

---

# Santa Monica College

---

## INSTITUTIONAL SELF-STUDY REPORT IN SUPPORT OF REAFFIRMATION OF ACCREDITATION

SUBMITTED BY

SANTA MONICA COLLEGE  
1900 PICO BOULEVARD  
SANTA MONICA, CALIFORNIA 90405-1628

TO  
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

JANUARY 2010



# Certification Page

---

## CERTIFICATION OF THE INSTITUTIONAL SELF-STUDY REPORT

December 16, 2009

TO: Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

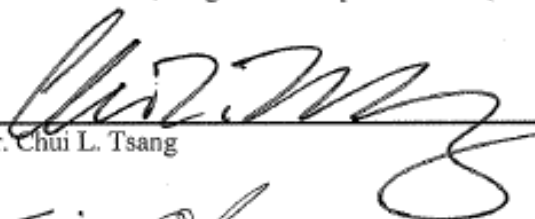
FROM: Santa Monica College  
1900 Pico Boulevard  
Santa Monica, CA 90405-1628

The Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

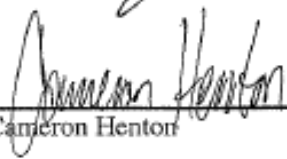
We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.

Signed

  
\_\_\_\_\_  
David B. Finkel, Judge of the Superior Court (RET),      Chair, Board of Trustees

  
\_\_\_\_\_  
Dr. Chui L. Tsang      Superintendent/President

  
\_\_\_\_\_  
Dr. Eric Oifer      President, Academic Senate

  
\_\_\_\_\_  
Cameron Henton      President, Associated Students



## **BOARD OF TRUSTEES**

DAVID B. FINKEL, JUDGE OF THE SUPERIOR COURT (RETIRED), CHAIR

DR. ANDREW WALZER, VICE CHAIR

DR. SUSAN AMINOFF

DR. NANCY GREENSTEIN

LOUISE JAFFE

DR. MARGARET QUIÑONES-PEREZ

ROB RADER

SETH SMITH, STUDENT TRUSTEE

## **SUPERINTENDENT/PRESIDENT**

DR. CHUI L. TSANG

## **ACCREDITATION LIAISON OFFICER**

RANDAL LAWSON

## **ACCREDITATION SELF-STUDY CO-CHAIRS**

RANDAL LAWSON

RICHARD TAHVILDARAN-JESSWEIN

## **ACCREDITATION SELF-STUDY CO-EDITORS**

ERICA LEBLANC

TONI RANDALL

## **ACADEMIC SENATE PRESIDENT**

ERIC OIFER



# Table of Contents

---

|   |                |
|---|----------------|
| <b>Introduction .....</b>   | <b>1</b>       |
| Mission, Vision, Values and Goals.....                                    | 1              |
| Santa Monica College History .....  | 3              |
| College Maps .....  | 6              |
| Demographic Data .....  | 8              |
| Self-Identified Planning Agenda from the 2004 Self-Study Report.....      | 19             |
| Longitudinal Student Achievement Data.....                                | 44             |
| Program Review.....   | 49             |
| Student Learning Outcomes and Assessment.....                             | 50             |
| Off-Campus Sites and Distance Learning.....                               | 51             |
| External Independent Audits and Federal Grant Integrity .....             | 53             |
| Self-Study Report Abstract.....   | 54             |
| Organization for the Accreditation 2010 Self-Study .....                  | 66             |
| Timeline for the Accreditation 2010 Self-Study.....                       | 69             |
| Accreditation Steering and Standard Committee Participants.....           | 75             |
| Organization of the Institution.....                                      | 80             |
| Certification of Continued Compliance with Eligibility Requirements ..... | 93             |
| Santa Monica College: Our Story .....                                     | 101            |
| <br><b>Response to Recommendations of the 2004 Visiting Team.....</b>     | <br><b>105</b> |
| <br><b>Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS .....</b>      | <br><b>129</b> |
| IA. Mission.....  | 129            |
| IB. Improving Institutional Effectiveness.....                            | 165            |
| <br><b>Standard II: STUDENT LEARNING PROGRAMS AND SERVICES .....</b>      | <br><b>215</b> |
| IIA. Instructional Programs .....   | 215            |
| IIB. Student Support Services .....                                       | 293            |
| IIC. Library and Learning Support Services .....                          | 339            |
| <br><b>Standard III: RESOURCES .....</b>                                  | <br><b>361</b> |
| IIIA. Human Resources .....   | 361            |
| IIIB. Physical Resources.....   | 399            |
| IIIC. Technology Resources .....  | 423            |
| IIID. Financial Resources .....   | 467            |

**Standard IV: LEADERSHIP AND GOVERNANCE .....499**  
    IVA. Decision-Making Roles and Processes .....499  
    IVB. Board and Administrative Organization .....521

**Self-Study Plan Summary .....543**

**List of Evidence .....551**



# Mission, Vision, Values and Goals

---

## *Changing Lives in the Global Community through Excellence in Education*

### **Mission**

Santa Monica College strives to create a learning environment that both challenges students and supports them in achieving their educational goals. Students learn 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, Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement 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 the world's diverse communities by offering educational opportunities which embrace the exchange of ideas in an open, caring community of learners and which recognize the critical importance of each individual's contribution to the achievement of the college's vision.

### **Vision and Core Values**

Santa Monica College will be a leader and innovator in student learning and achievement. Santa Monica College will prepare and empower students to excel in their academic and professional pursuits for lifelong success in an evolving global environment.

As a community committed to open inquiry that encourages dialogue and the free exchange of ideas, Santa Monica College will serve as a model for students in the practice of its core values: intellectual inquiry, research-based planning and evaluation, democratic processes, communication and collegiality, global awareness and sustainability.

### **Goals**

To achieve this vision, Santa Monica College has identified the following institutional learning outcomes and supporting goals.

#### ***Institutional Learning Outcomes***

Santa Monica students will:

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

- 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.
- Respect the inter-relatedness of the global human environment, engage with diverse peoples and acknowledge the significance of their daily actions relative to broader issues and events.
- Assume responsibility for their impact on the earth by living a sustainable and ethical life style.

### ***Supporting Goals***

#### Innovative and Responsive Academic Environment

- Continuously develop curricular programs, learning strategies and services to meet the evolving needs of students and the community

#### Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring and technology
- Provide access to comprehensive and innovative student support services such as admissions and records, counseling, assessment, outreach and financial aid

#### Stable Fiscal Environment

- Respond to dynamic fiscal conditions through ongoing evaluation and reallocation of existing resources and the development of new resources

#### Sustainable Physical Environment

- Apply sustainable practices to maintain and enhance the College's facilities and infrastructure including grounds, buildings, and technology

#### Supportive Collegial Environment

- Improve and enhance decision making and communication processes in order to respect the diverse needs and goals of the entire college community

# College History

---

Four-year colleges and universities have their roots in medieval Europe, but community colleges are a uniquely American contribution to higher education.

Santa Monica College, located in the Santa Monica Community College District and operated under the California Law of 1917, is proud to be a part of that rich tradition of community service and public education.

A seven-member Board of Trustees, elected to a four-year term by the residents of Santa Monica and Malibu, governs the Santa Monica Community College District. A student-elected representative with an advisory vote serves on the Board as Student Trustee.

Originally known as “Santa Monica Junior College,” the College opened its doors in 1929 with 153 students.

Although born on the eve of the Depression, Santa Monica College has thrived. Today, enrollment is about 34,000 students. The College, which began by holding classes in Santa Monica High School, is now located on a 38-acre campus at 1900 Pico Boulevard, and has five satellite sites.

Since it first opened, Santa Monica College has been headquartered at three locations. Classes were moved from the high school to an old elementary school building across the street. When a 1933 earthquake rendered that building unsafe, classes were held in a village of wooden-framed tents affectionately nicknamed “Splinterville.” The Technical School was founded in 1937 at 2200 Virginia Avenue, which is now the site of Virginia Park.

Corsair Stadium, the first permanent structure built on the present campus, was erected in 1948. Groundbreaking ceremonies for the first classroom building were held September 11, 1950. With the completion of the Administration, Art, Music, Library, Little Theatre, and Student Activities buildings in January 1952, all classes except the vocational ones and the science labs were located on the new campus.

Santa Monica College’s original Science Building was completed in February 1953. Three vocational buildings were added in 1957 to house the cosmetology, sewing, and home economics programs, which were relocated from the Technical School. The remaining classes at the Technical School were moved to the main campus in 1969.

By 1960, several new projects were built on campus: a spacious gymnasium with men’s and women’s locker rooms, a cafeteria building with classrooms, an enlarged student bookstore, and an addition to the college library. The Associated Students financed the construction of the College’s 1,500-seat Amphitheater in 1967. (This structure was recently demolished, along with the Music Building and Concert Hall, to make way for the new Student Services Center.)

Santa Monica College continued to change throughout the 1970s, 1980s, and 1990s, with new construction and the relocation of many classes to satellite sites. Major construction projects included the Concert Hall in 1979; the Library, Learning Resources Center and Instructional Materials Center in 1980; and the Business and Vocational Education Building in 1981. In 1983, the former library was renovated and renamed the Letters and Science Building.

A four-story parking structure was completed in 1981, two other parking structures opened in 1991, and the newest structure opened in April 2002.

In 1988, Santa Monica College opened its first satellite site in the former Douglas Museum and Library complex at the Santa Monica Airport. Two years later, the second satellite facility opened at the former Madison Elementary School site at 11<sup>th</sup> Street and Arizona Avenue in Santa Monica. The College opened its third satellite facility in February 1998. This 3.5-acre site on Stewart Street is home to the College's prestigious Academy of Entertainment and Technology.

The College's completely modernized new three-story Science Complex opened on the main campus in Fall 1999, and a major expansion of the Santa Monica College Library opened in Fall 2003. Both award-winning projects were funded by Proposition T—a bond measure approved by local Santa Monica and Malibu residents in 1992—and earthquake restoration and other funds from the federal and state governments.

In March 2002, Santa Monica and Malibu residents approved Measure U, a \$160 million safety and modernization bond issue to upgrade and enhance Santa Monica College's facilities. In November 2004, local voters approved Measure S, a \$135 million bond measure, also to upgrade and enhance facilities.

With funding from Measure U, the College acquired two additional properties: a new four-story office and classroom building at 1227 Second Street, which opened its doors as the permanent home for Emeritus College in Fall 2003, and a 10.4-acre site near the Santa Monica Airport at Bundy Drive and Airport Avenue. The Bundy Campus opened in Summer 2005 and is home to Santa Monica College's Health Sciences, Education, Teacher Academy, and Continuing and Community Education programs.

A number of projects using bond funding have been completed, and another is currently underway. On Santa Monica College's main campus, a modernized replacement Theatre Arts instructional building opened in Fall 2007 along with a 64,000-square-foot Humanities and Social Science Building. At the Santa Monica College Performing Arts Center, a professional-quality 541-seat performing arts theater (the Eli and Edythe Broad Stage) opened in Fall 2008, and the Music Department was moved to the renovated existing structure in the previous year. Future projects include technology improvements at the main campus and satellite sites; a new Student Services Center; a new addition to the Science Complex for environmental sciences, earth sciences, mathematics and related programs; a new Early Childhood Education lab school; physical education facility improvements; a new instructional center in Malibu; and a new Media and Technology Complex at the Academy of Entertainment and Technology.

Over the years, the College has offered community and continuing education classes to meet the needs of the community through such programs as Emeritus College, founded in 1975 to offer classes to individuals age 55 and older, and the College's Continuing and Community Education program, which provides a broad range of classes and workshops to individuals who wish to explore their personal interests or enhance their careers. The College also presents guest speakers, performers, films, and other special events to the community and brings the best of public radio to Southern California through the College's radio station KCRW (89.9 FM), which is affiliated with National Public Radio.

Santa Monica College has responded to the needs of its increasingly diverse student body through such special programs as the Welcome Center, the Scholars program (for honors students planning to transfer to four-year institutions), Veterans' Resource Center, Latino Center, African American Collegian Center, Center for Students with Disabilities, and International Education Center.

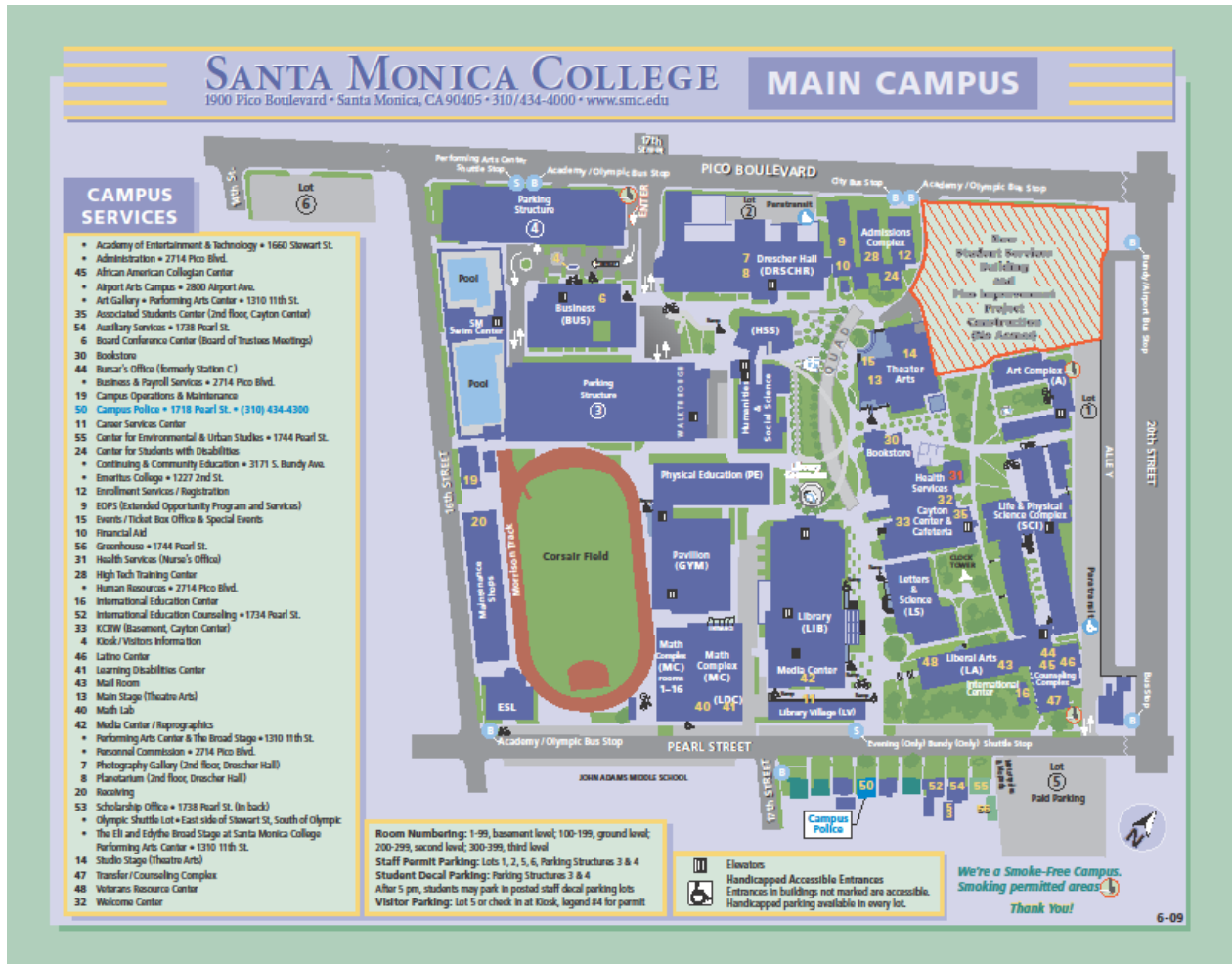
Today, Santa Monica College is the Westside's leading job trainer and the nation's undisputed leader in transfers to the University of California system, including UCLA. Additionally, Santa Monica College's reputation for quality attracts students from more than 100 countries around the world, and currently, more international students choose Santa Monica College to begin their higher education than almost any other community college in America.

# Santa Monica College Maps

## Main Campus and Satellite Sites



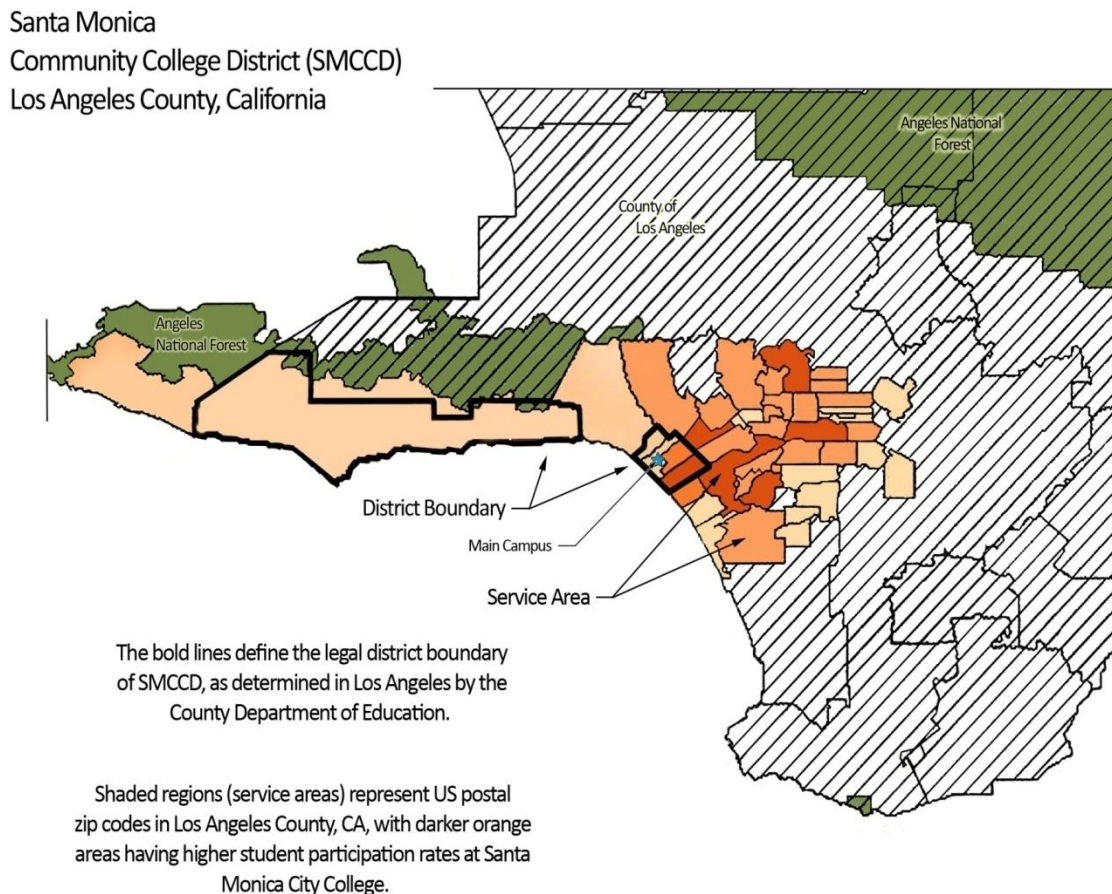
# Main Campus Map



# Demographic Data

---

Santa Monica College is a large urban institution of higher education established to serve the communities of west Los Angeles County as shown in Figure 1. Over the past 80 years, as local, regional and global needs and challenges have changed, the College has grown and evolved to meet these needs. Today, the College enrolls students from all over the greater Los Angeles area, all 50 states and over 100 countries.

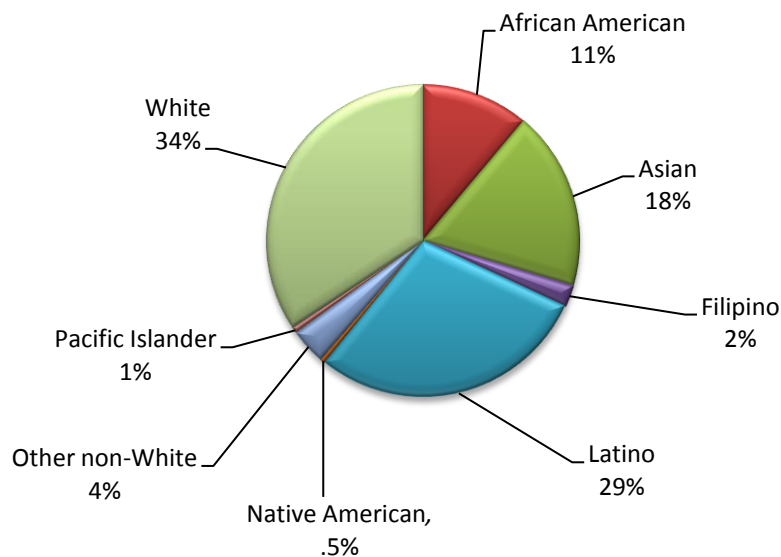


**Figure 1: Santa Monica College District**

The student population of Santa Monica College is diverse in both demography and goals. As shown in Figure 2, the percentages of various ethnic minority groups enrolled at the College continue to climb and now exceed 65 percent, allowing Santa Monica College to be designated as a Minority Serving Institution and, since 1998, the College has been designated as a Hispanic Serving Institution (i.e., more than 25 percent of the students are Hispanic). Other student body demographic data include the following statistics:

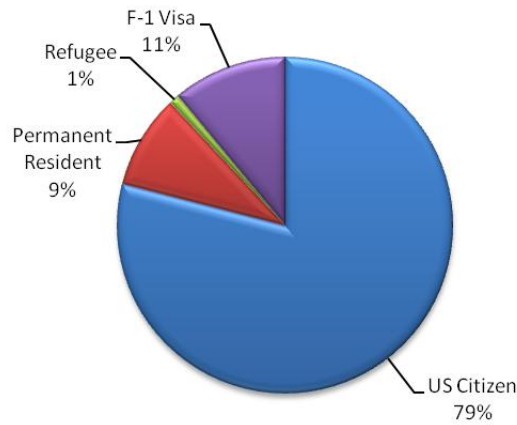


- For more than a decade, the percentage of female students (currently 54.87 percent) has exceeded that of the male population.
- Approximately 65 percent of Santa Monica College students identify transfer as their educational objective.
- Approximately 70 percent of Santa Monica College students are under 25 years of age.
- Approximately 30 percent of Santa Monica College students attend full time.



