical applicants are asked to describe how their sabbatical proposals support the mission and goals of the College.

#### **Evaluation–IA.4**

As described in Section 1A.1, planning and decision-making at the College are generally focused on fulfilling the mission of the institution to support students in achieving their educational goals. The College frequently modifies existing curricula and student support programs in order to meet the academic goals of its students. Research is regularly conducted on student success measures, such as transfer readiness, semester-to-semester persistence, and achievement of degrees and certificates. Student surveys are conducted, either regularly, for some programs, or occasionally, for the overall student services area, to determine the extent to which these programs are meeting student needs.

However, a number of circumstances have arisen in recent years, such as budget cutbacks and construction opportunities, which create the need for decisions to be made that have not been anticipated in the College's objectives. Under these conditions, decisions are sometimes made by the administration without the input and discussion that the mission statement leads faculty and staff to expect. Although the administration does provide feedback to the college community on some decisions, such as faculty hiring decisions, there is special concern that, when other significant decisions are made, no explanation is provided by the administration to demonstrate how the decision is consistent with the two goals of mutual respect and student success. A few examples of recent events illustrate this concern:

- Several vocational programs were cut in response to the budget crisis in the 2002-2003 academic year. Many faculty, staff, and students felt that the proposals to avoid eliminating programs, submitted by the Academic Senate and the Faculty Association, did not receive an adequate response. There is widespread concern that a decrease in the number of vocational programs will directly affect students' abilities to earn occupational certificates, a specific component of the mission statement.
- Committee discussions regarding which programs to consider moving to the Bundy Site were terminated before some committee members were satisfied that sufficient information had been obtained to support recommendations about which programs were best suited to that location.

The resulting dissatisfaction and lowered morale, associated with the perception that important decisions are made without meaningful input from constituent groups, contributed to the faculty and classified staff's June 2003 vote of no confidence in the Superintendent/President.



#### **Plan–IA.4**

- ◆ The Superintendent/President will communicate the rationale for and relationship of decisions to the college mission, goals, and objectives, when those decisions differ significantly from formal recommendations forwarded by collegewide planning bodies.

## **IB. Improving Institutional Effectiveness**

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

**IB.1**      *The institution maintains an ongoing, self-reflective dialogue about the continuous improvement of student learning institutional processes.*

### **Description–IB.1**

Santa Monica College faculty are continually engaged in the process of improving student learning in myriad ways: selecting the best instructional materials, creating the most interesting modes of presentation, and designing examinations that fairly reflect what their students have been expected to learn. Most faculty regularly assess whether learning is occurring in their classrooms, evaluating the feedback they receive from comments and tests and using this information to change what and how they teach. The following are some examples of formal activities directed at improving institutional effectiveness:

- In August 2001, as an Opening Day flex activity, all full-time faculty participated in a day that featured alternative teaching techniques and alternative learning strategies. In the morning, 31 instructors, representing 19 different departments, taught model classes. The rest of the faculty, as well as classified staff and administrators, attended as students. In the afternoon, faculty met in their respective departments to discuss how to apply these new techniques to their disciplines.
- Counseling 20 (formerly Human Development 20), which includes college-level study skills, has been substantially improved and expanded, and two new full-time counseling faculty members were hired in 1999 to teach sections of this course.
- In Fall 2002, the Specialized Curriculum Optimizing Retention in Education (SCORE) project brought faculty from the Mathematics, English, and Counseling departments together on a monthly basis to share ideas that support students in remedial-level courses. Representatives from each department shared techniques they found helpful when teaching basic skills students, including note-taking, time management/organization, and reading comprehension. Participating faculty discussed ways in which these practical skills, typically taught in Counseling 20 classes, could be reinforced in the classroom, and counselors visited mathematics and English classes to present these strategies to the students.
- The Mathematics, English, English as a Second Language, and Modern Language Departments have devoted considerable time and research to studying how stu-

dents move from one level to a subsequent level and the accuracy of current assessment examinations. In Fall 2002, a six-year study was begun to track 205 students who began in C-level English (the lowest level of remedial English) as they progress to college-level English courses. Used extensively by the Counseling Department, this information was also presented at academic department meetings and initiated many ongoing discussions.

- The English and English as a Second Language Departments administer a joint Common Essay Exam during the eleventh week of each semester for students at the B-level (just below college-level) English. All instructors teaching at this level are required to give the exam and participate in a group assessment session as part of their grading process. The two departments work cooperatively to select a test reading and prompt and to develop a scoring guide identifying the expected writing proficiencies. This examination also provides an outside assessment about a student's readiness for entry into college-level English. Both full-time and part-time faculty participate in the Common Essay Exam process, and part-time instructors receive compensation for the extra hours spent at the group assessment session. The Common Essay Exam is coordinated by full-time faculty in English and English as a Second Language. Both departments feel satisfied with the opportunity to standardize grading practices and with the professional camaraderie that develops through this process. The administration has given full support to this activity.
- In November 2001, after a two-year research project conducted by the English as a Second Language Department and the Assessment Office, Santa Monica College received provisional approval from the Chancellor's Office for the development of its own college-developed writing placement instrument. Although the pilot was successful, the placement test was not implemented because of the reduction in the matriculation budget, the funding source to pay for the evaluation of the essay. The ESL faculty believes that ESL student placement would be more accurate if a writing instrument was in place.
- Most vocational courses have clear learning outcomes because discipline course work centers on the achievement of core competencies, developed to meet industry needs or licensure. Examples include Early Childhood Education, which teaches to a state matrix, and areas, such as Nursing and Cosmetology, that prepare students for state examinations.
- The Academic Senate Joint Curriculum Committee has required all departments to include learning objectives in course outlines. As each department is scheduled to undergo program review, it is required to present updated course outlines for each course offered. Appropriate prerequisites, corequisites, and advisories must be justified for each course.
- A study conducted in 1998 by the Office of Institutional Research determined that students who are eligible for English 1 (Freshman Composition) perform substantially better in a variety of courses in other disciplines, including history, econom-

ics, and anthropology. As a result, the College instituted a skills advisory that encourages students to be eligible for English 1 before enrolling in many general education transfer courses.

- After an exhaustive study of the College’s “Early Alert” process, which is designed to identify students who are at risk of failure early in the semester and refer them to appropriate intervention services (e.g., counseling and tutoring), the entire process is being overhauled, automated, and made Internet-accessible to increase the effectiveness of the process and improve student outcomes. The new process, which will include a comprehensive student tracking system, will be pilot tested in Spring 2004.
- A research project that analyzed the effect of short sessions on student outcomes found that these shorter sessions do, in fact, benefit many students. This study found that students perform better (e.g., success rate, retention, and GPA) in compressed six-week and eight-week sessions than in full (16-week) semesters. The study compared a variety of student populations and found similar results across student ethnicity, age, gender, and course load. In 2000, the study received the Excellence award from the Research and Planning Group for the California Community Colleges.
- The Presidential Student Retention Task Force was convened in Spring 2002 and charged with examining, in depth, the causal factors behind the relatively high withdrawal rate and low persistence rate of Santa Monica College students. The task force was charged with examining college data and investigating what other colleges are doing to improve retention. As a result, numerous recommendations were made, including the enforcement of mandatory English and mathematics assessment of first-time college students. The work of the task force will continue and will result in the development of strategies to improve student retention and persistence.
- During the Spring 2000 semester, a study was conducted to determine the effectiveness of tutoring on campus. More than 4,100 students were tracked, and 15,115 tutoring contacts were analyzed. As a result of this study, the Collegewide Coordinating Council made several recommendations, which appeared in the July 2001 *Master Plan for Education* annual report.
- The Student Success Project received the “2003 Exemplary Practice Award” from the National Council on Student Development, which cited the program’s effectiveness, quality, significance to the field, and the adaptability of strategies aimed at increasing student success, retention, and persistence.

## Evaluation–IB.1

Measuring student learning outcomes is an integral part of the educational process and something the College will need to address for the foreseeable future. Discussions about

student learning outcomes have occurred at the departmental level. There have also been attempts to establish a campus-wide dialogue. In Spring 2003 the Dean of Institutional Effectiveness and Planning and the Academic Senate President began planning the “Beta Project.” Thirty instructors were randomly selected, at least one from each department, and asked to commit to a multiple year discussion of student learning outcomes and how general education shapes lives. Everyone agreed to attend the first day-long meeting to “test the waters.” After completing a comprehensive review of literature and research on the subject, a publication from Alverno College, *Student Learning: a Central Focus for Institutions of Higher Education*, was selected as the text, and copies were made for all participants. Unfortunately, a week before the first meeting, the campus climate and state of unrest reached a point of such intensity that the meeting was canceled.

Another area of student learning outcomes addressed by the College is the use of course prerequisites. Although all departments have established appropriate prerequisites for their courses, only those for English, English as a Second Language, Mathematics, Chemistry (Introductory General Chemistry and General Chemistry), and the Academy of Entertainment and Technology courses are automatically enforced at the time of enrollment. A more extensive prerequisite validation system is under development, but is subject to limited Management Information Systems resources and will be implemented as the availability of the system developers permits.