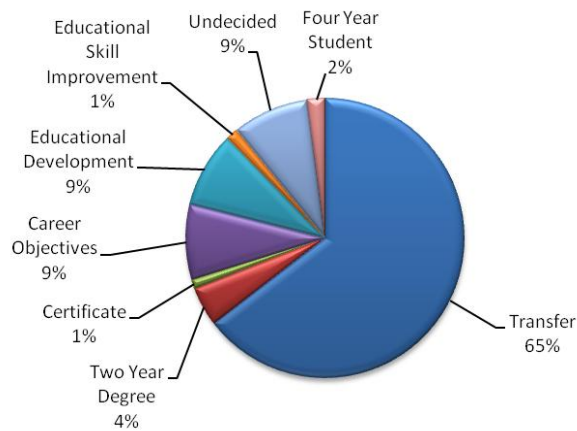
**Figure 2: Distribution of Resident Credit Students by Ethnicity 2008-2009**

The student population at Santa Monica College reflects its cosmopolitan surroundings and the desire of the College to serve a global community. Figure 3 represents the distribution of students by citizenship status for Fall 2008. As demonstrated in the chart, although US residents comprise 79 percent of its total student population, the College has a substantial population of international students (11 percent) and students who are not US citizens but permanent residents (9 percent).



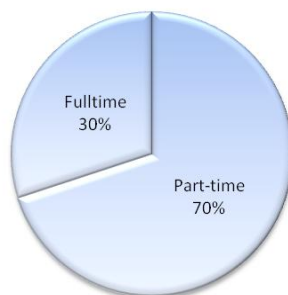
**Figure 3: Fall 2008 Enrollment of Credit Students by Citizenship Status**

The College has a national and international reputation for transfer to world-class universities, which is reflected in the stated educational goals of its students. Nearly 65 percent of Santa Monica College students indicate that their goal is to transfer to a four-year university as shown in Figure 4.



**Figure 4: Fall 2008 Student Enrollment by Stated Educational Goal**

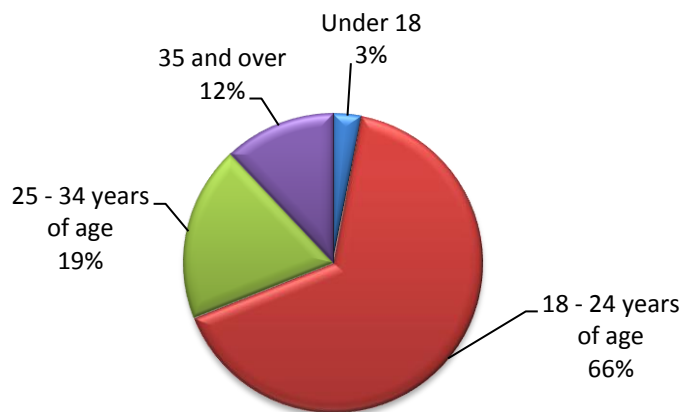
As shown in Figure 5, the majority of Santa Monica College students attend part time (nearly 70 percent). The average number of units that Santa Monica College students carry during a term is 8.257.



**Figure 5: Fall 2008 Student Enrollment by Unit Load**

The College also has one of the largest populations of international students at any community college in the country, accounting for almost 11 percent of the credit students on campus. The College currently serves more than 2,900 international students, who hail from 115 countries.

The ages of Santa Monica College students are also diverse as shown in Figure 6. While the majority of students (66 percent) reflect the “traditional” college student age of 18-24 years, 31 percent of the students attending the College are older than 24, with the median age of 27 years. Students under 18 years old are another growing segment, due in part to the development of the College’s high school programs designed to provide early college experiences and provide students with an opportunity to earn college units toward their eventual postsecondary goals.



**Figure 6: Age Distribution of Credit students as a Percentage of the Student Body**

The following tables show demographic trends in student enrollment from Fall 2004 to Fall 2008 (source for all tables: California Community Colleges Chancellor’s Office MIS Data, Credit student count as of first census date).

***Credit Student Headcount Enrollment by Age (Fall 2004 – Fall 2008)***

| Age      | Fall 2004 |         | Fall 2005 |         | Fall 2006 |         | Fall 2007 |         | Fall 2008 |         | 2004 to 2008 % Change |
|----------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------------------|
|          | N         | %       | N         | %       | N         | %       | N         | %       | N         | %       |                       |
| under 18 | 900       | 3.70%   | 1,140     | 4.48%   | 1,080     | 4.41%   | 890       | 3.51%   | 855       | 3.19%   | -5.00%                |
| 18 - 24  | 15,208    | 62.53%  | 16,005    | 62.94%  | 15,664    | 63.95%  | 16,459    | 64.93%  | 17,714    | 66.11%  | 16.48%                |
| 25 - 34  | 5,124     | 21.07%  | 5,012     | 19.71%  | 4,749     | 19.39%  | 4,933     | 19.46%  | 5,098     | 19.03%  | -0.51%                |
| 35 - 44  | 1,790     | 7.36%   | 1,860     | 7.31%   | 16,60     | 6.78%   | 16,14     | 6.37%   | 1,669     | 6.23%   | -6.76%                |
| 45 - 54  | 873       | 3.59%   | 931       | 3.66%   | 8,42      | 3.44%   | 918       | 3.62%   | 896       | 3.34%   | 2.63%                 |
| 55+      | 427       | 1.76%   | 482       | 1.90%   | 500       | 2.04%   | 533       | 2.10%   | 564       | 2.10%   | 24.29%                |
| Total    | 24,322    | 100.00% | 25,430    | 100.00% | 24495     | 100.00% | 25347     | 100.00% | 26796     | 100.00% |                       |

***Credit Student Headcount Enrollment by Ethnicity (Fall 2004 – Fall 2008)***

(Only students of known ethnicities reported)

| Ethnicity        | Fall 2004 |        | Fall 2005 |        | Fall 2006 |        | Fall 2007 |        | Fall 2008 |        | 2004 to 2008 % Change |
|------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------------------|
|                  | N         | %      | N         | %      | N         | %      | N         | %      | N         | %      |                       |
| African American | 2,350     | 10.50% | 2,604     | 11.11% | 2,447     | 10.89% | 2,553     | 10.96% | 2,738     | 11.11% | 16.51%                |
| Asian            | 4,236     | 18.92% | 4,335     | 18.50% | 4,297     | 19.12% | 4,450     | 19.10% | 4,552     | 18.47% | 7.46%                 |
| Filipino         | 600       | 2.68%  | 596       | 2.54%  | 539       | 2.40%  | 543       | 2.33%  | 562       | 2.28%  | -6.33%                |
| Latino           | 6,192     | 27.66% | 6,723     | 28.69% | 6,345     | 28.23% | 6,588     | 28.27% | 7,146     | 29.00% | 15.41%                |
| Native American  | 118       | 0.53%  | 123       | 0.52%  | 106       | 0.47%  | 112       | 0.48%  | 122       | 0.50%  | 3.39%                 |
| Other Non White  | 750       | 3.35%  | 808       | 3.45%  | 791       | 3.52%  | 853       | 3.66%  | 899       | 3.65%  | 19.87%                |
| Pacific Islander | 150       | 0.67%  | 131       | 0.56%  | 144       | 0.64%  | 148       | 0.64%  | 166       | 0.67%  | 10.67%                |
| White            | 7,990     | 35.69% | 8,112     | 34.62% | 7,810     | 34.74% | 8,055     | 34.57% | 8,460     | 34.33% | 5.88%                 |
| Total            | 22,386    | 100%   | 23,432    | 100 %  | 22,479    | 100. % | 23,302    | 100 %  | 24,645    | 100%   |                       |

***Credit Student Headcount Enrollment by Gender (Fall 2004 – Fall 2008)***

| Gender | Fall 2004 |         | Fall 2005 |         | Fall 2006 |         | Fall 2007 |         | Fall 2008 |         | 2004 to 2008 % Change |
|--------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------|---------|-----------------------|
|        | N         | %       | N         | %       | N         | %       | N         | %       | N         | %       |                       |
| Female | 13,603    | 55.93%  | 14,204    | 55.86%  | 13,728    | 56.04%  | 13,993    | 55.21%  | 14,703    | 54.87%  | 8.09%                 |
| Male   | 10,719    | 44.07%  | 11,226    | 44.14%  | 10,767    | 43.96%  | 11,354    | 44.79%  | 12,093    | 45.13%  | 12.82%                |
| Total  | 24,322    | 100.00% | 25,430    | 100.00% | 24,495    | 100.00% | 25,347    | 100.00% | 26,796    | 100.00% |                       |

***Credit Student Headcount Enrollment by Citizenship Status (Fall 2004 – Fall 2008)***  
(Only students of known citizenship status reported)

| Citizenship        | Fall 2004 |        | Fall 2005 |        | Fall 2006 |        | Fall 2007 |        | Fall 2008 |        | 2004 to 2008 % Change |
|--------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------------------|
|                    | N         | %      | N         | %      | N         | %      | N         | %      | N         | %      |                       |
| US                 | 17,818    | 75.77% | 18,814    | 77.17% | 18,049    | 77.19% | 18,734    | 77.73% | 20,240    | 79.16% | 13.59%                |
| Permanent Resident | 2,725     | 11.59% | 2,652     | 10.88% | 2,372     | 10.14% | 2,289     | 9.50%  | 2,228     | 8.71%  | -18.24%               |
| Temporary Resident | 1         | 0.00%  | 5         | 0.02%  | 4         | 0.02%  | 8         | 0.03%  | 7         | 0.03%  | 600.00%               |
| Refugee            | 389       | 1.65%  | 355       | 1.46%  | 316       | 1.35%  | 289       | 1.20%  | 242       | 0.95%  | -37.79%               |
| F-1 Visa           | 2,130     | 9.06%  | 2,238     | 9.18%  | 2,427     | 10.38% | 2,598     | 10.78% | 2,708     | 10.59% | 27.14%                |
| Other              | 454       | 1.93%  | 316       | 1.30%  | 216       | 0.92%  | 182       | 0.76%  | 145       | 0.57%  | -68.06%               |
|                    | 23,517    | 100.0% | 24,380    | 100.0% | 23,384    | 100.0% | 24,100    | 100.0% | 25,570    | 100.0% |                       |

***Credit Student Headcount Enrollment by Resident Status (Fall 2004 – Fall 2008)***

| Resident Status       | Fall 2004 |        | Fall 2005 |        | Fall 2006 |        | Fall 2007 |        | Fall 2008 |        | 2004 to 2008 % Change |
|-----------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------------------|
|                       | N         | %      | N         | %      | N         | %      | N         | %      | N         | %      |                       |
| California Resident   | 21,013    | 86.40% | 21,732    | 85.46% | 20,514    | 83.75% | 21,092    | 83.21% | 22,289    | 83.18% | 6.07%                 |
| Out-of-State Resident | 1,095     | 4.50%  | 1,402     | 5.51%  | 1,484     | 6.06%  | 1,581     | 6.24%  | 1,738     | 6.49%  | 58.72%                |
| Foreign Country       | 2,214     | 9.10%  | 2,296     | 9.03%  | 2,497     | 10.19% | 2,674     | 10.55% | 2,769     | 10.33% | 25.07%                |
|                       | 24,322    | 100.0% | 25,430    | 100.0% | 24,495    | 100.0% | 25,347    | 100.0% | 26,796    | 100.0% |                       |

***Credit Student Headcount Enrollment by Enrollment Status (Fall 2004 – Fall 2008)***

| Enrollment Status   | Fall 2004 |        | Fall 2005 |        | Fall 2006 |        | Fall 2007 |        | Fall 2008 |        | 2004 to 2008 % Change |
|---------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------------------|
|                     | N         | %      | N         | %      | N         | %      | N         | %      | N         | %      |                       |
| First-Time Student  | 4,566     | 18.77% | 5,199     | 20.44% | 5,322     | 21.73% | 5,766     | 22.75% | 6,094     | 22.74% | 33.46%                |
| First-Time Transfer | 3,862     | 15.88% | 3,973     | 15.62% | 3,413     | 13.93% | 3,540     | 13.97% | 3,781     | 14.11% | -2.10%                |
| Returning Student   | 3,124     | 12.84% | 2,966     | 11.66% | 2,742     | 11.19% | 2,825     | 11.15% | 2,997     | 11.18% | -4.07%                |
| Continuing Student  | 12,451    | 51.19% | 12,801    | 50.34% | 12,522    | 51.12% | 12,984    | 51.22% | 13,708    | 51.16% | 10.10%                |
| Not Applicable      | 319       | 1.31%  | 491       | 1.93%  | 496       | 2.02%  | 232       | 0.92%  | 216       | 0.81%  | 32.29%                |
|                     | 24,322    | 100.0% | 25,430    | 100.0% | 24,495    | 100.0% | 25,347    | 100.0% | 26,796    | 100.0% |                       |

***Credit Student Headcount Enrollment by Enrollment Type (Fall 2004 – Fall 2008)***

| Enrollment Type | Fall 2004 |        | Fall 2005 |        | Fall 2006 |        | Fall 2007 |        | Fall 2008 |        | 2004 to 2008 % Change |
|-----------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------------------|
|                 | N         | %      | N         | %      | N         | %      | N         | %      | N         | %      |                       |
| Part-Time       | 17,193    | 70.69% | 18,005    | 70.80% | 16,912    | 69.04% | 17,408    | 68.68% | 18,706    | 69.81% | 8.80%                 |
| Full-Time       | 7,129     | 29.31% | 7,425     | 29.20% | 7,583     | 30.96% | 7,939     | 31.32% | 8,090     | 30.19% | 13.48%                |
| Total           | 24,322    | 100%   | 25,430    | 100%   | 24,495    | 100%   | 25,347    | 100%   | 26,796    | 100%   |                       |

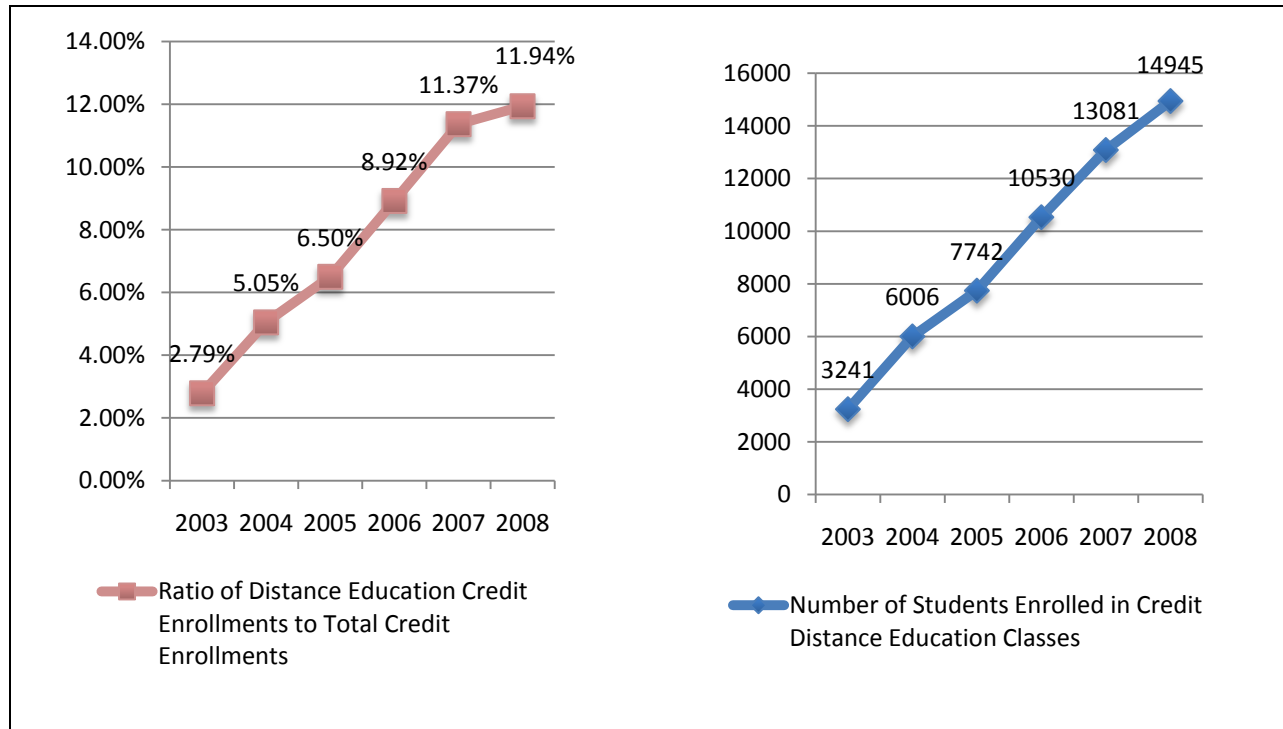
***Credit Student Headcount Enrollment by Educational Goal (Fall 2004 – Fall 2008)***

| Educational Goal             | Fall 2004 |        | Fall 2005 |        | Fall 2006 |        | Fall 2007 |        | Fall 2008 |        | 2004 to 2008 % Change |
|------------------------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------------------|
|                              | N         | %      | N         | %      | N         | %      | N         | %      | N         | %      |                       |
| Transfer                     | 14,121    | 58.06% | 15,515    | 61.01% | 15,272    | 62.35% | 16,225    | 64.01% | 17,313    | 64.61% | 22.60%                |
| Two Year Degree              | 1,066     | 4.38%  | 1,150     | 4.52%  | 1,070     | 4.37%  | 1,113     | 4.39%  | 1,220     | 4.55%  | 14.45%                |
| Certificate                  | 322       | 1.32%  | 333       | 1.31%  | 327       | 1.33%  | 330       | 1.30%  | 289       | 1.08%  | -10.25%               |
| Career Objectives            | 2,620     | 10.77% | 2,518     | 9.90%  | 2,327     | 9.50%  | 2,323     | 9.16%  | 2,318     | 8.65%  | -11.53%               |
| Educational Development      | 2,917     | 11.99% | 2,652     | 10.43% | 2,423     | 9.89%  | 2,476     | 9.77%  | 2,364     | 8.82%  | -18.96%               |
| Improve Educational Skills   | 497       | 2.04%  | 664       | 2.61%  | 625       | 2.55%  | 405       | 1.60%  | 378       | 1.41%  | -23.94%               |
| Undecided                    | 2,779     | 11.43% | 2,598     | 10.22% | 2,451     | 10.01% | 2,475     | 9.76%  | 2,361     | 8.81%  | -15.04%               |
| 4-yr Student (Rev. Transfer) | 0         | 0.00%  | 0         | 0.00%  | 0         | 0.00%  | 0         | 0.00%  | 553       | 2.06%  | n/a                   |
| Total                        | 24,322    | 100%   | 25,430    | 100%   | 24,495    | 100%   | 25,347    | 100%   | 26,796    | 100%   |                       |

**Enrollment Statistics**

For 2008-2009, credit FTES (Full-Time Equivalent Students) was 27,452 (22,860 resident and 4,592 nonresident) and for noncredit it was 802. This was up from 2007-2008 when credit FTES was 25,532 and noncredit FTES was 730.

In 2008-2009, Distance Education courses accounted for approximately 12.5 percent of the credit FTES. Figure 7 illustrates the increase in duplicated distance education enrollment and unduplicated student headcount from 2003-2004 through 2008-2009.



**Figure 7: Comparison of Distance Education Headcount and Enrollment 2003-2004 through 2008-2009**

### Student Preparedness for College

As described more fully in Standard IIA, Santa Monica College students come to the College with varied levels of academic preparation. Approximately 28 percent of all students who take the college placement tests place into the most basic level of English classes and 66 percent of those assessed place into the lowest levels of mathematics courses (i.e., remedial or developmental courses). These data reflect a steady growth in the basic skills population attending the College. Through a combination of special academic programs and student support services, the College has made a determined effort to meet the needs of its diverse student population.