### **Plan–IB.1**

- ◆ The Academic Senate President will lead an effort to define student learning outcomes and develop a plan for how the College will address the assessment of those outcomes.

**IB.2**      *The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

**IB.4**      *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. Members of the institution understand these goals and work collaboratively toward their achievement.*

### **Description–IB.2 and IB.4**

The basic model for planning at Santa Monica College is to have a central planning committee (the Collegewide Coordinating Council) that both receives and transmits information to all other parts of the College. The composition of the Collegewide Coordinating Council includes representatives from a variety of constituent groups who are familiar with the myriad issues, plans, and concerns that shape the College's planning and decision-making processes. Thus, these individuals are able to provide information about

and influence future actions in the areas they represent. The Collegewide Coordinating Council is chaired by the Vice President, Academic Affairs. Its membership includes:

- Academic Senate (6) including the chairs of the Academic Senate Joint Curriculum, Department Chairs, and the Academic Senate Joint Program Review committees;
- Faculty Association (2);
- Classified Senate (2);
- Classified School Employees Association (CSEA) (2);
- Associated Students (2); and
- Administrators (5) including four vice presidents.

The Collegewide Coordinating Council reviews the Vision, Mission, and Goals statements periodically (described in Standard IA), then develops and later evaluates a set of educational objectives that are keyed to the goals. This product, the *Master Plan for Education*, involves wide participation and is widely regarded as the planning document of the College.

As described earlier, the Collegewide Coordinating Council determined that specific planning issues should be identified in the annual *Master Plan for Education* to serve as a further guide in developing institutional objectives over the next several years. In May 2002, the Collegewide Coordinating Council approved a final list of 35 planning issues that were included in the 2002-2003 update of the *Master Plan for Education*. ([http://www.smc.edu/committees/coordinating\\_council/pdf/EduPlan.7\\_02web.pdf](http://www.smc.edu/committees/coordinating_council/pdf/EduPlan.7_02web.pdf)).

In the development of the annual objectives, department chairs submit suggestions to the appropriate vice presidents, who then submit a revised list of objectives to the Collegewide Coordinating Council. Committees and governing groups may also submit objectives. This is truly an endeavor in which a wide range of the college community participates. As a consequence, each operating unit of the College is committed to the success of these objectives.

Although the Collegewide Coordinating Council is designed to be the central planning committee of the College, the College has at least three other pivotal plans that are not developed by the Collegewide Coordinating Council and not explicitly keyed to the Mission and Goals statements.

- The *Comprehensive Facility Master Plan* was developed in 1998, with the assistance of Gensler and Associates. In 2001, a different outside consultant (3D-International) conducted an assessment of the current condition of the College's buildings to determine which were most in need of replacement. The study also served as support for the College's bond measure projects, most of which were included in the 1998 plan specifically (e.g., the Student Services Building) or generally (unidentified classroom buildings). The results of the study, including

specific placement of buildings, were presented to the campus at the Fall 2002 Opening Day, when most faculty and many classified employees were present. The study will serve as a primary component of the *Comprehensive Facility Master Plan* update. The actual update process continues under the guidance of the Collegewide Coordinating Council and Gensler and Associates.

- The *Master Plan for Technology* is developed annually by the Academic Senate Joint Information Services Committee (whose function is to assess academic computing needs) and the District Technology Committee (whose function is to integrate the academic computing priorities with the technology needs of student services, administrative services, and college infrastructure). Based on local technology plans and requests from departments and programs throughout the College, these committees prioritize the plans so that whatever funding is available can be allocated in a systematic and equitable manner. The *Master Plan for Technology* has widespread input and, although not explicitly keyed to the institutional objectives, does take the College's mission and goals into account.
- The budget plan, which is not called a master plan, is a document prepared and modified by the Executive Vice President, Business and Administration and presented to the Board of Trustees with no formal approval by the Budget Committee or the Collegewide Coordinating Council. Each spring, departments throughout the College submit requests for additional funding, and negotiations between the employee unions and the District also impact budget planning. However, although the Budget Committee attempts to review the overall budget, there is no process to approve it or examine it to see if it reflects the vision, mission, goals, and *Master Plan for Education* institutional objectives.

Beginning in 1998, Santa Monica College has received Partnership for Excellence funding from the State. In two funding rounds (1998 and 1999), proposals that addressed student learning were solicited from faculty, staff, and administrators. Of the 50 proposals received, 19 were eventually funded. Some of the projects were cross-disciplinary in nature or addressed a campus-wide need, while others focused on a single program or discipline. Many proposals were technology related. All of the proposals were designed to increase institutional effectiveness. The funded projects are summarized below.