### Career Technical Education Program Enrollment

Shown in the table are the number and percent of Santa Monica College enrollments and the course success rates in career technical education courses by Taxonomy of Programs (TOPS) Code for Fall 2007.

| TOP Code                      | N    | Percentage | SMC Success Rate |
|-------------------------------|------|------------|------------------|
| 04 - Biological Sciences      | 44   | 0.25%      | 84.09%           |
| 05 - Business and Management  | 5203 | 29.19%     | 60.73%           |
| 06 - Media and Communications | 2661 | 14.93%     | 69.32%           |
| 07 - Information Technology   | 2611 | 14.65%     | 63.23%           |

| TOP Code                          | N     | Percentage | SMC Success Rate                        |
|-----------------------------------|-------|------------|---|
| 10 - Fine and Applied Arts        | 1836  | 10.30%     | 63.56%                                  |
| 12 - Health                       | 1047  | 5.87%      | 79.66%                                  |
| 13 - Family and Consumer Sciences | 2379  | 13.34%     | 68.60%                                  |
| 17 - Mathematics                  | 17    | 0.10%      | 47.06%                                  |
| 20 - Psychology                   | 39    | 0.22%      | 74.36%                                  |
| 22 - Social Sciences              | 4     | 0.02%      | 75.00%                                  |
| 30 - Commercial Services          | 1902  | 10.67%     | 68.77%                                  |
| 49 - Interdisciplinary Studies    | 84    | 0.47%      | 55.95%                                  |
| Summary                           | 17827 | 100.00%    | 65.72%<br>(average course success rate) |

### Faculty, Staff and Administrator Demographic Data

The diversity profile of Santa Monica College faculty and staff as of 2008-2009 is summarized below. The Santa Monica College Employee Diversity Report provides additional detail about longitudinal trends in employee diversity at the College.<sup>1</sup>

#### Academic Administrators (55 total):

- 69.09 percent (38) were Female
- 30.91 percent (17) were Male
- 20.0 percent (11) were African American/Black
- 9.09 percent (5) were Asian
- 36.36 percent (20) were Caucasian/White
- 3.64 percent (2) were Filipino
- 10.91 percent (6) were Hispanic
- 1.82 percent (1) was Pacific Islander
- 18.18 percent (10) were Unknown

#### Classified Managers (29 total):

- 25.64 percent (10) were Female
- 74.36 percent (29) were Male
- 17.95 percent (7) were African American/Black

---

<sup>1</sup> Santa Monica College Employee Diversity Report, October 6, 2009:  
[http://www.smc.edu/projects/169/SMC\\_Employee\\_Diversity\\_Report/SMC\\_Employee\\_Diversity\\_Report\\_2006-2008\\_dated\\_10\\_06\\_2009\\_-\\_Full\\_Version.pdf](http://www.smc.edu/projects/169/SMC_Employee_Diversity_Report/SMC_Employee_Diversity_Report_2006-2008_dated_10_06_2009_-_Full_Version.pdf)



- 2.56 percent (1) was American Indian/Native American
- 7.69 percent (3) were Asian
- 66.67 percent (26) were Caucasian/White
- 5.13 percent (2) were Hispanic

**Classified Support Staff** (473 total)

- 53.48 percent (246) were Female
- 46.52 percent (227) were Male
- 25.76 percent (122) were African American/Black
- 0.21 percent (1) was American Indian/Native American
- 6.77 percent (32) were Asian
- 36.79 percent (174) were Caucasian/White
- 2.33 percent (11) were Filipino
- 23.47 percent (111) were Hispanic
- 4.65 percent (22) were Unknown

**Full-Time Faculty** (318 total):

- 57.86 percent (184) were Female
- 42.14 percent (134) were Male
- 11.95 percent (38) were African American/Black
- 7.86 percent (25) were Asian
- 63.21 percent (201) were Caucasian/White
- 0.94 percent (3) were Filipino
- 11.64 percent (37) were Hispanic
- 4.40 percent (14) were Unknown

**Part-Time Faculty** (1,114 total):

- 53.5 percent (596) were Female
- 46.5 percent (518) were Male
- 7.45 percent (83) were African American/Black
- 0.09 percent (1) was American Indian/Native American
- 7.09 percent (79) were Asian

- 62.57 percent (697) were Caucasian/White
- 0.54 percent (6) were Filipino
- 6.55 percent (73) were Hispanic
- 0.18 percent (2) were Pacific Islander
- 15.53 percent (173) were Unknown

---

# Self-Identified Planning Agenda from the 2004 Self-Study Report

---

Many of the planning issues identified through the 2004 Accreditation Institutional Self-Study were addressed through the responses to the recommendations of the 2004 Visiting Team. The following statements (organized by college goals as they existed in 2004) summarize the response to other self-identified planning issues that have been completed, resolved, or substantially addressed since the 2004 accreditation visit.

## **GOAL 1: STUDENT SUCCESS**

*The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.*

### **Standard I: Institutional Mission and Effectiveness**

- ◆ *(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. (Academic Affairs, Student Affairs, Planning and Development)*

These types of student achievement data are regularly used as a basis for instructional, student support services, and learning resources planning.

### **Standard II: Student Learning Programs and Services**

- ◆ *(IIA.1a) Academic and Student Affairs will review the interventions and strategies that have been pilot tested and will implement those that are feasible in the current economic environment. (Academic Affairs, Student Affairs)*

The Academic and Student Affairs areas regularly collaborate on the development, review, and implementation of interventions and strategies. The most notable recent example is the development and implementation of the Welcome Center and related student support initiatives through the College's enrollment development efforts.

- ◆ ***(IIA.1a) The Counseling Department, Office of Institutional Research, and the Academic Senate Joint Student Affairs Committee will study the effect of the newly adopted regulation applied to probationary and disqualified students and review the enrollment priority of first-time college students. (Student Affairs, Academic Affairs, Planning and Development)***

Since adopting the new regulation, institutionalization of the grant-funded Back-to-Success Program has resulted in a reduction in the percentage of probationary students: from thirty-three percent in 2002 to nine percent in Fall 2008. The College recently revised both the Board Policy and Administrative Regulation governing enrollment priority.

- ◆ ***(IIA.1b and IIA.2d) The Academic Senate Joint Distance Education Committee will administer a faculty survey and develop an evaluation for the selection of course delivery systems that meet compliance standards. (Information Technology, Planning and Development, Student Affairs)***

During Fall 2006, the Academic Senate Joint Distance Education Committee determined that to address these specific issues, a special subcommittee was needed to focus exclusively on this task. Phase One of this task was to create an initial survey to be distributed to all distance education faculty during Spring 2007. This survey included a list of user needs (tools and products) for both faculty and students to ensure a reliable course delivery process. Phase Two was designed to determine if the proposed course management system products would be fiscally feasible, interface effectively with the District's technology infrastructure, and meet all accessibility guidelines and compliance standards. In Spring 2009, the Distance Education Committee administered a survey, using criteria similar to those in Phase One of the previous effort, to all online faculty.

- ◆ ***(IIA.1b and IIA.2d) The Office of Planning and Development will bring together the appropriate constituents to develop strategies to address the high probationary rate and include them in the College's application for federal Title V funding. (Planning and Development, Academic Affairs, Student Affairs)***

Strategies to address the high probationary rate were used as the primary focus for the College's successful application for a Title V, Hispanic Serving Institutions grant from the US Department of Education.

- ◆ ***(IIA.1c, IIA.2f, and IIA.2g) The English and ESL departments, with the assistance from the Office of Institutional Research, will conduct a study to determine the value and validity of the common essay exam. (Academic Affairs, Planning and Development)***

Both the English and English as a Second Language departments have been engaged in re-examining B-level course objectives and defining learning outcomes. In Fall 2005, the ESL Department conducted a survey of faculty and students to gain insight into how the common essay exam is regarded. Faculty in both departments have affirmed that the common essay

rubric serves as an appropriate assessment tool for B-level ESL/English course outcomes, but a validity study has not yet been done.

- ◆ ***(IIA.3a, IIA.3b, IIA.3c, and IIA.4) The Office of Academic Affairs will conduct a study to determine whether the current number of sections that meet the American Cultures requirement is sufficient to meet student need. (Academic Affairs)***

The American Cultures degree requirement has been broadened into a Global Citizenship requirement that students can meet in several ways. This has eliminated the concern about whether there is a sufficient number of course sections to meet student need.

- ◆ ***(IIA.3a, IIA.3b, IIA.3c, and IIA.4) The Academic Senate Joint Curriculum Committee will formally undertake the discussion of identifying the most feasible alternative for ensuring that all graduates possess a specified level of information competency. (Academic Affairs)***

Although a formal Academic Senate Joint Curriculum Committee discussion did not take place, the College has substantially increased information competency opportunities for students. In addition to specific courses in library research methods, Student Success Seminar (Counseling 20) now includes a library orientation component. With over one hundred sections of the course offered annually, this information competency instruction reaches over 3,000 students per year. Additionally, the Library offers over three hundred orientation sessions per year at the request of subject-area faculty seeking research methods instruction for specific classes.

- ◆ ***(IIA.5) The Academic Senate Joint Program Review and Occupational Education committees will establish a viable biennial program review process for vocational/occupational programs, taking into consideration industry standards and trends as well as employment data to ensure that the curriculum and programs provide students with the skills necessary for employment and employment retention. (Academic Affairs)***

The biennial program review process for vocational/occupational programs has been developed and implemented.

- ◆ ***(IIA.6b) The offices of Student Affairs and Academic Affairs will assess the effectiveness of the methods used in assisting students displaced by program discontinuance. (Student Affairs, Academic Affairs)***

Students who were enrolled in the programs that were to be discontinued at the end of Summer 2003 received two letters—the first in March 2003 and the second in May 2003—from the Dean, Counseling and Retention. Both letters invited the students to make an appointment with specific counselors assigned to work with students in affected programs. Counselors were instructed to address students' concerns and help them determine their options for completing any remaining requirements for their degree or certificate. Many students took advantage of the invitation to meet with a counselor, and most of those who did were able to complete their

degree or certificate requirements, either at Santa Monica College or at another local community college.

- ◆ ***(IIA.7b) The Vice President, Student Affairs will initiate a study to determine the cause(s) for the increase in discipline cases and recommend mitigation strategies. (Student Affairs, Planning and Development)***

The College maintains a number of offices through which students may register concerns, and it scrutinizes trends in student and faculty complaints and grievances. It responds to such trends by continually developing or refining its policies and procedures. In response to the increasing number of academic dishonesty cases, the College established an Honor Code and an Honor Council, one of the first of its kind among California Community Colleges, in Fall 2007. Students who believe that they have been falsely accused of academic dishonesty may have the case officially heard by the Honor Board, which is composed of faculty, students and administrators.

- ◆ ***(IIB.2) Academic Affairs and Student Affairs will rethink the organization and content of the college catalog—in both its printed and online formats—and review and revise, as appropriate, the annual process for updating information. (Academic Affairs, Student Affairs)***

The College is in the process of completely redesigning both the printed and online formats of the college catalog, improving it each year. The initial focus has been on reviewing the information stored in WebISIS, the College's administrative computing system, to ensure its accuracy and to install technological improvements to support future information updates.

- ◆ ***(IIB.3b) The Office of Student Life will work with the Office of Institutional Research to assess the affective gains of students who participate in student life on campus. (Student Affairs, Planning and Development)***

The Office of Institutional Research is in the planning stages for a study specifically targeted at assessing the affective gains of students who participate in student life.

- ◆ ***(IIB.3c) The Offices of Student Affairs and Academic Affairs will evaluate the impact of the SCORE Program on student academic performance and retention and explore ways to apply this approach to other groups of students. (Student Affairs, Academic Affairs)***

The SCORE program was a faculty-driven initiative created to bring together English, Mathematics and Counseling faculty to discuss teaching strategies and techniques to enable better instruction for basic skills students. A majority of respondents to a Spring 2004 program evaluation reported that, while the program offered opportunities to share and discuss pedagogical strategies with colleagues, it should move beyond its professional development emphasis to development of learning communities. This desire was realized when the College was awarded a Title V grant in Fall 2004. The Basic Skills Initiative has provided for further

professional development activities targeted at teaching strategies and techniques to improve instruction for this student population.

- ◆ ***(IIB.3c) The Office of Student Affairs will evaluate the impact of the Student Success Project Probationary Student Orientation implemented in Summer 2003. (Student Affairs)***

The Student Success Project Probationary Student Orientation program was so successful that, upon completion of the grant, the College institutionalized the effort and renamed it “Back-to-Success.” As a result of this and other efforts to reduce the probationary student population, the percentage of probationary students dropped from thirty-three percent in 2002 to nine percent in Fall 2008.

- ◆ ***(IIB.3e) The Offices of Student Affairs, Academic Affairs, and Institutional Research will conduct a comprehensive study to assess the relationship between assessment scores, placement, student retention, persistence, and success. (Student Affairs, Academic Affairs, Planning and Development)***

Rather than developing one comprehensive study, the College has engaged in a number of individual studies measuring the impact of various interventions on student retention, persistence, and success for specific student populations. These include a study on Back-to-Success, a program providing interventions for students on probation. The study revealed that participating students persisted (fall to spring) at dramatically higher rates than students who elected not to participate. Validation studies on assessment and placement instruments were conducted during Fall 2008 and Spring 2009 to maintain effective assessment practices in compliance with state guidelines and regulations.

- ◆ ***(IIB.3e) The Assessment Center will complete a second disproportionate impact study for English, ESL, and mathematics tests. (Student Affairs)***

A disproportionate impact study was conducted in Fall 2006 for mathematics when Santa Monica College applied for renewal to use COMPASS for algebra and geometry as a locally managed instrument. A consequential validity study, which included disproportionate impact analyses, was conducted for English in Fall 2005 and for English as a Second Language in Spring 2005. As a result of these efforts, the College received approval from the Chancellor’s Office to use COMPASS as a locally managed test through 2013. Validation studies addressing such issues as content validity, consequential validity, cut score validity, disproportionate impact and test bias are conducted on a regular basis as part of a systematic evaluation process.

- ◆ ***(IIB.3e) The Assessment Center will conduct a criterion-related validity and a predictive validity study of current ESL cutoff scores to improve placement accuracy. (Student Affairs)***

The English as a Second Language consequential validity study was conducted in Spring 2005, and new cut scores were established. The ESL Department approved the new cut scores in Fall 2006.

- ◆ ***(IIB.3f) Enrollment Services and Management Information Systems will work together to establish guidelines for the centralization of records backup information. (Student Affairs, Information Technology)***

Student records maintained on computing systems include sophisticated security provisions for recovery and catastrophic failure. Computing data are retained onsite at the College for one month and for an additional six months at an off-site location. Computerized student records, residing in an Oracle database, are backed up each morning. Hardcopy documents such as incoming transcripts are scanned into a document imaging system and backed up weekly.

- ◆ ***(IIB.4) The Office of Student Affairs will devise a plan to systematically disseminate research findings and strategies related to the use of student services. (Student Affairs)***

The Student Affairs area has developed an ambitious research agenda. As studies are conducted, the results—both findings from the studies and strategies related to the use of student services—are regularly distributed and discussed.

- ◆ ***(IIC.1) The academic departments will address the cross-discipline tutorial needs for course-related assignments (e.g., nursing students needing math tutoring, history students needing writing assistance). (Academic Affairs)***
- ◆ ***(IIC.1) Tutoring Coordinators will investigate means of dissemination of tutoring information to all students and faculty. (Academic Affairs)***
- ◆ ***(IIC.1) The College will implement the Collegewide Coordinating Council recommendations related to tutoring, when feasible. (Academic Affairs)***
- ◆ ***(IIC.1) The College will appropriately staff and organize the tutoring labs when the budget improves. (Academic Affairs, Human Resources)***

A tutoring workgroup, consisting of tutoring coordinators and department chairs or managers with tutoring responsibilities, was formed during Spring 2006 to address these four planning issues as well as other issues identified through the *Master Plan for Education*. Because of the decentralization of the College's tutoring programs, this was the first time these employees had actually met together. The workgroup reviewed current tutoring services, practices, staffing patterns, and procedures in each area as well as the type of training each area provided to student tutors. A shared electronic document repository was created in which coordinators can post materials to share with their colleagues, decreasing duplication of effort. The group discussed research needs to measure the effectiveness of tutoring and developed a draft list of measures for use in developing a computerized collection system. In addition to these efforts, the College continues to work on developing a model that will retain the advantages of decentralization, yet at the same time address the inherent disadvantages. In Fall 2009, the Academic Senate established a tutoring task force to assess the efficacy of decentralized tutoring and investigate possible alternatives.



- ◆ ***(IIC.1) The College will offer Education 7 for prospective tutors. (Academic Affairs, Student Affairs)***

Education 7A, Beginning Tutoring Training was offered in Fall 2006 for students participating in the Title V grant-funded Learning Community program.

- ◆ ***(IIC.1) The Academic Senate Joint Information Services Committee will develop a set of weighted criteria to aid in evaluating prospective learning management systems in the future. (Academic Affairs, Information Technology)***

The Academic Senate Joint Distance Education Committee developed criteria to aid in the evaluation of learning management systems and, during Spring 2009, conducted a survey of distance education faculty to determine priorities among these identified criteria.

- ◆ ***(IIC.2) The Library will conduct regular user surveys as an aid to refining and planning library services. (Academic Affairs)***

Since the 2004 accreditation visit, the Library has conducted several user surveys. Information from these surveys has been used to validate that the Library's hours of operation meet the needs of students and to evaluate quality of service provided. Lower ratings on surveys regarding the Library's book collection resulted in a concerted effort in collection development in 2006-2007.

## **GOAL 2: ACADEMIC EXCELLENCE**

*The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.*

### **Standard I: Institutional Mission and Effectiveness**

- ◆ ***(IB.3 and IB.5) 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. (Planning and Development)***

The Office of Institutional Research regularly monitors user satisfaction with regard to the effectiveness of data provided and how the information is used.

- ◆ ***(IB.3 and IB.5) 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. (Planning and Development)***

During Spring 2009, the Office of Institutional Research began a series of professional development workshops, the first of which focused on learning outcomes assessment.

## Standard II: Student Learning Programs and Services

- ◆ ***(IIA.2a, IIA.2b, and IIA.2e) The Academic Senate Joint Program Review and Occupational Education committees will exert pressure toward compliance with regard to biennial evaluation of occupational programs. (Academic Affairs)***

The biennial program review process for vocational/occupational programs has been developed and implemented.

- ◆ ***(IIC.1) The College will address Library staffing and increase the materials budget as soon as fiscally possible. (Academic Affairs, Human Resources, Business and Administration)***

Over the last six years, the College has generously provided the Library with increased funding for acquisition of materials such as periodicals, electronic resources and books. Total expenditures for library materials for 2007-2008 exceeded \$240,000. Although the number of librarians has not increased over the last six years, all but one of the previously vacant classified staff positions have been filled.

- ◆ ***(IIC.1) The Academic Senate Joint Information Services Committee will administer the recently developed eCompanion survey for faculty to evaluate the effectiveness, ease of use, and overall quality of the eCompanion service and to determine the reason for decrease in usage of course management software. (Information Technology, Academic Affairs)***

The reduction in course management software usage experienced at the time of the last self-study proved to be related to the move from the now defunct Prometheus platform to the current eCompanion course management software. With usage steadily increasing over the last six years, over 400 faculty currently use eCompanion.

- ◆ ***(IIC.1b) The Library staff will provide information competency training to tutoring coordinators, academic computing instructional specialists, and computer lab personnel so that they can provide better assistance to students in conducting Internet and database searches. (Academic Affairs)***

In 2006, a Tutoring Workgroup, consisting of the tutoring coordinators and their supervisors, was formed to discuss and address various tutoring-related issues. As the first step in addressing this recommendation, the Library provided training to this group during Spring 2007.

- ◆ ***(IIC.1b) The Librarians will promote the curriculum development room as a venue for collaboration between discipline instructors and Library faculty to create assignments that will help develop students' information competency skills. (Academic Affairs)***

While the curriculum development room is used by librarians and faculty from various disciplines, the librarians have found more effective means to achieve this objective. The librarians work closely with the instructional faculty in preparation for their library sessions

(library orientations). During these consultations, librarians and faculty review the electronic databases, discuss how students retrieve information from the databases and assess the skills the students will acquire through the library research assignments. In addition, librarians visit individual departments to demonstrate the resources most applicable to students and faculty in those disciplines.

- ◆ ***(IIC.1b) The District will restore the Technology Training program when it becomes feasible to do so. (Information Technology)***

Although the Technology Training program has not been reinstated in its previous form, the College utilizes online training modules to address some staff training needs.

- ◆ ***(IIC.1c) Library staff will develop strategies for informing faculty and students of the full range of library services available. (Academic Affairs)***

The Library has determined that a multi-pronged marketing approach is required to inform the campus community of the full range of library services. Strategies include participation in the orientation for new faculty members, providing numerous library sessions on staff development days, informal promotion of library services during committee meetings, information on the Library webpage, presentations to departments, discussions with faculty requesting library orientations for their classes, and discussions with faculty preparing new courses for the Academic Senate Joint Curriculum Committee.