- *The Student Success Project*: Data collected from a survey sent to students on academic probation were analyzed and used as the basis for designing several intervention strategies.
- *A Tutorial Training Program for Student Tutors*: An expert was hired to develop training materials for a student-tutor handbook.
- *Hardware for Electronic Tutorial Programs*: 18 computers were purchased to support current tutoring software.

- *Expansion of Virtual Office Hours:* Funding supported the additional infrastructure needed to provide campus-wide implementation of this convenient, flexible online communication path for students and faculty.
- *Writing Assistants for History Classes:* Funds were used to train and hire students to assist history students with writing assignments.
- *An Internet Café:* A website was developed to provide faculty with online information on teaching methodologies and student learning styles.
- *Disc Atlas:* Two members of the Social Sciences Department compiled an electronic atlas for use in the classroom.
- *High School Articulation Project:* A collaboration among the Tech Prep program, Outreach, and the Transfer Center, this project produced a resource notebook that described the articulation agreements (primarily vocational) between the local high schools and Santa Monica College.
- *Pilot Service Learning Project:* A consultant was hired to set the groundwork for a service learning program on campus.
- *A Resource Guide for Faculty and Staff:* An electronic guide was developed to assist staff in interacting with students with disabilities.
- *College Skills Intervention:* Content material was added to a Psychology 1 course to teach students how to memorize, study, and process material.
- *Career and Vocational Information Access:* A dedicated server was purchased so that the popular career-planning program, Eureka, could be accessed from computer sites all over campus.
- *Jump Start:* A class was developed to help nursing students improve their skills in critical thinking and mathematics.
- *Diversity Skills Training:* A workshop was conducted for nursing students to help them understand how different cultural beliefs relate to health.
- *Test-Ups:* A website was designed for student access, and mathematics instructors were encouraged to post practice materials, old exams, and advice.
- *First Semester Supplemental Book Assistance:* First-semester students, who had already applied for financial aid, were provided an advance to allow them to purchase books.
- *Technology Training:* A site license was purchased for a technology training software package (Catapult) to be shared by the Business and Academic Computing Departments.



- *Universal Accessibility:* Assistance was provided to faculty to help them make their web pages accessible to students with disabilities.
- *Study Strategies Workshops:* A series of workshops were offered to students in the Early Childhood Education program to help them become more comfortable with the terminology that was being introduced in class.

With the statewide focus on performance outcomes and accountability from various constituencies, the college administration, faculty, and staff have increased their engagement in reflective dialogue to assess how programs perform and adapt to the needs of students. Examples of these expanded dialogues include the following:

- Departments, programs, major organizations, and committees—such as the Academic Senate, the Classified Senate, the Academic Senate Joint Curriculum Committee, and the Academic Senate Joint Program Review Committee—frequently develop goals and objectives for a particular period of time. The central planning model assumes that these objectives will integrate with those of the College. However, there is no formal process for evaluating whether this occurs.
- The Academic Senate Joint Program Review Committee continues to be very active in evaluating both educational and service units of the College. This process, which is taken seriously by programs, gives a great deal of focus to assessment of outcomes. Most recently, the Program Review Committee has enforced the course updating requirement and the restatement of course objectives in measurable student outcomes. The committee membership overlaps that of the Collegewide Coordinating Council in a number of positions, and the committee delivers an annual report to the Collegewide Coordinating Council at the time a new set of college objectives is under development.
- The Academic Senate Joint Curriculum Committee has always been a place where discussions of learning processes occur, usually related to program, course, or certificate development, but also about broader issues such as general education. For example, the American Cultures requirement for the Associate in Arts degree (approved in 1994) was implemented in 1998. The Curriculum Committee requires course outlines to adhere to guidelines, adapted from Title 5, that establish measurable outcomes for new and revised courses and for prerequisites. The Curriculum Committee has also had significant discussions regarding the development and implementation of online courses, coordinating its efforts with the Academic Senate Joint Distance Education Committee.
- Supported by a grant, an *ad hoc* committee studied ways the College might incorporate information competency into its curriculum and graduation requirements. This committee supported the development of an Information Competency course (Education 15/Library 15) and contributed to the development of an inter-college professional development website called [4faculty.org](http://4faculty.org).

- The Counseling Department has demonstrated exceptional leadership in developing programs intended to improve student learning. For instance, several counselors, working under a grant, developed a Student Success Seminar/Program to help students make the transition to college-level learning. The Counseling Department has also developed and maintains a web page to help students and faculty connect with appropriate student services.
- A more recent project, SCORE, brings counselors together with members of the Mathematics and English departments. Their original goal was to develop a comprehensive assessment plan to evaluate and implement strategies ultimately leading to improved programs and services for developmental students. This has evolved into an interdisciplinary forum for exchanging pedagogical strategies.

### **Evaluation—IB.2 and IB.4**

Since the last accreditation visit, the efforts of the Collegewide Coordinating Council to ensure that the general college planning processes are broad-based and effective have resulted in many positive changes at the campus. For example, the Partnership for Excellence special project proposal review process ranks proposals to ensure a more objective funding process; the development of institutional effectiveness indicators identified additional research projects to track student success; and an investigation into the efficacy of the tutoring program resulted in significant actions being taken, such as the development of a tutor training program and revision of the processes for recruiting tutors.

The annual revision of the objectives defined in the *Master Plan for Education*, a process that is overseen by the Collegewide Coordinating Council, is another successful example of inclusive planning focused on improving institutional effectiveness. The extent to which the plan's objectives have permeated the campus culture is evidenced by the recent analysis completed by the chairs of the Academic Senate Joint Program Review and Curriculum committees. They reviewed the 2002-03 objectives to evaluate whether their work was coordinated with the objectives. Both found significant correlations between their committees' efforts and the objectives.

The process for identifying objectives for the plan has improved over time. In the past, the number of objectives selected for inclusion in the *Master Plan for Education* was very large. However, experience has shown that it is better to concentrate on fewer objectives, selecting those that are relevant to large segments of the College. At present, the number of objectives selected each year is between 25 and 30. To be sure, additional improvements should be made to this process. For example, many of the objectives are not stated in measurable terms and, for some of the objectives, no particular individual or position is assigned responsibility for assuring their completion. Additionally, if a desired outcome is known, it should be specified.

While the Collegewide Coordinating Council has been successful in some areas of making the collegewide planning process inclusive and effective, it has been hampered by lo-

gistical challenges, the inconsistent attendance of some members, and a perception that the recommendations of this group are not always heard by the administration.

The Council is slated to meet twice monthly during the fall and spring semesters and has generally done so for the last six years. In the 2002-2003 academic year, however, four of the thirteen scheduled meetings were canceled. This included the Collegewide Coordinating Council meeting scheduled for May 14, 2003 (the day the May Budget Revise was released by the Governor), which was canceled despite the fact that the Board of Trustees was meeting the very next day to eliminate some vocational programs. The irregular attendance of certain Coordinating Council members, including some senior staff representatives, creates the perception that the planning done by this group is not taken seriously. The one meeting each year that is well attended is the one in which a priority list for hiring new full-time faculty is prepared for recommendation to the Superintendent/President. In addition, no formal process exists for establishing whether a meeting is needed or for submission of agenda items. New items are not introduced from the floor, and minutes have not been kept consistently.

With regard to student learning, the best reflective dialogue tends to occur in individual programs and services, and in committees directly related to the task. It is here that collegial and honest collaboration results in the most open discussions. Although individuals make some decisions, items of high importance are discussed across various college groups, including the Academic Senate, the Department Chairs Committee, the Faculty Association, and the individual departments. This offers opportunity for objections to be discussed fully.

Unfortunately, there are perceptions that this reflective dialogue does not extend into the highest levels of planning in the College. There have been complaints that, with the exception of the annual development of the *Master Plan for Education* objectives and the prioritizing of faculty hires, Collegewide Coordinating Council discussions tend to be a one-way delivery of information from the chair. There is a sense that the Council agenda frequently does not reflect current pressing issues. Historically, Council recommendations have been by consensus. There is frustration that when consensus cannot be reached on controversial issues, there is no process for sending a majority opinion forward to the Superintendent/President. These issues contribute to the perception that the proceedings of the Council have minimum impact on college planning.

Regular meaningful participation in Collegewide Coordinating Council meetings and administrative responsiveness to the recommendations of the committee should improve morale and communication across campus.

#### **Plan–IB.2 and IB.4**

- ◆ The College will clearly delineate and communicate the scope of the Collegewide Coordinating Council's responsibilities and its role in college planning. The Collegewide Coordinating Council will also clarify its relationship with other plan-

ning entities (i.e., Budget Committee, District Technology Committee, Academic Senate joint committees, departmental structures).

- ◆ The Collegewide Coordinating Council will develop measurable institutional objectives, assign responsibility for them, and articulate and adhere to an assessment protocol.
- ◆ The Collegewide Coordinating Council will complete a self-evaluation of its membership, structure, agenda development process, leadership, and meeting schedule, and make changes as necessary.
- ◆ The Collegewide Coordinating Council will meet during the winter and summer intersessions, as well as during the regular fall and spring semesters.
- ◆ Minutes will be kept of all Collegewide Coordinating Council meetings. Agendas and minutes will be posted on the committee's website, and representatives will report important outcomes to their respective groups.
- ◆ Major recommendations made by the Collegewide Coordinating Council will be posted on the committee website.
- ◆ The Collegewide Coordinating Council chair will ensure that a regular meeting pattern is maintained and that when members cannot attend, they send substitutes to represent them.