- ◆ ***(IIC.1c) The College will study the feasibility of developing online LRC resources. (Academic Affairs, Information Technology)***

Up to this point, online LRC resource development has been done on a case-by-case, rather than a system-wide, basis to meet the needs of distance education students. For the Modern Languages and Cultures Department, a site license was acquired for WIMBA software, which enables students to complete their lab component electronically. For other classes, the CD-ROMs included in textbooks provide links to online educational tutorials and professionally-produced supplemental instructional materials. This material provides similar learning experiences to those available to onground students through the Learning Resource Center. The College will continue to investigate online tutorial methods and tools.

### **Standard III: Resources**

- ◆ ***(IIIA.1a) The Academic Senate Joint Personnel Policies Committee will review and revise the administrative regulation addressing the selection of part-time faculty. (Human Resources, Academic Affairs)***

In Fall 2008, in response to concerns regarding possible inconsistencies across departments in the hiring process of part-time faculty members, the Academic Senate Joint Personnel Policies Committee revised AR 3230, Recruitment and Selection – Hourly Temporary Faculty, to standardize procedures.

- ◆ ***(IIIA.1b and IIIA.1c) Human Resources will conduct workshops to train faculty and administrators in evaluation techniques and procedures. (Human Resources)***

The Office of Human Resources has conducted workshops to train faculty and administrators in evaluation techniques and procedures, particularly after changes that resulted from revised Faculty Association and California School Employees Association contract provisions.

- ◆ ***(IIIA.1b and IIIA.1c) The District and the collective bargaining units will review and consider modification of the current evaluation forms for classified employees and faculty to incorporate more focused evaluation criteria, including achievement of student learning outcomes. (Human Resources, CSEA, Faculty Association)***

In 2008, a revised and much-expanded faculty peer evaluation form was adopted. It includes a separate section on professionalism, which addresses areas such as collegiality, maintaining currency in the field, participation in development of student learning outcomes and assessments, accessibility to students, participation in department and college activities, and adherence to college and department policies. To ensure that evaluations lead to job performance improvement and to establish an effective connection between personnel evaluations and institutional effectiveness, the District and California School Employees Association mutually agreed to review the existing evaluation process for classified employees and recommend new procedures and one evaluation form. Negotiations between the District and CSEA on a successor agreement are currently in progress.

- ◆ ***(IIIA.1b and IIIA.1c) Human Resources will collaborate with Management Information Systems to ensure that the administration of student evaluations and the compilation and distribution of the resulting data correspond appropriately to the timetables for peer evaluations. (Human Resources, Information Technology)***

During 2006-2007, the Academic Senate proposed a revision of the questions used in the student evaluation process, which eventually resulted in the need for a new evaluation form to accommodate individual student comments. A pilot study using the new form proved successful, and the District and Faculty Association have agreed to implement the new form. Unfortunately, logistical problems with the automated scanning and data tabulation processing of the new forms have prevented faculty from accessing the individual comments recorded by students. The District, Faculty Association, and Academic Senate continue to work on the mechanics for ensuring that student evaluations are conducted on a regular basis and that all feedback is returned to the faculty members in a timely manner.

- ◆ ***(IIIA.2) The Collegewide Coordinating Council and the Budget Committee will develop scenarios and recommendations for the Superintendent/President to provide options for meeting or deferring the Fall 2004 AB 1725 Full-Time Obligation. (All)***

The College's enrollment decline in 2003-2004 resulted in a reduction in its AB 1725 Full-Time Obligation, so development of these scenarios and recommendations was unnecessary. Despite the lack of a required Full-Time Obligation, the Superintendent/President and the Board of

Trustees are firmly committed to hiring greater numbers of full-time faculty, as resources become available.

- ◆ ***(IIIA.5a) The College will address staff technology training needs more comprehensively when the budget improves. (Human Resources, Information Technology)***

Although staff technology training opportunities have increased significantly, particularly through the use of online resources, over the last six years, budget constraints have prevented the development and implementation of a comprehensive plan.

- ◆ ***(IIIA.6) The Academic Senate Joint Program Review Committee will include in its process a review of program staffing patterns to identify areas of concern regarding the allocation of resources. These findings will be included in the committee's annual report to the Collegewide Coordinating Council. (All)***

Although the Academic Senate Joint Program Review Committee does not specifically review staffing patterns or make related recommendations for individual programs, its annual report includes overarching issues that often have staffing implications. These issues are considered by the District Planning and Advisory Council when developing institutional objectives through the *Master Plan for Education* annual update.

- ◆ ***(IIIA.6) Human Resources will ensure that future contracts for grant-funded academic administrators do not include retreat rights to probationary faculty status. (Human Resources)***

The revised contract for temporary, grant-funded academic administrators does not include retreat rights to probationary faculty status.

### **GOAL 3: COMMUNITY OF MUTUAL RESPECT**

*The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.*

#### **Standard I: Institutional Mission and Effectiveness**

- ◆ ***(IB.3 and IB.5) 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. (Planning and Development)***

In addition to designing both printed and electronic reports that are user-friendly, the Office of Institutional Research has planned and delivered workshops to assist faculty and staff in the interpretation and appropriate use of data. Specific training is being developed for Academic

Senate Joint Program Review Committee members and the leaders of programs under review each year.

### **Standard III: Resources**

- ◆ ***(IIIA.1d) The District will work with the collective bargaining units to approve and implement a Computer and Network Use Policy. (Human Resources, Information Technology, CSEA, Faculty Association)***

The District reached agreement with both the Faculty Association and California School Employees Association, as part of the resolution of their respective contracts in 2006, on a collaboratively developed Computer and Network Use Policy. This policy has now been implemented.

- ◆ ***(IIIA.3a and IIIA.3b) Human Resources will ensure administrative regulations pertaining to personnel are posted on the District's website and that printed copies are distributed to each college department. (Human Resources)***

Current versions of all administrative regulations are posted on the college website. Printed copies are available upon request, but the college community is encouraged to access this information through the website, which is regularly updated to include the most recently approved versions.

- ◆ ***(IIIA.5a) Classified organizations will address issues of representation on the Academic Senate Joint Professional Development Committee. (Classified Senate, CSEA)***

After extensive discussion, the DPAC Human Resources Subcommittee recently recommended that California School Employees Association meet with the District to resolve issues of representation on the Academic Senate Joint Professional Development Committee.

- ◆ ***(IIIA.3a and IIIA.3b) The Superintendent/President will investigate the circumstances surrounding the irregular participation of administrators on the Academic Senate Joint Personnel Policies Committee and address the issue. (All)***

The issue leading to this plan was found to be unique to the time of the 2004 institutional self-study. Administrators appointed by the Superintendent/President regularly participate on the Academic Senate Joint Personnel Policies Committee.

- ◆ ***(IIIC.1c) The collective bargaining units for faculty and staff will complete their evaluations of the proposed Computer and Network Use Policy, so that a mutually agreeable policy can be established. (CSEA, Faculty Association, Information Technology)***

The District reached agreement with both the Faculty Association and California School Employees Association, as part of the resolution of their respective contracts in 2006, on a

collaboratively developed Computer and Network Use Policy. This policy has now been implemented.

- ◆ ***(IIID.1d) Constituent groups will be encouraged to include links on their websites to collegewide committee agendas, minutes, and related documents. (All)***

All groups have been encouraged to include links to collegewide committee agendas, minutes and related documents on their websites. Currently, the Academic Senate, Faculty Association, and Management Association websites feature links to the District Planning and Advisory Council website.

- ◆ ***(IIID.2b) Beginning with the June 2003 audit, the College will send a copy of each annual financial audit to the Associated Students leadership. (Business and Administration)***

The College has reduced the number of printed copies of the annual audit for distribution but has made the audit available to the entire college community by posting the document on the college website.

- ◆ ***(IIID.2g) Business Services will provide training on appropriate functions of the PeopleSoft system to a wider internal population to enhance understanding and usability of the system. (Business and Administration)***

Fiscal Services has provided training on the PeopleSoft system, particularly the budget modules, to all managers and any classified staff members who use or interact with any portion of the system. Additionally, a training manual has been prepared and distributed.

#### **Standard IV: Leadership and Governance**

- ◆ ***(IVA.5) The Superintendent/President, in consultation with the senior administrative staff and constituent group leaders, will develop a global evaluation process for the College's governance and decision-making structures and processes. (All)***

In 2006, the Superintendent/President charged the District Planning and Advisory Council with developing a strategic planning initiative that included an evaluation of the College's governance and planning structures and processes. This was accomplished and included a major revision of the College's Mission, Vision, Values and Goals statements. Additionally, through review of its Annual Report each year, DPAC regularly evaluates its structures and processes and makes any changes deemed necessary.

- ◆ ***(IVB.1a, IVB.1b, and IVB.1c) The District and CSEA will develop a mutually agreeable way to address the issues related to SB 235. (Human Resources, CSEA)***

The Classified Senate became inactive during the 2005-2006 academic year, so the appointment of classified staff to District committees is no longer an issue. All such appointments are made by Classified School Employees Association.

- ◆ ***(IVB.1a, IVB.1b, and IVB.1c) The Associated Students will formally define the role of the Student Trustee in its Constitution. (Associated Students)***

The Associated Students considered this issue in a subsequent year and determined that the definition of the role of the Student Trustee in existing administrative regulations adequately addresses the concerns expressed in the 2004 institutional self-study.

- ◆ ***(IVB.1a, IVB.1b, and IVB.1c) The Board will re-evaluate the effectiveness of the Board Dialogues and use this information to devise formats for future interaction with college constituent groups. (Board of Trustees)***

Board membership has changed significantly since the 2004 accreditation visit and opportunity for college constituent groups to interact with the Board has not been an issue. Therefore, there was no need to re-evaluate the Board Dialogues to devise formats for interaction.

- ◆ ***(IVB.1a, IVB.1b, and IVB.1c) The District will review the timelines for posting Board agendas, balancing the public desire for a longer posting period with the time requirements for producing agendas that are as complete and accurate as possible. (All)***

The District has consistently posted Board agendas in compliance with Brown Act requirements for timelines. The administration and the Board have discussed a longer posting period in the past, but the need to ensure that the agenda is complete and accurate underlies the decision to continue the same pattern. In 2009, the Board changed its regular meeting day from Monday to Tuesday, and the District has maintained the same posting schedule that existed for the Monday Board meetings. Therefore, the posting period is now one day longer.

- ◆ ***(IVB.1d and IVB.1e) The District will distribute printed copies of the revised Board Policies to all administrative and department offices and to the leaders of college constituent groups. (Superintendent/President's Office)***

All Board Policies are posted on the college website and are regularly updated.

- ◆ ***(IVB.1f, IVB.1g, and IVB.1h) The Board of Trustees will consider revising the trustee orientation process in light of the comments of the more recently elected or appointed Board members. (Board of Trustees)***

Upon the election of three new trustees in 2007, the Board of Trustees instituted an ambitious new orientation process that is intensive and thorough. The guidelines for this new process were largely based upon the comments referenced in the 2004 institutional self-study.



- ◆ *(IVB.1f, IVB.1g, and IVB.1h) The Board of Trustees will consider revising its self-evaluation policy to ensure that the specific criteria are clear to the public. (Board of Trustees)*

In 2007, the Board of Trustees engaged the services of a consultant to conduct a workshop on major responsibilities and to assist the Board in developing a comprehensive evaluation instrument and methodical self-assessment process. This process has been maintained, and the instrument is revised and updated annually to accurately reflect current goals.

- ◆ *(IVB.1f, IVB.1g, and IVB.1h) The Board of Trustees will revise its Code of Ethics to include a clear policy for dealing with code violations. (Board of Trustees)*

Board Policy 1230, Code of Ethics, was revised in March 2009 to incorporate clearly-defined provisions for dealing with behavior that violates the code.

- ◆ *(IVB.2a and IVB.2b) The Superintendent/President's office will enhance the Administrative Organizational Chart posted on the College's website by developing a means of delineating the responsibilities and functions of the various positions. (Superintendent/President's Office)*

Upon completion of the most recent administrative reorganization, the College contracted with a consulting firm to develop concise position descriptions for all academic administrator positions. The Hay Group Study, designed to review and update, as necessary, classified job descriptions included updated job descriptions for all classified manager/administrator positions. However, these have yet to be incorporated into the Administrative Organization Chart posted on the College's website.

#### **GOAL 4: EFFECTIVE USE OF TECHNOLOGY**

*The College will promote access to technology and will use technology to achieve its goals.*

##### **Standard I: Institutional Mission and Effectiveness**

- ◆ *(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. (Superintendent/President's Office)*

The current versions of the Vision, Mission, Values and Goals statements are posted on the college website.

## **Standard II: Student Learning Programs and Services**

- ◆ ***(IIA.2a, IIA.2b, and IIA.2e) The Academic Senate Joint Curriculum Committee will implement the web-based course submission process to facilitate the review and evaluation of new and revised courses. (Academic Affairs, Information Technology)***

The web-based course submission process was implemented. Although it was used for a time, it was eventually abandoned because of updating requirements that exceeded available staff time.

- ◆ ***(IIB.3c) The Counseling Department will create an online version of the existing Counseling Department Policies and Procedures Manual. (Student Affairs)***

In Spring 2006, the Counseling Department released its first online Policies and Procedures Manual. The online manual covers a wide range of topics, including general admission and assessment issues, transfer requirements, and financial aid information.

- ◆ ***(IIB.3f) Enrollment Services will provide a website for faculty and staff on FERPA regulations. (Student Affairs)***

A FERPA (Family Educational Rights and Privacy Act) webpage is now included in the Admissions section of the college website. The Board Policy and administrative regulation on FERPA have been recently revised, and the webpage is being expanded to incorporate information used in recent trainings for faculty and staff.

- ◆ ***(IIC.1) Library staff will work with the Academic Senate Joint Information Services Committee to develop a plan to upgrade and replace all 250 computers in the Library on a regular basis. (Academic Affairs)***

Like all new computers added to the College's inventory, the 250 library computers are now incorporated into the *Master Plan for Technology* "cascading" plan.

- ◆ ***(IIC.1c) The college webmaster, using recently acquired InFocus software, will screen all Santa Monica College websites for accessibility compliance. (Information Technology)***

The College is currently using two accessibility software packages—inFocus and a free version of AccVerify. Because the software generates such a huge volume of data, it is unrealistic to use it for all college websites. Therefore, the College's accessibility compliance officer works with technical staff to review department and faculty homepages through a report generated by this software at the time the program or department is undergoing program review. The six-year cycle for program review ensures the coverage of all webpages over time.

- ◆ ***(IIC.1d) The District Technology Committee will review the current technology maintenance and cascading plans and recommend appropriate adjustments. (Information Technology)***

The DPAC Technology Planning Subcommittee annually reviews the technology maintenance and cascading plans as part of the *Master Plan for Technology* annual update and recommends adjustments as needed.

### **Standard III: Resources**

- ◆ ***(IIIA.3a and IIIA.3b) Human Resources will develop strategies and procedures to mitigate the increased security risks created through electronic transmission of documents. (Human Resources)***

This plan was the result of an isolated incident in which confidential information was inadvertently included in an electronic communication. There have been no recurrences.

- ◆ ***(IIC.1a) The District Technology Committee will reassess technology procurement and development processes. (Information Technology)***

Technology procurement and development processes have been discussed by the DPAC Technology Planning Subcommittee. However, aside from equipping new buildings through bond funding, budget constraints have dictated that technology purchases be limited to the minimum necessary to maintain the current scope of the College's technology resources.

- ◆ ***(IIC.1b) The Information Technology departments will complete the online Tech Knowledge Center and make it available to the college community. (Information Technology)***

The online Tech Knowledge Center was never fully developed, but the Internet – User Self-Support site fulfills some of the intended user support functions. There is also an internal Information Technology Staff Knowledge Center to assist Information Technology staff in dealing with user questions.

- ◆ ***(IIC.1c) Information Technology will formalize a security manual to define an internal operational security policy and ensure the implementation of the policy. (Information Technology)***

The security manual has been drafted by the DPAC Technology Planning Subcommittee. The Information Technology Department has been using the draft document, in conjunction with the District Network and Computer Use Policy, as a guideline for internal security practices.

- ◆ ***(IHC.1c) Information Technology will work with Human Resources and the Personnel Commission to implement the restructuring of the Information Technology departments. (Information Technology, Human Resources, Personnel Commission)***

Discussions regarding the restructuring of the Information Technology departments occurred in conjunction with the Hay Group Study and Information Technology developed a complete restructuring plan. However, the implementation of the Hay Group Study included very few of the changes recommended in the Information Technology plan.

- ◆ ***(IHC.1d) The District will examine ways to budget for the maintenance of the information technology infrastructure, including maintenance agreement renewals and equipment replacement costs that are predictable and independent of the individual operating budgets of the Information Technology departments. (Information Technology, Business and Administration)***

The DPAC Technology Planning Subcommittee has made recommendations to establish more predictable funding for technology, but budget constraints have prevented the implementation of these recommendations.

- ◆ ***(IHC.2) The District Technology Committee will include measurable outcomes for each objective in the Master Plan for Technology to facilitate evaluation of the plan's effectiveness. (Information Technology)***

Technology initiatives have always been addressed and implemented with “cost effectiveness” and “return of investment” as major evaluation criteria. Since 2003, all applicable technology plan objectives have included measurable statistics information or data evidence to verify the effectiveness of each technology project implementation outcome.

- ◆ ***(IHC.2) The District will continue to support statewide efforts to develop concrete benchmarks for technology services and staffing for administrative and student services computing, similar to those that have already been adopted for the support of instructional computing. (Information Technology)***

The Technology II initiative, proposed by the California Community College Chancellor's Office and approved by the Board of Governors in 2002, was an effort to benchmark services and staffing for administrative computing at a statewide level. Unfortunately, due to funding constraints, the project was halted while still in its planning stages. Although there were subsequent statewide efforts to develop a Technology III initiative, which would have included concrete service and staffing benchmarks for administrative and student services, the resulting plans did not survive the state budget process.

## Standard IV: Leadership and Governance

- ◆ *(IVB.1d and IVB.1e) The District will post on the college website all revised administrative regulations, along with the current version of those that have not yet been updated. (All)*

The current versions of all administrative regulations are posted on the college website.

## **GOAL 5: COMMUNITY PARTNERSHIPS**

*The College will develop public/private partnerships to meet the educational needs of our community, ensure financial viability, and promote employment of our students and alumni.*

## Standard II: Student Learning Programs and Services

- ◆ *(IIA.1b and IIA.2d) When the College re-enters a growth mode, it will develop Extension courses that focus on career development needs and coordinate efforts with related academic departments. (Planning and Development)*

Both the Community and Continuing Education and Workforce and Economic Development departments have developed offerings focusing on career development needs. When related to disciplines within academic departments, efforts have been coordinated with department chairs and faculty from the related departments.

- ◆ *(IIA.1b and IIA.2d) The College will consider reactivating the dual enrollment program, when fiscal conditions permit. (Academic Affairs, Student Affairs)*

The High School Dual Enrollment Program was reactivated in 2004-2005, with an initial course offering of 75 weekly hours of instruction in Fall 2004. This offering doubled in Spring 2005, and by Spring 2007, was serving approximately 1,700 students at 26 high schools. Changes in Title 5 regulations prohibited colleges from offering classes outside of their respective districts without the approval of the external district's local community college. Since 24 of the high schools being served by Santa Monica College were outside the College's district boundaries, the program was reduced to approximately 600 students at 10 high schools. As a result of current budget constraints, the program has been further reduced to approximately 200 students at Santa Monica High School and Malibu High School.

## Standard III: Resources

- ◆ *(IIIC.1c) Information Technology will assess the possibility of integrating County PeopleSoft data with WebISIS and designing an in-house Information Technology asset tracking system to record all the hardware, software deployment, and cascading changes. (Information Technology, Business and Administration)*

This idea was discussed but determined unfeasible.

- ◆ ***(IIID.2b) The College will develop strategies for ensuring that data stored on the PeopleSoft, Human Resources, and ISIS systems are consistent and accurately reflect activity and allocations. (Information Technology, Business and Administration, Human Resources)***

In Fall 2008, a consultant was engaged to analyze the various system communication challenges and to recommend a course of action to address them. He initiated regular meetings of Fiscal Services, Human Resources, and Information Technology staff and included, when appropriate, Academic Affairs and Student Affairs administrators, to identify issues and begin to address them. These meetings have continued on a periodic basis, and there is a new 2009-2010 institutional objective designed to accelerate the progress in dealing with the various issues.

#### **Standard IV: Leadership and Governance**

- ◆ ***(IVB.2d) The college community will investigate additional sources of revenue enhancement. (Business and Administration, Planning and Development)***

The College has been highly successful in receiving grants for specific purposes, but this plan was developed primarily to address unrestricted general fund revenue. In 2009, Santa Monica College successfully sponsored legislation to allow colleges to extend the capital surcharge fee to out-of-state nonresident students in addition to international students. This will create a new revenue stream for the District. Discussions of possible additional sources of revenue enhancement continue in the current challenging fiscal environment.

- ◆ ***(IVB.2d) The District will effectively and realistically project and budget for the anticipated costs of plant expansion, acquisitions, and property development, including the increased operating expenses these generate. (Business and Administration)***

Although the College has made some progress in addressing this challenge, particularly in terms of anticipating future staffing needs, current budget constraints combined with an ambitious bond construction program dictate that continued attention needs to be paid to this level of planning.

- ◆ ***(IVB.2e) The Director, Community Relations will assess the community's expectations of Santa Monica College and lead efforts to further enhance the College's function as a cultural center for the community. (Public Programs)***

The College continues to enhance its reputation as a cultural center for the community through a variety of series and single events presented through the Office of Community Relations as well as numerous faculty and student events developed through instructional programs.

## **GOAL 6: SUPPORTIVE PHYSICAL ENVIRONMENT**

*The College will acquire, plan, develop, and maintain facilities and equipment to provide the best possible educational environment and promote the use of sustainable resources.*

### **Standard II: Student Learning Programs and Services**

- ◆ *(IIB.3b) The Office of Student Life and the Associated Students will develop a plan to redesign the second floor of the Cayton Center to include a space for activities, speakers, and other entertainment. (Student Affairs)*

In Spring 2006, the Cayton Center was painted, and a portion of the Associated Students Board Room was redesigned to accommodate Inter-Club Council meetings, Activity Night and other related Associated Students activities.

- ◆ *(IIC.1) The College will review the Information Technology Department's recommendation that computing labs, academic computing staff, and servers be centralized. (Academic Affairs, Information Technology, Business and Administration)*

The Information Technology virtual server infrastructure initiative is minimizing the hardware requirements needed to provide technology resources and therefore addresses the intent of the portion of this plan dealing with server centralization. All recently designed computing facilities have been planned with functional sharing, maximized usage, and minimum maintenance support needs in mind. Since there is currently neither a future facility designed nor a geographic site identified for a facility to support centralizing computing labs and academic computing staff, this portion of the Information Technology Department's recommendation has not been addressed.

### **Standard III: Resources**

- ◆ *(IIIB.1a and IIIB.2b) The Facilities Department will complete standardization documents for materials, fixtures, and finishes to be used in all construction projects. (Business and Administration)*

The Facilities Department has now completed standardized lists of materials, fixtures and finishes to aid project architects and facilitate maintenance.

- ◆ *(IIIB.1b) The College will set priorities and develop a plan for hiring appropriate maintenance staff when the budget improves. (Business and Administration, Human Resources)*

The College has recently filled several key maintenance positions, and both custodial and maintenance staffing levels have been increased since 2004.

- ◆ *(IIIB.1b) New buildings will incorporate sustainable design techniques, with the goal of furthering environmental quality. (Business and Administration)*

All recently approved building projects have incorporated sustainable design techniques. The new Humanities and Social Sciences Building is LEED-certified.

- ◆ *(IIIC.1d) The District Technology Committee will examine the feasibility, efficiency, cost benefits, and impact upon technology usage of moving forward with a plan for centralizing student computing facilities. (Information Technology, Academic Affairs)*

The DPAC Technology Planning Subcommittee continues to recommend centralization of student computing facilities. However, as yet there is neither a future facility designed nor a geographic site identified for a facility to support centralizing student computing facilities.

## **ALL GOALS**

### **Standard I: Institutional Mission and Effectiveness**

- ◆ *(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. (Planning and Development)*

Despite continued efforts to increase institutional research human resources, the staffing level has been distressingly inconsistent over the last six years, ranging from one to three positions. There is currently a staff of two: the Dean, Institutional Research and the recently hired Director, Matriculation Research.

- ◆ *(IB.3 and IB.5) The Office of Planning and Development will create a process for identifying research priorities for the future. (Planning and Development)*

A Research Advisory Committee, created in 2005, has assisted in prioritizing research requests and identifying future priorities.

### **Standard III: Resources**

- ◆ *(IIIA.1a) The Personnel Commission will complete the Hay Study, and the College will implement the resulting recommendations when and where possible. (Human Resources, Personnel Commission)*

The Personnel Commission completed the Hay Group Study and “rolled out” its results during Fall 2006. The implementation phase began in January 2007.



- ◆ ***(IIIA.1b and IIIA.1c) Human Resources will address the issues of inconsistency in the evaluation of classified managers. (Human Resources)***

There are no longer issues of inconsistency. All administrators and managers, both academic and classified, are now evaluated through use of the same evaluation and self-evaluation forms.

- ◆ ***(IIID.1c) The Human Resources and Business Services offices will collaborate to ensure consistency of information between the personnel and payroll systems. (Human Resources, Business and Administration)***

In Fall 2008, a consultant was engaged to analyze the various system communication challenges and to recommend a course of action to address them. He initiated regular meetings of Fiscal Services, Human Resources, and Information Technology staff and included, when appropriate, Academic Affairs and Student Affairs administrators, to identify issues and begin to address them. These meetings have continued on a periodic basis, and there is a new 2009-2010 institutional objective designed to accelerate the progress in dealing with the various issues.

#### **Standard IV: Leadership and Governance**

- ◆ ***(IVB.1j) The Board of Trustees will consider revising the evaluation process for the Superintendent/President to make the criteria more specific and the accountability factors more transparent. (Board of Trustees)***

Although the three general evaluation criteria (identified in Board Policy 1280, Evaluation of the Superintendent/President)—relationship with the Board of Trustees, institutional leadership, and constituency-building—have not changed since the last accreditation visit, the Board engages in a highly public process to develop annual Board Goals. These are used as the more specific evaluation criteria in keeping with the policy statement that “the performance criteria will be drawn each year from goals and objectives identified by the Board of Trustees.”

The following is a list of self-identified planning issues (organized by college goals as they existed in 2004) that have not been addressed during the last six years:

### **GOAL 1: STUDENT SUCCESS**

*The College's learning environment will challenge, motivate, and support students. The College will use data on student outcomes to enhance educational programs and services.*

#### **Standard II: Student Learning Programs and Services**

- ◆ *(IIC.1b) The Academic Senate Joint Curriculum Committee will address if and how Information Competency will be included in graduation requirements. (Academic Affairs)*

Although still worthy of consideration, this potential graduation requirement has not yet been addressed, primarily because of the priority given to other Associate in Arts degree requirement changes—the change in the English requirement required by a Title 5 revision and the expansion of the American Cultures requirement into a broader Global Citizenship requirement.

### **GOAL 2: ACADEMIC EXCELLENCE**

*The College will uphold its tradition of academic excellence and innovation centered on a strong core of classified staff, faculty, and administrators. All are dedicated to the lifelong development of individual skills and competencies.*

#### **Standard III: Resources**

- ◆ *(IIIA.1b and IIIA.1c) The Academic Senate Joint Personnel Policies Committee will develop an evaluation process for department chairs. (Human Resources, Academic Affairs, Student Affairs)*

Department chairs are evaluated as faculty members but not specifically for their role as department chairs. Since they are members of the faculty collective bargaining unit, it is not yet clear whether development of such a process is within the domain of the Academic Senate Joint Personnel Policies Committee or the Faculty Association (through negotiations with the District).

### **GOAL 3: COMMUNITY OF MUTUAL RESPECT**

*The College will be exemplary as a diverse community of mutual respect—a community characterized by respect for the individual, free exchange of ideas, broad collaboration, and participation in college governance.*

**Standard III: Resources**

- ◆ *(III.A.1d) Classified employee organizations will develop a code of ethics for classified employees. (Classified Senate, CSEA)*

CSEA has determined that development of a code of ethics is a collective bargaining issue and therefore must be negotiated with the District.

**Standard IV: Leadership and Governance**

- ◆ *(IVB.1a, IVB.1b, and IVB.1c) Facilities planning will include consideration of a Board meeting venue that is more accommodating to public participation. (Business and Administration)*

This plan was relevant in 2004 when controversial program discontinuance and employee layoffs generated unusually large attendance at Board of Trustees meetings. However, the capacity of the current Board Room has proven adequate for the usual attendance at meetings, and an adjacent overflow room accommodates any additional attendees.

**ALL GOALS**

- ◆ *(III.A.6) The Collegewide Coordinating Council will act upon the 2003-2004 institutional objective to “develop criteria for assessment of classified staffing needs.” (All)*

This plan was a product of the classified staff layoffs that had occurred just prior to the previous accreditation team visit. Many of the positions for which layoffs occurred have since been reinstated. The Collegewide Coordinating Council no longer exists, and this issue has not been raised for discussion in the District Planning and Advisory Council or its subcommittees.

**Standard IV: Leadership and Governance**

- ◆ *(IVB.2a and IVB.2b) The Superintendent/President will involve college constituencies in an organizational study to determine whether the College’s administrative and management structure is appropriate. (All)*

This plan was directed at the previous Superintendent/President. When the current Superintendent/President came to the College, he observed the existing administrative and management structure for several months before making any changes. Although some occasionally voice concerns over the number of administrators and managers, particularly as the College grapples with current budget constraints, there has not been a recent call for a major organizational study.

# Longitudinal Student Achievement Data

Santa Monica College continues to excel in helping students achieve their educational goals, whether those goals are career related, transfer to a four-year institution, or completion of an Associate in Arts degree or Certificate of Achievement.

## Number of Degrees and Certificates Awarded

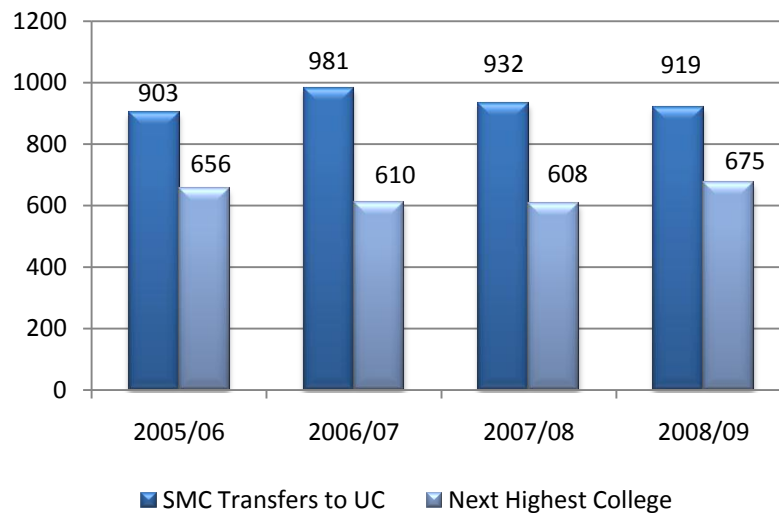
The table below summarizes the Associate in Arts degrees and Certificates of Achievement awarded each year from 2005-2006 through 2008-2009:

| <b>Associate in Arts Degrees</b>                          |                |                |                |                |
|---|----------------|----------------|----------------|----------------|
| <b>Program Type</b>                                       | <b>2005-06</b> | <b>2006-07</b> | <b>2007-08</b> | <b>2008-09</b> |
| Business and Management                                   | 158            | 129            | 125            | 151            |
| Commercial Services                                       | 10             | 10             | 10             | 5              |
| Education   |                | 3              | 3              | 1              |
| Family and Consumer Sciences                              | 38             | 32             | 35             | 31             |
| Fine and Applied Arts                                     | 73             | 88             | 60             | 69             |
| Health  | 53             | 73             | 65             | 78             |
| Humanities  | 2              | 2              |                |                |
| Information Technology                                    | 17             | 24             | 20             | 10             |
| Interdisciplinary Studies                                 | 961            | 1,083          | 1,137          | 956            |
| Media and Communications                                  | 18             | 23             | 20             | 27             |
| Social Sciences   |                |                | 1              | 1              |
| <b>Certificates (requiring 30 to fewer than 60 units)</b> |                |                |                |                |
| Business and Management                                   | 36             | 30             | 37             | 26             |
| Commercial Services                                       | 3              | 3              | 7              | 2              |
| Family and Consumer Sciences                              | 94             | 111            | 110            | 85             |
| Fine and Applied Arts                                     | 88             | 60             | 54             | 42             |
| Information Technology                                    | 8              | 3              | 8              | 3              |
| <b>Total Degrees and Certificates Awarded by Year</b>     | <b>1,559</b>   | <b>1,674</b>   | <b>1,692</b>   | <b>1,487</b>   |

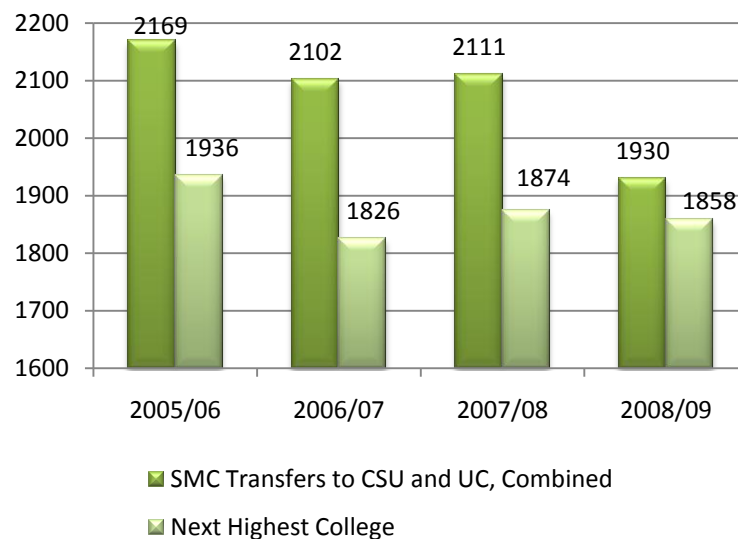
## Transfer Rates

For the last 20 years, Santa Monica College has transferred more students to the University of California than any other California community college and is highly successful in sending large numbers of students to California State University campuses. Figure 8 and Figure 9 summarize the numbers of Santa Monica College students who transfer to the University of California and

California State University systems for the years 2005-2006 through 2008-2009. (Source: California Postsecondary Education Commission.) For the last four years, Santa Monica College has transferred the greatest number of African American students to the University of California. The College also ranks first among community colleges in sending students to the University of Southern California and Loyola Marymount University and is very successful in transferring students to other private four-year institutions across the country. Nevertheless, the numbers remain small relative to the student population and there is room for improvement.



**Figure 8: SMC Transfers to UCs, Compared to the Next Highest College (2005/2006 – 2008/2009)**



**Figure 9: Comparison of SMC Transfers to the UC and CSU, Combined, Compared to the Next Highest College (2005/2006 – 2008/2009)**

## Course Completion Rates

The rate of success for students in various programs has remained fairly consistent over the last three years as summarized in the following table, with success defined as enrollments resulting in a grade of A, B, C, CR or P divided by the number of enrollments resulting in a grade of A, B, C, D, F, CR, NC, W, I, P, NP or DR. (Source: California Community Colleges Chancellor's Office Data Mart)

| Program Type                                  | Fall 2006<br>% Success | Fall 2007<br>% Success | Fall 2008<br>% Success |
|---|------------------------|------------------------|------------------------|
| Biological Sciences (04)                      | 66.08                  | 65.22                  | 64.84                  |
| Business and Management (05)                  | 60.64                  | 60.71                  | 61.22                  |
| Commercial Services (30)                      | 80.83                  | 68.05                  | 67.51                  |
| Education (08)                                | 73.30                  | 71.89                  | 70.53                  |
| Engineering and Industrial Technologies (09)  | 44.44                  | 37.04                  | 44.83                  |
| Family and Consumer Sciences (13)             | 68.91                  | 68.35                  | 68.49                  |
| Fine and Applied Arts (10)                    | 68.20                  | 67.29                  | 69.37                  |
| Foreign Language (11)                         | 67.03                  | 66.25                  | 65.12                  |
| Health (12)                                   | 79.94                  | 79.18                  | 82.44                  |
| Humanities (Letters) (15)                     | 65.03                  | 66.29                  | 66.34                  |
| Information Technology (07)                   | 61.28                  | 63.11                  | 65.03                  |
| Interdisciplinary Studies (49)                | 58.82                  | 58.79                  | 60.68                  |
| Library Science (16)                          | 62.28                  | 55.04                  | 51.28                  |
| Mathematics (17)                              | 51.95                  | 51.54                  | 49.72                  |
| Media and Communications (06)                 | 68.99                  | 71.82                  | 73.72                  |
| Physical Sciences (19)                        | 66.85                  | 66.43                  | 64.73                  |
| Psychology (20)                               | 61.56                  | 61.61                  | 63.18                  |
| Social Sciences (22)                          | 64.12                  | 63.20                  | 64.33                  |
| <b>Average Success Rate Over All Programs</b> | 64.47                  | 64.09                  | 64.81                  |

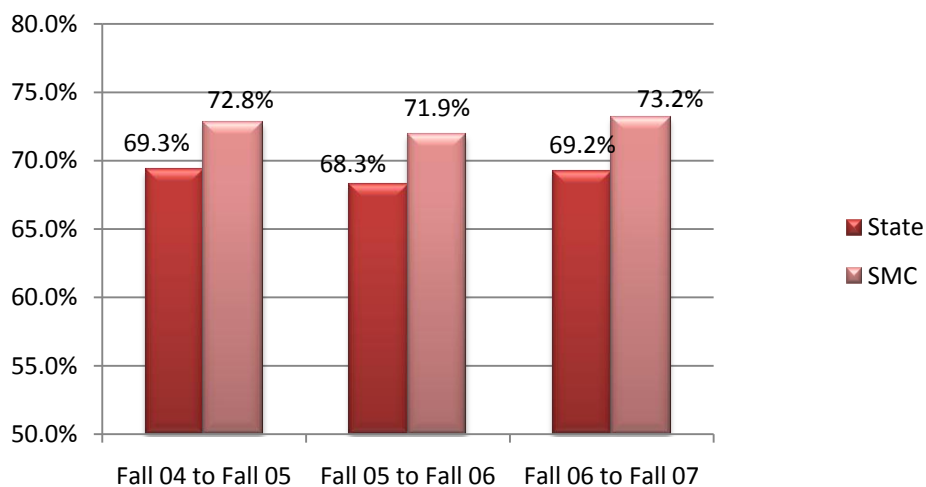
## Retention and Fall to Fall Persistence Rates

Retention rates for 2004-2005 through 2007-2008 are summarized below and have remained fairly steady. Retention rates for each college department are available on the college website.<sup>2</sup>

| 2004-2005 |          |       | 2005-2006 |          |       | 2006-2007 |          |       | 2007-2008 |          |       |
|-----------|----------|-------|-----------|----------|-------|-----------|----------|-------|-----------|----------|-------|
| Attempt   | Retained | %     | Attempt   | Retained | %     | Attempt   | Retained | %     | Attempt   | Retained | %     |
| 146,919   | 117,921  | 80.3% | 150,040   | 121,115  | 80.7% | 151,669   | 122,059  | 80.5% | 159,276   | 129,056  | 81.0% |

Another measure of importance for Santa Monica College is the fall to fall persistence rates of its students. Figure 10 demonstrates that the College consistently outperforms the state average on this measure and, in the most recent year for which data is available, outperformed the state average by nearly four percentage points. (Source: *Accountability Reporting for the Community Colleges Annual Report*, 2009-2010)

<sup>2</sup> [http://www.smc.edu/Projects/187/FacultyStaff/Retention\\_Rates/Retention\\_Rates\\_0405-0708\\_revised.pdf](http://www.smc.edu/Projects/187/FacultyStaff/Retention_Rates/Retention_Rates_0405-0708_revised.pdf)



**Figure 10: Comparison of Local Performance to State Performance on the Fall to Fall Persistence Rate**

### Basic Skills Completion

As shown in Figure 11, the completion rate of students enrolled in basic skills classes has risen 1.1 percentage points over the baseline year.



**Figure 11: Basic Skills Completion Rates, 2005-2006 through 2007-2008**

### **Scores on Licensure Examinations**

Three programs include licensure examinations: Cosmetology, Nursing and Respiratory Therapy:

- In 2008-2009, the passing rate for cosmetology students was 98 percent.
- The passing rate for respiratory therapy students averages between 90 percent and 95 percent. Of particular note is the 100 percent passing rate of the most recent groups of students in the Respiratory Therapy program; all 47 students (a very large group) passed the examination on their first attempt.
- The passing rate for nursing students taking the National Council Licensure Examination was 81 percent in 2007-2008 and nearly 95 percent in 2008-2009.



# Program Review

---

Santa Monica College is committed to rigorous and thorough review of its instructional and non-instructional programs. The process of engaging in regular programmatic self-evaluation benefits all college programs, strengthens student learning and advances substantive collegewide dialogue and review of the College's Institutional Learning Outcomes, thus enhancing overall institutional effectiveness.

Santa Monica College's program review process is integral to the shaping of college objectives and initiatives and to budgeting and planning processes. The Academic Senate Joint Program Review Committee provides a thorough evaluation of all college programs (including an executive summary with commendations and recommendations for each program evaluated) and in its annual report, provides recommendations and identified overarching institutional issues to the District Planning and Advisory Council (DPAC). DPAC uses these annual reports when drafting collegewide objectives and goals for inclusion in the *Master Plan for Education* annual updates.