**IB.3**      *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

**IB.5**      *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

### **Description—IB.3 and IB.5**

The Office of Institutional Research was created in January 1996 and has been an important part of institutional planning and development. This office was established to ensure that institutional research is closely integrated with and supportive of planning and evaluation. Institutional Research conducts a variety of studies based on departmental, committee, *ad hoc* individual faculty and staff, and organizational requests, as well as local, state, and federal requirements. Data are collected for the purpose of supporting program review, examining student characteristics for student services, substantiating grant proposals, and preparing internal and external reports. In addition, college publications that describe issues of quality assurance rely heavily on these reports (e.g., class schedules, catalog, and vocational education program announcements).

In anticipation of statewide budget cuts, the Board of Trustees took action to eliminate the positions of the Dean, Institutional Research and Dean, Institutional Effectiveness and Planning, effective July 2003. As an interim plan for Fall 2003, two academic administrators were given 50% assignments to respond to research needs.

The *Master Plan for Education* states that the College will use data on student outcomes to enhance educational programs and services. This mandate has been carried out through a variety of standard reports that are produced by the Institutional Research office on a regular basis and customized research projects that are conducted in response to requests from college staff and government agencies. The *Master Plan for Education* also expresses the institution's commitment to the lifelong development of students' skills and competencies and to addressing the educational needs of a diverse community. Progress toward these goals has been measured, using a number of student- and staff-related variables.

A primary mission of the campus is transfer. This important student outcome is challenging to measure, because it relies on information provided by the receiving institutions. The College receives periodic reports from the University of California and from the California State University system about Santa Monica College students who enroll in those institutions, but not from private or out-of-state institutions. Therefore, the College also compiles its own data from a variety of sources:

- In 2001, the College purchased a membership in the National Student Clearinghouse, a service that provides postsecondary student degree and enrollment verification. (This service is also being used by the California Community Colleges Chancellor's Office in its First-Time Freshman Study, a longitudinal tracking of student outcomes from 1997 through 2000.) Although meaningful data regarding Santa Monica College student transfers will require several years of tracking, this system will enable Santa Monica College to track students who transfer to out-of-state or private institutions.
- The College uses definitions of transfer readiness and transfer preparedness, created by the California Community Colleges Chancellor's Office, to identify the number of students who meet criteria that would make the student eligible to transfer to a four-year college or university. These criteria include whether students earned a specified number of transferable units, a minimum GPA, and successfully completed college-level English and mathematics courses.
- The College recently entered into an agreement with the Los Angeles Community College District and California State University, Northridge to exchange enrollment and grade information about Santa Monica College students who have taken classes at one or more of those institutions.
- During Fall 1998, the College initiated an extensive, three-year study, using quantitative and qualitative methodologies, which examined its effectiveness in preparing students to transfer to six of the local four-year institutions. Findings from that

study resulted in a number of changes in the counseling and information technology training areas, including the development of a transfer website (<http://www.smc.edu/transfer/articulation>).

Since the last accreditation, the College has focused significant attention on the issues of student retention and student success.

- The Presidential Task Force on Student Retention was convened in 2002. Four sub-committees looked at the following areas: external and internal research related to retention, institutional retention strategies, and retention program models. The task force used the findings from the subcommittees to create a set of recommendations to address retention.
- Enrollment, success, and withdrawal rates, by course and collegewide, are tracked each semester, as are students' semester-to-semester persistence rates and the number of students placed on probation or disqualified.
- The Office of Institutional Research recently analyzed the effect of session length on student success. The report concluded that students who enrolled in six- and eight-week courses, regardless of discipline, ethnicity, age, gender, goal, or number of units enrolled, had higher success rates, higher average grades, and lower withdrawal rates than students in 16-week classes.
- The Office of Institutional Research investigated the relationship between student eligibility for college-level English and success in other courses. As a result of this study, the authors recommended to the Academic Senate Joint Curriculum Committee that an advisory for college-level English be placed on many courses. This recommendation was implemented.
- At the Superintendent/President's request, the Office of Institutional Research developed a profile of first-time students (those with no college experience) at the College in Fall 2001. The report explored who the students were, how they performed academically, and how they differed from the rest of the student population. The study indicated that they are a particularly vulnerable group, likely to perform at a lower level, to drop out of classes, and to be placed on probation. In the future, these findings will be used to identify ways to improve the outcomes of this group.

As mandated by the State, each department at the College participates in the program review process at least once every six years. The Office of Institutional Research provides relevant data for each department. The Academic Senate Joint Program Review Committee reviews the respective programs' self-study report and interviews members of the program that submitted the report. During the analysis, strengths and weaknesses in a program are discussed, and recommendations made. This process continues to be refined. The Program Review Committee now meets before each interview to develop focused questions, rather than following past practice and just asking the program present its re-

port, which hitherto had allowed little or no time for the Program Review Committee to clarify or expand on the report's content.

A summary of each Program Review report is submitted to the Collegewide Coordinating Council. This information is used, in part, to determine an instructional program department's new permanent faculty allocations and provide the basis for development of institutional objectives each year. Responsibility for following through on other results generated by the program review process belongs to the department, program, or appropriate administrator.

An "Instructional Program History" report is generated by the Office of Institutional Research each semester to examine offerings by all disciplines. In addition, a longitudinal study is generated annually to examine trends on a course-by-course basis. Instructional planners examine trends in the data to plan course offerings for the future. In addition, the Collegewide Coordinating Council uses this information, in conjunction with other sources of information, to recommend the allocation of new permanent faculty positions.

Issues related to student and staff equity are also regularly reviewed by the College. Two examples are described:

- Between January 1, 2001 and December 31, 2002, the College served as a partner institution in the Diversity Scorecard Project, supported by the James Irvine Foundation and conducted by the University of Southern California. Over the course of the two years, the College collected data about the disparities in academic outcomes between African-American and Latino students in comparison to white and Asian-American students in targeted courses. The study resulted in a list of recommendations for strengthening the performance of students in these courses.
- Each year, the Office of Institutional Research has compiled the results of an Equal Employment Opportunity Survey, which presents the gender and ethnic distribution among full-time and part-time faculty, academic administrators, classified managers, and classified staff.

The Office of Institutional Research generates a variety of regular reports used to examine student success from different aspects including:

- Key accountability indicators identified by the Chancellor's Office are used as the basis for creating a report of Institutional Effectiveness Indicators. These data focused on areas such as student persistence, demographics of successful students, course completion and retention rates, degree completion, and time to degree, providing historical information (generally back to the early 1990s) which allows the College to assess its long-term progress.
- The Instructional Management System (TIMS) details attendance and grading practices by course and by instructor. These reports are distributed to administra-

tors and department chairs and are used extensively in planning and evaluation processes.

- The College receives an annual report from the California Postsecondary Education Commission (CPEC), “Community College Annual Program Award Comparisons,” which gives a list of degrees and certificates awarded, listing data for Santa Monica College for five consecutive years. Data are categorized by gender, residence, ethnicity, Associate in Arts degree versus professional/vocational certificate, and by two-digit and six-digit Classification of Instructional Programs (CIP) code. This report is used to examine one measure of “completion.”

### **Evaluation—IB.3 and IB.5**

The exceptional value of Santa Monica College’s Institutional Research office is exemplified by the increased number of requests for studies and surveys submitted by a variety of Santa Monica College departments and constituency groups. Research reports also provide an essential component of the myriad grant applications submitted by the College. Santa Monica College faculty have a long tradition of relying on data, as exemplified by the continued use of the TIMS report, which has been used by administrators and faculty since the 1970s.

The excellent quality of the Santa Monica College research function has also been recognized by a variety of external groups:

- The 2002 Practitioner Recognition Award was presented to the Dean, Institutional Research by the National Council for Research and Planning.
- The Research and Planning Group for the California Community Colleges presented the Award of Excellence for Santa Monica College’s study entitled “Influence of Session Length on Student Success.”
- Another research-based project, the Student Success Project, received national recognition from the National Council on Student Development as a “2003 Exemplary Practice Award” recipient.

The advisory service provided by the research office has been very helpful in making the college community more comfortable with the use of data-driven assessment. The research staff work with faculty and staff to refine their data requests and determine whether additional data would be helpful. This interactive process results in the production of findings that can be immediately applied in the classroom, in grant proposals, and in decision-making processes.

One shortcoming of the current system is that the research office is often not made aware of how the data produced are used by the departments. A feedback loop that keeps the researchers aware of what information is useful would be helpful in guiding future research priorities and processes.



The turnaround time required to respond to data requests is dependent, in part, on the complexity of programming required to retrieve information in the format requested. It is probable that the turnaround time will increase, due to the reduction in personnel in the Institutional Research office, and until the current personnel become conversant with the existing system or implement a new method for conducting statistical analysis.