The College's process for program review has served as a model for many institutions within the California Community College system. The Academic Senate Joint Program Review Committee adapts its procedures and policies in response to evolving student needs and college goals. Moreover, the committee continually engages in self-reflection and improvement to address the ever-changing needs of students and the community. Both the Program Review Committee Chair and Vice Chair regularly attend DPAC meetings and act as resource liaisons to DPAC. The committee regularly includes representatives from the Academic Senate Joint Student and Institutional Learning Outcomes and Curriculum committees.

The College's ongoing program review process reflects the institution's commitment to student learning, particularly the articulation of the College's goals and objectives and assessment of institutional effectiveness.

# Student Learning Outcomes and Assessment

---

Santa Monica College has made significant progress in the development of course, program and institutional student learning outcomes. In 2005, the Academic Senate created a Joint Student Learning Outcomes Task Force, charged with generating widespread participation in the articulation and assessment of outcomes. The task force adopted a three-year plan to develop student learning outcomes and appropriate assessments at all levels: course, program and institutional. During the first year, efforts were concentrated on the development of course-level student learning outcomes and assessments. In the second year, the focus shifted to discipline, department, certificate, degree and program level outcomes and assessments. Between May and August 2007, the college community focused on the development of the College's four Institutional Learning Outcomes.

To date, the College has developed student learning outcomes and assessments for all of its courses and instructional programs, most student and instructional support services, and more than twenty college operational services. The College has strived to develop, assess and re-evaluate student learning outcomes that accurately reflect the skills, attitudes and behaviors students will demonstrate upon completion of a course and/or program. While assessment tools vary widely among courses, departments, disciplines, and programs, all have been developed and adopted to ensure that they appropriately and justifiably measure success in achieving learning outcomes.

The College continues to work towards the goal of formalizing the process for outcomes review and the quality of measurability. Mechanisms for integrating program outcome assessment data to maximize institutional effectiveness continue to be developed. To achieve these goals and upon the recommendation of the Academic Senate Joint Student Learning Outcomes Task Force, the Academic Senate and the Offices of Academic Affairs and Student Affairs agreed to establish the Academic Senate Joint Student and Institutional Learning Outcomes Committee.

The committee maintains a website on which are posted the College's definition of, philosophy of and approach to student learning outcomes; the College's Institutional Learning Outcomes; three handbooks to guide the writing of course, program, and college operational support services outcomes; forms for reporting outcomes and assessment results; and other related resources.

The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research have drafted a plan to work with departments and programs to ensure that the assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons are possible and sustained and continuous improvement is achieved. In addition, the committee is developing a plan to establish ways to store the data from the assessments in a database system to facilitate and enhance the analysis of data from year to year. The Program Review Committee plans to develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the College's learning outcome assessment cycle.

# Off-Campus Site and Distance Learning

---

The main campus of Santa Monica College is located on a small, 38-acre parcel in a dense urban area. Thus, to address increasing enrollment and reduce the College's impact on the surrounding neighborhood, the College has acquired multiple smaller sites within easy commuting distance and has developed a robust distance education program. These are strategies that have helped the College address student demand and programmatic needs while maintaining consistently high standards for the programs and services offered to students and the community.

The following satellite sites are locations at which instruction is delivered:

**Academy of Entertainment and Technology (AET)** – This is the only Santa Monica College satellite site approved by the Board of Governors and California Postsecondary Education Commission as an Educational Center. This designation was granted at the time the site was opened in 1997. A substantive change proposal was also approved by the Accrediting Commission to permit students based at the site to complete more than 50 percent of the requirements for degrees or certificates there. The site is the home of the Design Technology department (Entertainment Technology, Graphic Design and Interior Architectural Design) and also houses general education offerings. Currently the site contains a single building but architectural design efforts are underway to expand the site significantly.

**Bundy Campus** – This site, located in the City of Los Angeles but abutting the southeast border of the District's boundaries, houses the Health Sciences and Education/Early Childhood Education programs as well as general education offerings, the Workforce and Economic Development Department and the Continuing and Community Education Program. The College has plans to expand this site in the future.

**Airport Arts Campus** – A small, leased space near the Bundy campus, this property houses art classes in ceramics, sculpture, contemporary art, and the Art Mentor Program. It also serves as a temporary location for general education classes impacted during various construction projects around the College.

**Performing Arts Center** – Formerly known as the Madison campus, this property is operated through a long-term (67 years) lease. Since the last accreditation, the Music Department has relocated from the main campus to this site. The Art Gallery, operated by Art Department faculty as a supplementary educational facility, is also located at the site. The newest addition to the site is the 500-seat Eli and Edyth Broad Stage (the Broad Stage) and a smaller, flexible performance setting, the Edye Second Space. Both the Broad Stage and the Edye Second Space serve as venues for music and dance performances related to performance courses. Additionally, the Madison Project produces a full schedule of fee-based performances for the community and a linked educational program aimed primarily at elementary through high school children.

**Emeritus College** – This college-owned, four-story building located in downtown Santa Monica houses the highly acclaimed non-credit Emeritus program for older adults.

Because of the close proximity of all the satellite sites to the main campus, many faculty teach at more than one location. All processes that ensure quality control of instruction are maintained through the appropriate departments and the College can confirm that location of instruction is irrelevant to maintaining consistency in quality. While it is not possible to replicate all support services at each site, the College strives to provide a number of services to students who do not visit the main campus. Moreover, the inter-campus shuttle services and the “Any Line, Any Time” Big Blue Bus arrangement (whereby Santa Monica College students can ride any Big Blue Bus for free) help students move easily among the off-site locations and the main campus for both classes and services.

In addition, the College has a strong distance education program, which now accounts for 12.5 percent of its credit FTES. A substantive change for the College’s distance education program was filed in August 2009 and approved by the Accrediting Commission in September 2009. Students may complete online 50 percent or more of the units required for the following degrees and certificates:

**Associate in Arts Degrees:**

|                                    |  |                                |
|------------------------------------|--|--------------------------------|
| Accounting                         | Computer Science                       | General Office                 |
| Business Administration            | Database Applications Developer        | Legal Administrative Assistant |
| Business Entrepreneurship          | Web Programmer                         | Computer Business Applications |
| Business Management and Leadership | Early Childhood Education              | Liberal Arts                   |
| Business Marketing                 | Early Childhood Intervention Assistant | Website Software Specialist    |
| Business Merchandizing             | Early Childhood Intervention Teacher   | Nursing                        |
| Computer Programming               |  |                                |

**Certificates of Achievement and/or Department Certificates:**

|   |  |                                    |
|---|--|------------------------------------|
| Accounting                                      | Insurance Specialist                         | Web Programmer                     |
| Business Administration                         | Computer Business Applications               | Information Systems Management     |
| Early Childhood Education                       | Website Software Specialist                  | General Office                     |
| Early Childhood Intervention Assistant          | Desktop Publishing                           | Legal Administrative Assistant     |
| Early Childhood Educations Intervention Teacher | Website Creator                              | Clerical/Data Entry                |
| Entrepreneurship                                | Website Development Management               | Medical Billing/Coding             |
| Business Management and Leadership              | Word Processing-Computer Information Systems | Medical Records Clerk/Receptionist |
| Marketing                                       | Computer Programming                         | Medical Transcription              |
| Merchandising                                   | Database Applications Developer              | Word Processing-Office Technology  |

The College recognizes the differences between the on-line and onground environments and has developed multiple strategies to support both students and faculty in the online environment.

# Information on External Independent Audits and Integrity in the Use of Federal Grant Monies

---

Each year, the College is audited by an independent certified public accounting firm with expertise in governmental accounting, community college accounting practices, and California state law. As part of the review, internal controls over accounting procedures, compliance with applicable accounting standards, recording reliability, and reporting accuracy are tested and evaluated. The designation of a set of financial reports with “no exceptions” or only “minor exceptions” and resulting in an “unqualified opinion” represents the ideal result that organizations strive to achieve. “Unqualified opinion” states that the financial statements are presented fairly in conformity with Generally Accepted Accounting Principles. The College has achieved these results in the years ending June 30, 2005 through June 30, 2009.

This excerpt from the 2008 audit report represents the typical conclusion that has appeared in the audit reports for each of these years:

*In our opinion, the basic financial statements listed in the aforementioned table of contents present fairly, in all material respects, the financial position of the Santa Monica Community College District as of June 30, 2008, and the results of its operations, changes in net assets and cash flows for the fiscal year then ended in conformity with accounting principles generally accepted in the United States.*

If there are ever any major or minor exceptions, these are noted in the “audit findings,” which are then addressed as a high priority by college personnel. These findings and the corrections are subsequently re-evaluated by the auditors and are re-addressed as part of the following year’s audit report.

Each year, the annual audit report is presented to the Board of Trustees at a regularly scheduled public meeting, providing the public the opportunity to comment.

With regard to federal grant monies, the College has successfully managed a variety of federal grant programs including multiple awards from the US Department of Education including Title III, Strengthening Institutions Program; Title V, Hispanic-Serving Institutions (including both individual and cooperative grant awards); Title VI, International Education; TRIO (both Student Support Services and Upward Bound); National Science Foundation; Department of Labor (Community-Based Job Training Grant); and National Aeronautical and Space Administration (Curriculum Improvement Partnership Award). These grants have been audited through independent external auditors and demonstrate the same high level of fiscal responsibility exhibited by the College in all its operations. Beginning with the 2006-2007 audit, the College has received each year a “low risk” audit status with respect to compliance with accounting standards for federal programs.

# Self-Study Report Abstract

---

## Standard I: Institutional Mission and Effectiveness

Santa Monica College is a large urban institution of higher education established to serve the communities of west Los Angeles County. Over the past 80 years, the College has grown to meet ever-changing local, regional and global needs and ensures that the College's Mission, Vision, Values and Goals and Institutional Learning Outcomes reflect and support these changes.

To fulfill its mission, Santa Monica College provides open and affordable access to high-quality programs that “prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning.” The College is internationally recognized for its strong transfer program. In addition, the College offers a variety of career technical programs designed to address the workforce development needs of west Los Angeles County. The College also has a large developmental skills program that offers students the opportunity to improve their basic skills in mathematics and English. All instructional programs are supplemented by student support programs that further provide students with the skills and resources they need to successfully pursue their academic goals.

Since the last self-study, Santa Monica College has emerged from a trying period, triggered by a serious budget crisis that resulted in the discontinuance of some programs and layoffs of faculty and staff. Changes in the leadership of the College, combined with the desire of the majority of the college community to put deep-seated acrimony and mistrust behind, have helped move the College to a more transparent and participatory method of governance and an even stronger commitment to its mission. Foremost has been the creation of a new participatory governance structure, the District Planning and Advisory Council (DPAC), whose membership is equally distributed among administration, faculty, classified staff and students. DPAC is now recognized by the college community as the primary college planning body that makes recommendations to the Superintendent/President.

In 2007, DPAC established a Strategic Planning Task Force to evaluate the College's planning process, develop strategic initiatives and action plans, and review the College's Mission, Vision and Goals statements. The work of the task force was embraced by the college community and resulted in several key revisions to the College's mission statement. The most significant revisions were the inclusion of the “global community” in the College's credo (*Changing Lives in the Global Community through Excellence in Education*), and the addition of a Values statement, a high-profile renewed commitment to democratic principles, effective communication, and collegiality. This commitment to helping students succeed at the individual, community and global level is reinforced in the College's mission statement and has been institutionalized through its four Institutional Learning Outcomes.

The College's Institutional Learning Outcomes and Supporting Goals, and the Mission, Vision and Values statements reinforce each other, demonstrating the desire of the College to clearly

articulate the interconnectedness and relevance of its mission and vision to the process of student learning. All of the annual objectives included in the *Master Plan for Education* annual update are linked to the supporting goals thereby providing specific activities to enhance and improve these guiding principles.

Updates to the *Master Plan for Education* establish annual objectives to improve institutional effectiveness. As part of this annual process, the objectives for the current year are evaluated and assessed to determine whether or not they have been achieved. Beginning with the Spring 2009 preparation of the 2009-2010 objectives, all the objectives are mapped to the Institutional Learning Outcomes, thus adding an additional measure of assessment of institutional effectiveness.

Institutional effectiveness is assessed through a number of processes. Planning for and engaging in the accreditation self-study process has been an effective tool for the College, particularly in the identification of areas in need of improvement and strengthening. The new processes established for developing and assessing course, program and institutional student learning outcomes are another method by which the institution assesses its effectiveness. The longest-standing and most broadly-based internal tool for assessing institutional effectiveness is the College's program review process. Each instructional and student services program and each administrative and operational area of the College is reviewed on a six-year cycle. The Program Review Committee prepares an executive summary providing the reviewed program with its commendations for outstanding practices or improvements, recommendations for program improvement, and recommendations for institutional support where the committee feels such support is needed. The Program Review Committee's annual report summarizes overarching institutional issues and informs the annual development of institutional objectives from the perspective of program review through the annual updates to the *Master Plan for Education*.

The College understands that effective assessment strategies include evaluation not only at the program level but also at the course and institutional levels. To this end, the College is developing, through its Academic Senate Joint Student and Institutional Learning Outcomes Committee, a systematic approach to learning outcomes at the course, program and institutional levels. The process of assessing outcomes at the course level naturally connects program and institutional level outcomes to activities that are occurring in the classroom. Student learning outcomes have been written for all courses and nearly all student support services. Assessment strategies have been developed, and the assessment phase is progressing; although departments and programs are at various stages of the process, they are all engaged in this work. With the development of student learning outcomes at the course, program and institutional levels, has come the understanding of the need for ongoing review, assessment and quality-improvement.

To inform dialogue, evaluation and decision-making—all with an eye to improving student learning—the College collects a wide range of data from the institutional level to the course and instructor level. The College recognizes that data alone do not serve members of the college community. Data need to be imbued with relevance within the context of the institutional culture. In collaboration with faculty and staff, the Office of Institutional Research plays a substantive support role in creating meaning for the institution. By supporting a culture of

systematic inquiry that incorporates both qualitative and quantitative approaches, the College expects to strengthen its commitment to ongoing systematic assessment, resulting in improved programs and services.

There is an inherent tension in higher education generated by the need for consistency, outcomes, accountability, and assessment to demonstrate effectiveness, and differing perceptions of what and how the principles of academic freedom apply. Dialogue and process are the means by which Santa Monica College addresses these issues. The breadth and depth of dialogue regarding student learning and institutional processes have matured significantly since the last accreditation self-study. This is largely due to the improved climate and stronger sense of collegiality and a greater understanding that the entire college community contributes to the success of its students and the college mission.

## **Standard II: Student Learning Programs and Services**

Santa Monica College welcomes students of wide-ranging backgrounds, abilities and educational aspirations. The College meets the needs of its diverse student population through a combination of academic programs, student support services and comprehensive learning resources.

The curriculum approval process at Santa Monica College is rigorous and effectively ensures that courses meet the College's high standards. The Academic Senate Joint Curriculum Committee complies with all Title 5 and *Education Code* requirements. To complement the rigorous curriculum development process, the Academic Senate Joint Program Review Committee reviews all existing instructional, student services, and operational support programs to aid in maintaining and enhancing their quality and responsiveness.

The College's curriculum approval and program review processes continue to ensure the instructional quality, appropriate rigor and overall educational effectiveness for all its courses and programs. Both processes have been modified to formally include review of student learning outcomes and institutional learning outcomes development and assessment. Since 2005, the Curriculum Committee has required every course, new or revised, to articulate a minimum of two student learning outcomes, based on the measurable objectives contained in the Course Outline of Record. Course and program-level student learning outcomes and appropriate assessment tools have been developed by faculty in each discipline. While student learning outcomes and assessment processes are well underway at the College, there remains the need to formalize the process for reviewing outcomes for consistency and measurability.

In recognition of the variety of subjects taught and of the diversity of student needs and goals, Santa Monica College provides an array of individual and group learning experiences. Modes of instruction include traditional methods as well as methods or modes of delivery that extend beyond the traditional classroom walls (e.g., online courses, hybrid courses, independent study, internships, and study abroad programs). Equally high standards and appropriate rigor are applied to all instructional programs offered by the College, whether credit, noncredit, or not-for-credit.



The College's Institutional Learning Outcomes highlight what the College wants its students to gain from their experiences at the College and include ethics and effective global citizenship. To this end, the College established the Global Citizenship Associate in Arts degree requirement, which greatly expands the course options as compared to the American Cultures degree requirement which it replaced. The courses that satisfy the Global Citizenship Associate in Arts degree requirement directly support the College's Mission, Vision, Values and Goals and its Institutional Learning Outcomes. In addition, all faculty are encouraged to incorporate ideas and themes related to global citizenship across the curriculum.

Santa Monica College ensures that information about its programs is clear and accurate through its college catalog, which is updated annually. The College supports a comprehensive college website which includes the catalog, schedule of classes, and special program information. In Summer 2007, the college website was redesigned to provide students, faculty, staff and the public easier access to critical information about the College, its offerings, and policies.

The College strives to ensure the understanding of and adherence to policies regarding academic freedom, integrity and responsibility. The College has a widely-distributed policy on academic freedom and an active Academic Senate committee on faculty ethics and responsibilities, which regularly communicates information on professional ethics to all faculty. The College addresses conduct codes and related policies through its Mission, Vision, Values and Goals statements, Board of Trustees policies and administrative regulations. The establishment of an Honor Code and Honor Council provides powerful testimony to the seriousness of Santa Monica College's efforts to discourage dishonest behavior and to foster academic integrity in the student population. Augmenting these efforts are the Office of Student Judicial Affairs and the Ombuds Office. Collectively these efforts represent an efficient and comprehensive process for adjudicating complaints.

The College strives to meet the varied needs of its student population and takes pride in the quality and scope of its student support services and the timeliness of their delivery. Ongoing collaboration and dialogue within student services departments further ensures that services effectively address students' evolving needs. External evaluations serve as a means for the College to enhance its programs and services. In addition to undergoing a thorough and comprehensive program review every six years, many special student service programs have designed their own program-specific annual evaluations. Another avenue for review is through the California Community Colleges Chancellor's Office assessment of state-funded categorical programs.

Student services programs distribute surveys, hold focus groups and employ other research methods to ensure that the programs and services effectively meet students' needs. Programs and services are publicized to students in a variety of ways, which include the Santa Monica College website, the Schedule of Classes and program brochures for workshops and student services events offered throughout the year. Although the college website is the first point of contact for many students, the Offices of Enrollment Development, Admissions and Records, Outreach, and Financial Aid typically provide initial or subsequent access to the College. The Santa Monica College catalog is a reliable source of information for students regarding policies,

procedures, course descriptions, degrees and certificates, and special programs and support services.

Students can also access information and other services through the Welcome Center, a convenient one-stop shop where new students find the support they need to adjust to college life. Other programs and services have been developed to ensure equitable access to all students including the Back-to-Success Program, the Basic Skills Counseling Classroom Visitation Project, Center for Students with Disabilities, and online Early Alert. Many student services are replicated at the satellite sites to ensure that students who do not typically visit the main campus receive vital services such as financial aid, library services, and counseling.

One of the most significant changes since the last self-study has been the restructuring of the Student Affairs division into two areas: Enrollment Development and Student Affairs. Another milestone affecting both student affairs and enrollment development has been the initiation of construction of a new Student Services building. In addition to these major changes, the Offices of Student Affairs and Enrollment Development continue to emphasize refinement of enrollment and retention strategies.

The student activities program offered through Student Life includes the Associated Students Board of Directors, the Inter-Club Council and student organizations. A student trustee is elected to serve as an advisory voting member of the Santa Monica College Board of Trustees. Students are invited to join collegewide committees and participatory governance bodies such as the Academic Senate Joint Student Affairs and Curriculum committees, the District Planning and Advisory Council (DPAC) and its subcommittees, the Honor Council, and the Grade Appeals Committee.

Santa Monica College maintains student records in full compliance with the California *Code of Regulations*, the Family Educational Rights and Privacy Act (FERPA) of 1974 and the guidelines outlined in the *Education Code* chapter on Retention and Destruction of Records. Always concerned about the security and confidentiality of student records, the College has implemented policies and procedures that ensure proper authorization and authentication in the storage and access of student records. Imaging and electronic systems may have changed how records are maintained, but the College's commitment to maintaining security for students remains strong.

Most student affairs and enrollment development programs have developed student learning outcomes for which they are in the process of assessing or designing assessment instruments. The mechanisms of program review, internal evaluations and site visits from the California Community Colleges Chancellor's Office have provided the College's student services programs with useful measures of evaluation. The Office of Institutional Research recently released a triad of studies showing the relationship of specific support services such as Extended Opportunities Programs and Services to student success.

Library and learning support resources are also an important means for supporting student learning needs. Through careful planning and thoughtful allocation of its resources, the Library meets the learning needs of students by providing access to information in a variety of formats.

The Library has deliberately increased the number of electronic books and online periodicals to better meet the needs of all students, including those at satellite locations, off-campus users and students with disabilities. The results of past student surveys indicate that students are satisfied with the Library and its resources. The established processes for the selection of materials that support the academic needs of students for both the Library and learning resources are effective.

All library and learning support services participate in the College's program review process on a six-year cycle. The Library has developed student learning outcomes and assessments for its courses and bibliographic instruction sessions as well as program level outcomes and assessments. The Library also participates in several ongoing annual state and national library surveys, using the results to assist in evaluating and planning future library services and student learning outcomes assessment.

Students also have access to ten tutoring and learning support centers, located on the main campus and most satellite sites. These centers offer a variety of services to students and, based on the number of students who utilize tutoring services and a student survey of learning resource centers, there is a high level of satisfaction with both. The adequacy of learning resource center services is evaluated through the program review process and informal processes. While the program review process and consultations with subject area faculty are helpful in evaluating resources currently offered to students, more information is needed. For example, the decentralization of the Learning Resource Center has presented some problems including variable operating hours among centers, duplication of some services and materials and inconsistent tutor training and evaluation. A tutoring task force has been established by the Academic Senate to review these issues and make recommendations.

Santa Monica College is committed to providing students access to technology and to helping them effectively use that technology to reach their educational goals. All students are eligible for Santa Monica College computer network and email accounts, which allow them access to all open computer labs and/or labs related to their coursework. Computer and technical support is also provided to students accessing alternate modes of instructional delivery including online courses and hybrid courses. Training and technical support for faculty and staff are provided through a variety of avenues and delivery methods.

The College provides adequate maintenance service agreements and adequate security for the Library and learning support services. The College's Information Technology departments have developed and implemented numerous strategies to ensure that hardware, software, and network access are secure.

### **Standard III: Resources**

The College faces myriad resource challenges including serving more than 34,000 students on a main campus of only 38-acres, balancing burgeoning demands for rapidly changing technology with maintaining a secure operating environment, and managing an operating structural deficit during a prolonged state budget crisis. Despite these challenges, the College manages its human,

physical, technology and financial resources successfully through the dedication of its faculty, staff, administrators and the Board of Trustees.

Santa Monica College's human resources are by far its most valuable asset and are the driving force for innovations, activities, and accomplishments that are the reason for its outstanding reputation among community colleges across the nation. Critical to maintaining and promoting this culture of excellence are the procedures and processes for hiring the most qualified personnel. While applicant qualifications and demonstrated ability are the primary hiring criterion, the College strives to ensure that a diverse applicant pool is assembled for each position and has trained a large pool of faculty and staff to serve as Equal Employment Opportunity representatives to serve on screening committees.

Santa Monica College maintains a two-pronged human resources structure. The Office of Human Resources is responsible for overseeing all employment and evaluation processes for academic personnel, both faculty and academic administrators, for some employment matters and all evaluation processes for classified personnel, and for staff development of all employees. In addition, the College retains a Merit System and functions under the Merit Rules, implemented by the Personnel Commission Office, which govern the classification, recruitment, and selection of classified employees, promotional opportunities, and related matters on the basis of merit, fitness and the principle of "like pay for like work." The cooperative working relationship between the two offices has improved significantly since the last accreditation.

Since the last accreditation visit, progress has been made in integrating human resource planning with institutional planning. For example, the format and structure of the Academic Senate Joint New Contract Faculty Position Ranking Committee ensure significant faculty input regarding which departments and programs should receive full-time faculty hires. The hiring processes for part-time faculty have been improved through standardization of procedures.

Processes that govern the evaluation of faculty, administrators and staff are continuing to evolve to ensure that all college personnel are authentically engaged in the development and assessment of student learning outcomes. The College has proactively addressed faculty members' participation in student learning outcomes development and assessment by adding a specific question to the evaluation process for all faculty. Administrators, as part of their annual self-evaluation, identify their accomplishments based on objectives included in the *Master Plan for Education*. The objectives are developed in light of the Institutional Learning Outcomes and thus serve as a means for assessing administrators' active involvement in moving toward achievement of the College's Institutional Learning Outcomes. The classified employees' bargaining unit (Classified School Employees Association, Chapter 36) and the District are working to improve the existing classified employee evaluation forms.

The faculty code of ethics and ongoing discussions of issues related to faculty ethics and responsibility support an environment of ethical behavior. The Classified School Employees Association maintains that an ethics code for its membership must be a negotiated item. Adoption of a Code of Ethics by the Board of Trustees and the Management Association is

evidence of the Board's and administration's commitment to fostering an ethical environment at Santa Monica College.

The Office of Human Resources is responsible for ensuring that policies and regulations are adhered to and treatment of all personnel is fair and equitable. The Office of Human Resources is presently reviewing all personnel policies and procedures and providing oversight in updating them as appropriate. In addition, the College's website has been updated to improve access to personnel policies and procedures and to provide the most current documents and forms.

The College provides a wide variety of professional development opportunities to its faculty and staff throughout the year and in many venues: on and off campus, onground and online, and abroad. The College solicits evaluation surveys to identify areas of strength and areas that need improvement.

The College's physical plant includes a 38-acre main campus and five satellite sites. From its inception, Santa Monica College has faced significant challenges stemming from the limitations of its physical plant, and throughout its 80-year history, these challenges have been successfully addressed through careful planning and management. Through long-range planning and the successful passage of several bond measures, the College has made great strides in ensuring that its physical resources are designed to meet the needs of both the College's students and the community it serves.

The College develops long-range capital improvement plans through its master planning processes. The 1998 *Comprehensive Facility Master Plan* supports overall institutional development and design principles. Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the *Master Plan for Education*, which defines the goals and objectives for the College and serves as a document of guiding principles for facilities planning. Despite a grim state budget, most of its current proposed construction projects can proceed through bond funding.

The College is at the forefront of the movement towards sustainability and is incorporating sustainable, environmentally responsible building concepts into new construction projects. Beginning with Humanities and Social Sciences buildings, all of the College's new building projects are or will be LEED-certified. Access is ensured through compliance with the requirements of the Americans with Disabilities Act. The College's ongoing maintenance program ensures the safety and security of all college facilities and a healthful working environment.

The College provides technology services that meet both administrative and instructional needs and recognizes the importance of the underlying network infrastructure that supports these mission-critical technology services. This integrated approach provides all users with reliable access to the technology vital to the College's achievement of its Mission and Institutional Learning Outcomes.

The College's hardware and software technology decisions result from internal collaboration among technology support areas to determine the best solutions for meeting the College's needs,

which are identified through a variety of means, including feedback from support services, program review, government-mandated regulation changes, departmental needs, and system monitoring of usage trends for capacity planning. The *Master Plan for Technology* annual updates continue to serve as the document in which technology objectives are articulated, reviewed, implemented and measured. In coordination with the annual updates to the *Master Plan for Education* and the collegewide planning process, there is a deliberate and substantive dialogue within the college community about methods to most effectively support student learning through improvements to teaching and administrative practices, which include the use of technology to support those practices.

Equipment replacement and upgrades are also accomplished through the technology planning process. However, the maintenance of hardware and software is an area of growing concern at the College as new buildings, designed to incorporate technology, come online. The College prides itself on the breadth and depth of the technological resources afforded its students and personnel, but at the same time, these resources place an enormous burden on the College's limited and shrinking financial resources.

Technology training for staff, faculty and administrators is fairly decentralized. Most technology training across the College is accomplished through utilization of diverse resources and peer-to-peer training. Anticipating increased technology demands of both staff and students, the College recognizes that current technology training methods need to be assessed to determine their relative effectiveness in meeting the needs of faculty, staff and administrators.

The College also has adequate security measures in place to protect against unauthorized access to its servers, networking hardware and other devices. Overall, the College ensures that performance and capacity of the network are monitored and that system performance keeps pace with growing user requirements.

Through its Distance Education program, the College is committed to the creation, development and delivery of high-quality online courses that serve the needs of this rapidly-growing student population. The College partners with an external vendor, eCollege, to provide a robust, secure and reliable course management system. The system includes 24/7 technical assistance for students and faculty.

The financial situation at Santa Monica College has dramatically improved since the last accreditation visit in 2004. While the College's main planning documents—*Master Plan for Education*, *Comprehensive Facility Master Plan*, and *Master Plan for Technology*—continue to form the cornerstones of the planning processes, the District Planning and Advisory Council (DPAC) and its subcommittees now form the central planning structure. Consequently, the environment in which budget planning and project prioritizing discussions take place has improved dramatically. Financial information is distributed regularly, both to administrators responsible for managing their respective budgets and providing input to the accounting system and to collegewide users of financial information. The Board is apprised of all financial and other planning activities through weekly reports, monthly meetings, individual meetings with the Superintendent/President and senior staff, and other informational and planning meetings.

Over the past six years, the College has developed an array of financial resources and partnerships to augment state funding streams. As a result, the College amassed a fund balance, as of June 2009, of over \$19 million. However, rising costs in nearly all budgeted areas of campus expenditures have occurred at a time when state cost of living increases and recovery of mandated costs have been non-existent. Hence, it is possible that the annual operating deficit could eliminate the budgetary cushion in less than three years. Action is therefore required to re-balance the budget and revisit every aspect of college revenue and expenditures to eliminate the structural operating deficit.

The College demonstrates integrity and the proper use of college funds in all areas as evidenced by the fact that, over the past five years, no major audit issue findings related to financial errors or omissions have been noted, and the College is now designated as a “low risk audit” for federal programs. Financial resources, even those outside of district operational revenue, are used to meet college and program goals, which are tied to the College’s mission and goals. While neither auxiliary nor Foundation funds may be used for district operational expenses, they serve to add value to programs and projects for which no district funds are available.

Collegewide trust in the financial projections described in the budget scenarios contributes to an overall sense of cautious optimism that the fiscal challenges of 2008-2011 will be met successfully. In addition, the large reserve currently held by the College is a mitigating factor. The experience of rebuilding the reserve over the last five years and the leadership and fiscal discipline that have been practiced by the Board of Trustees should help the College weather difficult economic times ahead without compromising its commitment to its mission and goals.

Budget priorities are set based on college goals and objectives, and the College has taken significant steps to link the use of financial resources to college goals and objectives. The entire college community—including students, staff, faculty, and administration—actively participates in the yearly budgeting cycle at many different levels. Retrospective reporting as well as future projections are used to guide the District Planning and Advisory Council, the Budget Planning Subcommittee, various Academic Senate joint committees and a number of other campus planning bodies that recommend the allocation of financial resources.

## **Standard IV: Leadership and Governance**

During the previous accreditation review, this portion of the self-study report was perhaps the most controversial and most passionately discussed by members of the college community. The College had just experienced significant course reductions, painful layoffs and program eliminations that were disputed by many. Following the accreditation team’s visit, faculty leaders and administrators began the effort to improve the college climate and to boost morale. This group reached consensus, which resulted in the mutually-agreed-upon establishment in January 2005 of a new collegewide planning body, the District Planning and Advisory Council (DPAC), to replace the Collegewide Coordinating Council. Representatives from faculty, administration, classified staff, and students serve on DPAC, with each group having two official votes.

Planning and policy development occur through the participation of college community members in a number of institutional organizations including DPAC and its planning subcommittees; the Academic Senate joint committees; district committees and *ad hoc* task forces; the College's administrative/departmental structures; and other college organizations including the Associated Students, the Management Association, the Faculty Association and the Classified School Employees Association (CSEA).

The College has a long-standing record of compliance with the Accrediting Commission and other external agencies. The College's Progress Report (March 2005) and Midterm Report (March 2007) clearly demonstrate that the recommendations made during the last accreditation review are integrated into the College's institutional planning and evaluation activities. The College's Office of Government Relations and Institutional Communications coordinates the content verification and editorial review of information that is provided to the public in the college course catalogs, schedules of classes and events publications.

Critical examination and evaluation of leadership, governance and decision-making structures and processes take place on an ongoing and regular basis. In 2007, the District undertook a Strategic Planning Initiative effort which resulted in updates of the College's Mission, Vision, Values and Goals. Leaders from the college community, including administrators, faculty, classified staff and students, guided the initiative through a deliberative and inclusive process.

The Santa Monica College District Board of Trustees is the policy-making body responsible for governing the general operations of the College, hiring and evaluating the Superintendent/President and determining the educational program of the College as dictated by its Mission, Vision, Values and Goals. During one of its annual study sessions, the Board of Trustees updates its own goals and priorities, which are used to help guide DPAC's planning efforts. DPAC uses the Board's goals in the annual updates of the *Master Plan for Education*, which establishes broad objectives for the College.

The Board of Trustees regularly reviews and updates its bylaws and policies. The Board's policy manual outlines its record in establishing policy to ensure the quality, integrity and effectiveness of educational programs and services. The Board holds the Superintendent/President accountable for effective administration of the College and the conduct of district business.

The Board of Trustees acts in the best interest of the College and admirably represents the District at both the local and state level. Trustees participate in designated educational conferences, workshops and training sessions as well as several state and national community college associations. The Board's Code of Ethics establishes principles that promote a well-functioning and effective board and that build strong relationships within the college community.

The Board of Trustees is in compliance with its policy regarding professional development and new member orientation and each summer the Board fulfills its requirement to conduct a self-evaluation. The self-evaluation instrument is revised and updated annually to accurately reflect current goals.



The Board of Trustees appropriately delegates district operations to the Superintendent/President and understands its role is to refrain from micromanaging the institution. The Board annually evaluates the Superintendent/President's performance, and the results are reflected in the Superintendent/President's contract.

The current Superintendent/President's arrival in 2006 ushered in an era of collegiality and cooperation at the College. He trusts faculty to assume leadership roles, and the Global Citizenship Associate in Arts requirement, the College's Institutional Learning Outcomes and sustainability initiative are the results of faculty-led processes endorsed by the Superintendent/President.

The passage of three bond measures since 2002 indicates consistent community support for the College. While the College sometimes faces tension with its neighbors due to limited physical space and a large enrollment resulting in traffic congestion and parking problems, there is much common ground between the College and the City of Santa Monica.

The College and the Superintendent/President are recognized civic leaders in the City of Santa Monica and the College serves as a cultural center for the City. The City and the College collaborate closely to ensure that college programs and facilities enhancements benefit both the College and the local community it serves.

# Organization for Accreditation 2010 Self-Study

---

Santa Monica College is pleased to submit this 2010 Institutional Self-Study as part of its application for reaffirmation of accreditation. Planning for the self-study began during Fall 2007 under the leadership of the Accreditation Self-Study Co-Chairs: the Academic Senate President and the Accreditation Liaison Officer. The Superintendent/President and the Accreditation Self-Study Co-Chairs agreed to follow the longstanding tradition of having faculty and administrator co-chairs of committees for each of the four accreditation standards, and of subcommittees for each of the major sections of Standards II and III. For the first time, they decided to extend this faculty/administrator team approach to editing responsibilities as well. The faculty chair of the ESL Department and the Dean, Academic Affairs were appointed as co-editors.

An orientation meeting for the Accreditation Steering Committee—consisting of the Accreditation Self-Study Co-Chairs, the co-chairs of the four accreditation standard committees, the co-editors, the Dean, Institutional Research, a classified staff member (and an alternate) appointed by the CSEA and the Associated Students President—was held on September 12, 2008. In addition to general announcements to the college community seeking volunteers to serve on standard committees and subcommittees, the Academic Senate made its own call for faculty volunteers, and administrators were each assigned to specific committees or subcommittees. On November 14, 2008, the College was privileged to have ACCJC Vice President Jack Pond conduct a well attended training.

As reflected in the Self-Study Timeline, the Steering Committee (sometimes augmented by the standard subcommittee co-chairs and specific resource persons) met frequently throughout 2008-2009 and in Fall 2009, with Summer 2009 being the period of most activity in terms of reviewing the work of the committees and subcommittees. The committee and subcommittee co-chairs took their leadership responsibilities very seriously in terms of coordinating and organizing committee work and performing initial editing tasks. Unlike the College's 2004 self-study experience, there were few real disagreements and controversies. Discussions at steering committee meetings were productive and stimulating, and important college issues were reviewed and analyzed in depth. The immediate value of this level of self-reflection was revealed when, in reviewing the self-study planning agenda, the co-chairs and co-editors discovered that a significant number of the plans from earlier drafts had already been accomplished or substantially addressed by the time the document was being finalized.

Early in the process, the Steering Committee had an animated discussion of ideas for making the Santa Monica College self-study distinctive, more compelling, and perhaps more interesting to read. The current Academic Senate President observed that the self-study is really a storytelling opportunity for the College, and the theme "Telling Our Story" was enthusiastically adopted by the group. It was decided that particular college events, issues, and accomplishments over the last six years (such as the creation and development of the District Planning and Advisory Council, providing summer intersession instruction for Compton Community College in 2006,

and the Strategic Planning Initiative) would be threaded throughout the document to show how the various activities, actions, challenges, and lessons learned related to meeting the standards or addressing the recommendations of the previous accrediting team or self-identified institutional plans. In support of this effort, an informal introduction to Santa Monica College's "culture" was added to the self-study introductory section. The Steering Committee found this approach to be engaging in preparing the self-study, and the co-chairs and co-editors are hopeful that the accrediting team and the Commission will find that the intent was accomplished.

Participation of the college community in the self-study process was good. Delegations of faculty attended three consecutive Accreditation Institutes sponsored by the Academic Senate for California Community Colleges (in 2007, 2008, and 2009) in preparation for faculty participation in the self-study process. These delegations included faculty standard co-chairs. Initially, the lack of the controversy experienced during the 2004 self-study process resulted in committees and subcommittees that were somewhat smaller by comparison. The Accreditation Self-Study Co-Chairs strongly recommended the use of the reporter/interview method of gathering information—having a standard committee identify "experts" to be interviewed by a committee member about particular issues. Many of the standard committee and subcommittee chairs employed this method, and it proved to be a very effective way of gathering good and consistent information. It also had the unanticipated impact of having those brought in as resources continue to participate in the committees so that committee membership actually grew as self-study development proceeded. The final participant roster represents an excellent cross-section of the college community.

Throughout the process, Accreditation Steering Committee members reported frequently through the College's organizational and committee structure on the progress of the self-study. An accreditation update became a standing agenda item for the Academic Senate, the District Planning and Advisory Council, the Deans Council, and the Management Association. The Accreditation Self-Study Co-Chairs provided progress updates for the Board of Trustees at seven regular meetings, including the December 8, 2009 meeting at which the Board acted to accept the Accreditation Self-Study. Additionally, the Board's Summer 2009 Study Session included the Self-Study Planning Agenda as a central discussion item, and its Winter 2010 Study Session will include a review and discussion of the completed self-study. The Spring 2009 Institutional Flex Day had accreditation as its theme, and several institutional flex days that preceded the self-study process had themes related to Student and Institutional Learning Outcomes. The co-editors posted self-study drafts on an internal college website at two different stages of the document's development and solicited useful comments and recommendations from members of the college community. Steering committee members also hosted two sets of "brown bag" focus groups to provide opportunities for members of the college community to discuss any aspect of the self-study.

The offices of Institutional Research and Management Information Systems provided statistical and analytical support as needed. Standard co-chairs kept running lists of the large number of documents either specifically cited in the self-study or used as resources in its preparation. The Dean, Learning Resources and two faculty librarians have organized all printed documentation to be physically available to the team during the visit in the team room and all electronic

documentation to be available to the team on the College's website prior to the visit. (Most documents are available in both formats.) The Accreditation Co-Chairs prepared the Response to the Recommendations of the 2004 Visiting Team, updating the Midterm Report status of these recommendations. In anticipation of institutional changes that will have occurred between the completion of the self-study report and the accreditation visit, the Accreditation Liaison Officer will, if necessary, draft an addendum to the report to be reviewed by the Accreditation Steering Committee and mailed to visiting team members in late February 2010.