### **Plan–IB.3 and IB.5**

- ◆ When more resources are available, the Collegewide Coordinating Council will develop a plan for re-establishing a robust research arm of the College.
- ◆ The Office of Planning and Development will create a process for identifying research priorities for the future.
- ◆ In addition to posting research results to the College’s website, research findings will be shared through a wider variety of venues, such as professional development workshops.
- ◆ Communications from the Office of Institutional Research will be designed to be as user-friendly as possible, with the recognition that many people are not trained in the analysis and interpretation of statistics.
- ◆ The Office of Planning and Development will develop a feedback loop from the users to the research office to determine how the information was used and that the information provided was effective for the user’s purposes.

**IB.6**      *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

**IB.7**      *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

### **Description–IB.6 and IB.7**

Santa Monica College currently has no formal process for a global review and modification of its planning and assessment processes, or coordination among them, although there is an inherent review process in any program plan revision or implementation. The group doing the revising generally has extensive knowledge of the strengths and weaknesses of the previous version. Examples of revision of major planning processes include the following:

- In response to a perceived lack of participation in the collegewide budget development process, a group of campus leaders reactivated the largely dormant joint budget committee and are working to make it an effective and informed vehicle for carrying out budget discussions.
- At the end of each academic year, the Academic Senate Joint Program Review Committee meets to identify ways in which to improve the efficacy of and streamline the program review process.
- The Academic Senate Joint Personnel Policies Committee substantially rewrote the processes used in faculty evaluation to better address the shift from a two-year to a four-year probationary period.
- To address a perceived need to improve communication, problem-solving skills, and long-range planning, ninety managers attended a weekend retreat, organized by the Dean, Institutional Effectiveness and Planning, and led by professional facilitators.
- The Academic Senate Joint Sabbaticals and Fellowships Committee is revising the process by which it reviews sabbatical applications to ensure that the merits of each candidate are assessed in an equitable manner.
- Many committees have reviewed and recommended revisions to Board policies and administrative regulations, as well as revising the constitutions and by-laws that govern their activities.

Institutional research also plays a part in evaluating programs or functions. Efforts to develop survey instruments and conduct formal evaluations have been heavily dependent upon the Dean, Institutional Effectiveness and Planning and the Dean, Institutional Research. Although individuals and groups developing instruments and conducting evaluations have included experienced people who took great care to develop, administer, and analyze the surveys, no external process was used to evaluate the survey instruments themselves. Examples of internal evaluations include:

- *Master Plan for Technology:* The Academic Senate Joint Information Services Committee has periodically conducted technology surveys of faculty, staff, and students, to gather information on current usage levels, perceived needs, access to equipment and software, frequency of use, and common applications of technology, and used the results to revise the *Master Plan for Technology*.
- *Early Alert:* A study was conducted to ascertain whether students act upon the recommendations they receive in the mail as a result of the early alert program. Neither students nor faculty have been satisfied with this process. Under the Title III, Strengthening Institutions grant from the U.S. Department of Education, the Counseling Department is developing an automated, Internet-based early alert system to be pilot tested in Spring 2004.

- *Tutoring*: All students who received tutoring at the College were tracked over the course of a semester to evaluate the effectiveness of the tutoring services. As a result, the College discovered that these services were well utilized by “A” and “B” students, but were not attracting and serving students working at or below average. Further, the study revealed the need for a tutor training program. The processes by which student tutors are recruited and assisted are now being addressed.
- *SEEK*: This program, directed at serving adults returning to education, was eliminated on the basis of a student survey that showed a significant drop in interest in program services. The information from this survey is being used to develop services tailored to the needs of this population.

### **Evaluation—IB.6 and IB.7**

Over a period of time, considerable efforts have been made to coordinate components of institutional research, program evaluation, and planning in curriculum and student services. However, the evaluation process itself has not been systematically assessed and it is clear that many local planning steps are not connected to overall college planning. Connections between functional planning and the resource allocation process seem tenuous at best and there is no systematic review of how surveys are developed, used, or coordinated across campus, or how the results are used in the decision-making processes.

Basic concerns about global planning have increasingly surfaced, primarily because many members of the college community feel disenfranchised from the decision-making process. There is a perception that official planning processes are carried out *pro forma*, without either incorporating or responding to committee recommendations in the final decisions.

Concerns have also been raised that often the same people serve on multiple influential committees. While this facilitates information flow among committees, it also limits the infusion of new ideas or perspectives into the discussions.

### **Plan—IB.6 and IB.7**

- ◆ The Superintendent/President will ensure that the College develops a formal, overt assessment of its planning and evaluation structure and processes.