## Timeline for Accreditation 2010 Self-Study

|                              |  |
|------------------------------|--|
| <b>October 2007</b>          | Appointment of Faculty and Administrator Standard and Subcommittee Co-Chairs and Co-Editors  |
| <b>January 25–27, 2008</b>   | Faculty members attended the second annual Academic Senate for California Community Colleges Accreditation Institute.  |
| <b>February – June 2008</b>  | Development of work plans, goals, and objectives; appointment of faculty and administrator co-chairs of standard committees and subcommittees and Steering Committee members |
| <b>August – October 2008</b> | Announcements to college community of the opportunity to volunteer to serve on accreditation standard committees and subcommittees   |
| <b>September 11, 2008</b>    | Administrators Assigned to Standard Committees and Subcommittees   |
| <b>September 12, 2008</b>    | Accreditation Steering Committee Orientation Meeting   |
| <b>September 13, 2008</b>    | Academic Senate Call for Faculty Volunteers to Serve on Standard Committees and Subcommittees  |
| <b>October 10, 2008</b>      | Accreditation Steering Committee Meeting   |
| <b>November 14, 2008</b>     | ACCJC Training Session – Jack Pond, Vice President, ACCJC  |
| <b>December 12, 2008</b>     | Accreditation Steering Committee Meeting   |
| <b>January 9, 2009</b>       | Accreditation Steering Committee Meeting—discussion of statistical support, including research methodology   |

|                            |   |
|----------------------------|---|
| <b>January 12, 2009</b>    | Board of Trustees Meeting—Accreditation Update  |
| <b>January 23–25, 2009</b> | Faculty members attended the third annual Academic Senate for California Community Colleges Accreditation Institute.  |
| <b>January 28, 2009</b>    | Accreditation Steering Committee Meeting—Review of Standard II draft  |
| <b>February 2–3, 2009</b>  | Self-Study Co-Chairs, Standard I Faculty Co-Chair, and Standard IV Administrator Co-Chair attended ACCJC Team Trainings in preparation for their participation on visiting teams. |
| <b>February 27, 2009</b>   | Accreditation Steering Committee Meeting—Review of Standard II draft (continued)  |
| <b>February 27, 2009</b>   | Accreditation Steering Committee Meeting—Preparation for Institutional Flex Day Accreditation “Homerooms”   |
| <b>March 2, 2009</b>       | Board of Trustees Meeting—Accreditation Update  |
| <b>March 13, 2009</b>      | Accreditation Steering Committee Meeting—Preparation for Institutional Flex Day Accreditation “Homerooms” (continued)   |
| <b>March 19, 2009</b>      | Institutional Flex Day—Accreditation Theme  |
| <b>March 27, 2009</b>      | Accreditation Steering Committee Meeting—Review of Flex Day Data and Identification of Case Studies for Self-Study  |
| <b>April 24, 2009</b>      | Accreditation Steering Committee Meeting  |
| <b>May 22, 2009</b>        | Accreditation Steering Committee Meeting—Review of Standard IV draft  |

|                      |   |
|----------------------|---|
| <b>May 24, 2009</b>  | Accreditation Steering Committee Meeting—Review of Standard IV draft (continued)                                    |
| <b>May 29, 2009</b>  | Accreditation Steering Committee Meeting—Review of Standard IA draft  |
| <b>June 2, 2009</b>  | Board of Trustees Meeting—Accreditation Update  |
| <b>June 5, 2009</b>  | Accreditation Steering Committee Meeting—Review of Standard IA and IB drafts  |
| <b>June 11, 2009</b> | Accreditation Steering Committee meeting—Review of Standard II draft  |
| <b>June 12, 2009</b> | Accreditation Steering Committee Meeting—Review of Standard II draft (continued)                                    |
| <b>June 15, 2009</b> | Accreditation Steering Committee Meeting—Review of Standard II draft (continued)                                    |
| <b>June 19, 2009</b> | Accreditation Steering Committee Meeting—Review of Standard II draft (continued)                                    |
| <b>July 7, 2009</b>  | Board of Trustees Meeting—Accreditation Update  |
| <b>July 8, 2009</b>  | Faculty members attended the Academic Senate for California Community Colleges Student Learning Outcomes Institute. |
| <b>July 17, 2009</b> | Accreditation Steering Committee Meeting—Review of Standard IIIB and IIID drafts                                    |
| <b>July 24, 2009</b> | Accreditation Steering Committee Meeting—Review of Standard IIIC draft  |

|                           |  |
|---------------------------|--|
| <b>July 31, 2009</b>      | Accreditation Steering Committee meeting—Review of Standard IIID draft   |
| <b>August 7, 2009</b>     | Accreditation Steering Committee meeting—Review of Standard IIID (continued) and IIIA drafts                                     |
| <b>August 8, 2009</b>     | Board of Trustees Summer Study Session—Accreditation Update and Discussion of Self-Study Planning Agenda                         |
| <b>September 15, 2009</b> | Accreditation Self-Study Standards I and IV posted to college website for review and comment by members of the college community |
| <b>September 25, 2009</b> | Accreditation Steering Committee Meeting—Initial logistical planning for team visit; Discussion of supporting documentation      |
| <b>October 2, 2009</b>    | Accreditation Self-Study Standard II posted to college website for review and comment by members of the college community        |
| <b>October 6, 2009</b>    | Board of Trustees Meeting—Accreditation Update   |
| <b>October 28, 2009</b>   | “Brown Bag” Focus Group Session (Evening) for college community on Standards I and IV  |
| <b>October 29, 2009</b>   | “Brown Bag” Focus Group Session (Day) for college community on Standards I and IV  |
| <b>November 3, 2009</b>   | Board of Trustees Meeting—Accreditation Update   |
| <b>November 4, 2009</b>   | Accreditation Self-Study Standard III posted to college website for review and comment by members of the college community       |
| <b>December 3, 2009</b>   | Photographs of Accreditation Self-Study participants   |



|  |  |
|--|--|
| <b>December 4, 2009</b>                    | Accreditation Steering Committee Meeting—Review of comments from members of the college community  |
| <b>December 8, 2009</b>                    | Board of Trustees Meeting—Acceptance of the 2010 Institutional Self-Study  |
| <b>December 9, 2009</b>                    | “Brown Bag” Focus Group Session (Evening) for college community on Standards II and III  |
| <b>December 10, 2009</b>                   | “Brown Bag” Focus Group Session (Day) for college community on Standards II and III  |
| <b>December 11–23, 2009</b>                | Completion of final Accreditation Self-Study Report for publication and completion of source documentation collection for Accreditation Team |
| <b>December 23, 2009 – January 6, 2010</b> | Copies of Accreditation Self-Study report printed and bound  |
| <b>January 7, 2010</b>                     | Copies of Accreditation Self-Study Report mailed to the Accrediting Commission and the members of the Accreditation Visiting Team            |
| <b>January 2010</b>                        | Logistics for campus visit arranged with Accreditation Team Chair and Assistant  |
| <b>February 8–19, 2010</b>                 | Preparation of addendum (if needed) to Accreditation Self-Study Report by Accreditation Liaison Officer                                      |
| <b>February 19, 2010</b>                   | Accreditation Steering Committee Meeting—Review of Addendum (if needed) and Update on Logistics of Team Visit                                |
| <b>February 20, 2010</b>                   | Board of Trustees Winter Study Session—Review and Discussion of Self-Study   |

|                          |   |
|--------------------------|---|
| <b>February 22, 2010</b> | Addendum to Accreditation Self-Study Report, if needed, mailed to the Accrediting Commission and members of the Accreditation Team  |
| <b>March 8–11, 2010</b>  | Accreditation team visit  |
| <b>March 22, 2010</b>    | Superintendent/President reviews draft evaluation report for correction of factual errors.  |
| <b>June 2010</b>         | Review of final evaluation report and action letter from the Accrediting Commission   |
| <b>July 7, 2010</b>      | Joint meeting of Accreditation Steering Committee and District Planning and Advisory Council—discussion of accreditation team recommendations and beginning of the process of integrating recommendations and the self-study planning issues into the ongoing planning and evaluation activities of the College |

## Accreditation Self-Study Participants

### ACCREDITATION STEERING COMMITTEE

|  |  |
|--|--|
| Accreditation Self-Study Co-Chairs .....                                   | Randal Lawson (A)<br>Richard Tahvildaran-Jesswein (F)                    |
| Accreditation Self-Study Co-Editors .....                                  | Erica LeBlanc (A)<br>Toni Randall (F)                                    |
| Statistical Support .....  | Carolyn Sheldon (A)  |
| Electronic and Resource Room Documentation .....                           | Patricia Burson (F)<br>Steve Hunt (F)<br>Mona Martin (A)                 |
| Graphics Design and Production Coordination .....                          | Don Girard (A)<br>Carol Ring (C)   |
| Academic Senate Presidents .....   | Eric Oifer (F, 2009-2010)<br>Richard Tahvildaran-Jesswein (F, 2008-2009) |
| Associated Students Presidents .....                                       | David Chun (S, 2008-2009)<br>Cameron Henton (S, 2009-2010)               |
| Standard One: Institutional Mission and Effectiveness Co-Chairs.....       | Lesley Kawaguchi (F)<br>Katharine Muller (A)                             |
| Standard Two: <i>Student Learning Programs and Services</i> Co-Chairs..... | Brenda Benson (A)<br>Jim Stramel (F)<br>Sal Veas (F)                     |
| Standard Three: <i>Resources</i> Co-Chairs .....                           | Janet Harclerode (F)<br>Mona Martin (A)<br>Teresita Rodriguez (A)        |
| Standard Four: <i>Leadership and Governance</i> Co-Chairs.....             | Eric Oifer (F)<br>Jeff Shimizu (A)                                       |

A –Academic Administrator  
 C–Classified Staff  
 CC—Classified Confidential  
 F–Faculty  
 M–Classified Manager  
 R—Retired  
 S–Student  
 \*–Subcommittee Co-Chair

**ACCREDITATION STANDARD COMMITTEES**

**Standard One: *Institutional Mission and Effectiveness*  
Lesley Kawaguchi (F) and Katharine Muller (A) Co-Chairs**

|                         |                            |                                  |
|-------------------------|----------------------------|----------------------------------|
| Charles Bays (M)        | Maggie Hall (A-R)          | Joann Ortiz (A)                  |
| Brenda Benson (A)       | Nancy Hanson (F)           | Marina Parise (F)                |
| Dianne Berman (F)       | Janet Harclerode (F)       | Judy Penchansky (A)              |
| Genevieve Bertone (A)   | Craig Harris (M)           | Lee Peterson (C)                 |
| Chris Bonvenuto (M)     | Cameron Henton (S)         | Ramin Nematollahi (C)            |
| Suzanne Borghei (F)     | Maral Hyeler (A)           | Patricia Ramos (A)               |
| Kelley Brayton (A)      | Anne Marie Karlsen (F)     | Delores Raveling (F)             |
| Sonali Bridges (A)      | Marcella Kelly (F)         | Lisa Rose (CC)                   |
| Patricia Burson (F)     | JC Keurjian (M)            | Perviz Sawoski (F)               |
| Lin Caldwell (CC)       | Denise Kinsella (A)        | Christine Schultz (F)            |
| Edna Chavarry (CC)      | Leroy Lauer (C)            | William Selby (F)                |
| Bonita Cooper (A)       | Randal Lawson (A)          | Jim Serikawa (C)                 |
| Jose Cue (F)            | Erica LeBlanc (A)          | Ruth Seymour (M)                 |
| Dona Davoudi (S)        | Connie Lemke (C)           | Caroline Sheldon (A)             |
| Frank Dawson (F)        | Georgia Lorenz (A)         | Jeffery Shimizu (A)              |
| Albert DeSalles (M)     | Ford Lowcock (F)           | Gregg Simmons (A)                |
| Judith Douglas (F)      | Victor Manchik (A)         | Bruce Smith (M)                  |
| Kiersten Elliot (A)     | Fran Manion (F)            | Kathryn Sucher (F)               |
| Tina Feiger (F)         | Laura Manson (F)           | Richard Tahvildaran-Jesswein (F) |
| Jennifer Ferro (M)      | Mona Martin (A)            | Marc Trujillo (F)                |
| Chris Fria (F)          | Mario Martinez (F)         | Michael Tuitasi (A)              |
| Ron Furuyama (A)        | Kenneth Mason (F)          | Muriel Walker (F)                |
| James Galligan (C)      | Laurie McQuay-Peninger (A) | Rassheedah Watts (C)             |
| Jeff Gehring (M)        | Eric Minzenberg (F)        | Marge Windish (C)                |
| Don Girard (A)          | Judy Neveau (A)            | Julie Yarrish (A)                |
| Nancy Grass-Hemmert (F) | Melody Nightingale (F)     | Robert Ybarra (C)                |
| Laurie Guglielmo (F)    | Eric Oifer (F)             |                                  |

A –Academic Administrator  
C–Classified Staff  
CC—Classified Confidential  
F–Faculty  
M–Classified Manager  
R—Retired  
S–Student  
\*–Subcommittee Co-Chair

**ACCREDITATION STANDARD COMMITTEES**

**Standard Two: *Student Learning Programs and Services*  
Brenda Benson (A), Jim Stramel (F) and Sal Veas (F) Co-Chairs**

|                       |                        |                        |
|-----------------------|------------------------|------------------------|
| Teri Bernstein (F)    | Darrell Goode (A)      | Stacy Neal (M)         |
| Genevieve Bertone (A) | Julia Gothold (C)      | Judy Neveau (A)        |
| Benny Blaydes (F)     | Patricia Green (C)     | Melody Nightingale (F) |
| Maria Bonin (C)       | Laurie Guglielmo (F)   | Madjid Niroumand (A)   |
| Suzanne Borghei (F)   | Maggie Hall (A-R)      | Debbie Ostorga (F)     |
| Sherri Bradford (F)   | Nancy Hanson (F)       | Marina Parise (F)      |
| Kelley Brayton (A)    | Janet Harclerode (F)   | Judy Penchansky (A)*   |
| Sonali Bridges (A)    | Steve Hunt (F)         | Hazel Peters (A)       |
| Patricia Brown (A)    | Maral Hyeler (A)       | Anne Powers (F)        |
| Patricia Burson (F)*  | Sharon Jaffe (F)       | Delores Raveling (F)   |
| Chito Cajayon (A)     | Joshi John (M)         | Judith Remmes (F)      |
| Ingrid Cardwell (C)   | Lesley Kawaguchi (F)   | Martha Romano (C)      |
| Fran Chandler (F)     | Dawna Kemper (F)       | Vicki Rothman (F)      |
| Joyce Cheney (C)      | Lucy Kluckhohn (F)     | Sandra Rowe (F)        |
| Mary Colavito (F)     | Randal Lawson (A)      | Sarita Santos (A)      |
| Bonita Cooper (A)     | Erica LeBlanc (A)      | Judy Schwartz (F)      |
| Leonard Crawford (A)* | Maria Leon-Vazquez (A) | Jackeline Seiden (F)   |
| Jose Cue (F)          | Marcia Lewis (C)       | Caroline Sheldon (A)   |
| Jinan Darwiche (F)    | Debra Locke (C)        | Peter Sierra (C)       |
| Norma Davis (C)       | Brant Looney(C)        | Gregory Simmons (M)    |
| Wendi DeMorst (A)     | Georgia Lorenz (A)*    | Linda Sinclair (F)     |
| Albert DeSalles (M)   | Beatriz Magallon (F)   | Bruce Smith (M)        |
| David Dever (M)       | Maria Martinez (F)     | Gary Taka (F)          |
| Melissa Edson (F)     | Jennifer Merlic (F)*   | Esau Tovar (F)         |
| Kiersten Elliot (A)   | Gloria Mottler (C)     | Jenny Trickey (M)      |
| Tina Fejger (F)*      | Katharine Muller (A)   | Michael Tuitasi (A)    |
| Marcia Fierro (C)     | Angela Munoz (C)       | Sal Veas (F)           |
| Gail Fukuhara (F)     | Dawn Murphy (A)        | Mary Jane Weil (F)     |
| Ron Furuyama (A)      | Steven Myrow (A)       | Judith White (C)       |
| Teresa Garcia (F)     | Daniel Nannini (F)     | Paul Williams (C)      |
| Roberto Gonzalez (A)  | Estela Narrie (F)      | Julie Yarrish (A)      |

A –Academic Administrator  
 C–Classified Staff  
 CC—Classified Confidential  
 F–Faculty  
 M–Classified Manager  
 R—Retired  
 S–Student  
 \*–Subcommittee Co-Chair

**ACCREDITATION STANDARD COMMITTEES**

**Standard Three: *Resources***

**Janet Harclerode (F), Mona Martin (A) and Teresita Rodriguez (A) Co-Chairs**

|                      |                      |                            |
|----------------------|----------------------|----------------------------|
| Lisa Acosta (C)      | Joanne Gilden (M)    | Steven Myrow (A)           |
| Simon Balm (F)*      | Donald Girard (A)*   | Joann Ortiz (A)            |
| Teri Bernstein (F)*  | Darrell Goode (A)    | Jeffery Peterson (M)       |
| Dennis Bice (M)      | Maggie Hall (A-R)    | Lee Peterson (C)           |
| Chris Bonvenuto (M)  | Craig Harris (M)     | Steve Peterson (M)         |
| Gregory Brookins (F) | Jeanine Hawk (A)     | Lucien Plauzoles (M)       |
| Greg Brown (M)       | Regina Jennings (A)  | George Prather (M)         |
| Sandra Burnett (F)   | Lesley Kawaguchi (F) | Robin Quaile (M)           |
| Ruth Casillas (C)    | JC Keurjian (M)      | Patricia Ramos (A)         |
| Jocelyn Chong (A)*   | Leticia Kilian (CC)  | Jenny Resnick (F)          |
| Joyce Cleveland (C)  | Michelle King (A)    | Dan Rojas (M)              |
| Anna Collier (F)*    | Randal Lawson (A)    | Elaine Roque (F)           |
| Steve Contarsy (F)   | Erica LeBlanc (A)    | Eleanor Singleton (F)*     |
| Tom Corpus (M)       | Helen LeDonne (F)    | Howard Stahl (F)           |
| Ian Culbertson (F)   | Sherri Lee-Lewis (A) | Esau Tovar (F)             |
| Bob Dammer (M)       | Gloria Lopez (F)     | Kurt Trump (M)             |
| Al Desalles (M)      | Dori MacDonald (M)   | Albert Vasquez (A)         |
| Veronica Diaz (M)    | Fran Manion (F)      | Marcia Wade (A)*           |
| Tom Donner (A-R)     | Mona Martin (A)*     | Cozetta Wilson-Carlton (M) |
| Mark Engfer (M)      | Frank Martinez (F)   | Frank Wu (M-R)             |
| Ian Fraser (M)       | Mitra Moassessi (F)  | Yarrish Julie (A)          |
| James Galligan (C)   | Karen Monzon (C)     | Charlie Yen (M)            |
| Jeffrey Gehring (M)  | Katharine Muller (A) |                            |

A –Academic Administrator  
C–Classified Staff  
CC—Classified Confidential  
F–Faculty  
M–Classified Manager  
R—Retired  
S–Student  
\*–Subcommittee Co-Chair

**ACCREDITATION STANDARD COMMITTEES**

**Standard Four: *Leadership and Governance***  
**Eric Oifer (F) and Jeff Shimizu (A) Co-Chairs**

Mary Colavito (F)  
Ida Danzey (A)  
Frank Dawson (F)  
Dale Franzen (A)  
Laurie Guglielmo (F)  
Deyna Hearn (A)

Randal Lawson (A)  
Erica LeBlanc (A)  
Judy Neveau (A)  
Gary Rose (M)  
Lisa Rose (CC)  
Christine Schultz (F)

Marc Trujillo (F)  
Deborah Webster (C)  
Keith Webster (M)  
David Zehr (F)

A –Academic Administrator  
C–Classified Staff  
CC—Classified Confidential  
F–Faculty  
M–Classified Manager  
R—Retired  
S–Student  
\*–Subcommittee Co-Chair

# Organization of the Institution

---

## **BOARD OF TRUSTEES**

DAVID B. FINKEL, JUDGE OF THE SUPERIOR COURT (RETIRED), CHAIR

DR. ANDREW WALZER, VICE CHAIR

DR. SUSAN AMINOFF

DR. NANCY GREENSTEIN

LOUISE JAFFE

DR. MARGARET QUIÑONES-PEREZ

ROB RADER

SETH SMITH, STUDENT TRUSTEE



# Santa Monica College Administration

---

## **SENIOR ADMINISTRATIVE STAFF**

Dr. Chui L. Tsang, Superintendent/President  
Randal Lawson, Executive Vice President  
Don Girard, Senior Director, Government Relations and Institutional Communications  
Robert Isomoto, Vice President, Business and Administration  
Robert Myers, Campus Counsel  
Teresita Rodriguez, Vice President, Enrollment Development  
Jeff Shimizu, Vice President, Academic Affairs  
Mike Tuitasi, Vice President, Student Affairs  
Marcy Wade, Vice President, Human Resources

## **DEANS**

Brenda Benson, Counseling and Retention  
Kelley Brayton, International Education  
Pat Brown, Human Resources  
Jocelyn Chong, Information Technology  
Erica LeBlanc, Academic Affairs  
Sherri Lee-Lewis, Human Resources  
Georgia Lorenz, Instructional Services  
Mona Martin, Learning Resources  
Katharine Muller, External Programs  
Judith Penchansky, Student Services  
Patricia Ramos, Workforce Development and Occupational Education  
Caroline Sheldon, Institutional Research  
Albert Vasquez, Campus Security, Student Health and Safety

## **ASSOCIATE DEANS**

Ida Danzey, Health Sciences  
Kiersten Elliott, Enrollment Services  
Ron Furuyama, Emeritus College  
Deyna Hearn, Student Life  
Denise Kinsella, International Education  
Steve Myrow, Financial Aid and Scholarships  
Sonali Bridges, Outreach and Recruitment  
Julie Yarrish, Online Services and Support  
(Vacant), Career Technical Education

**DIRECTORS (ACADEMIC)**

Hanna Alford, Matriculation Research  
Leonard Crawford, EOP&S  
Dale Franzen, Performing Arts Center  
Roberto Gonzalez, Student Success Initiatives (Acting)  
Darrell Goode, TRIO Programs/Pico Partnerships  
Michelle King, Small Business Development Center (Acting)  
Laurel McQuay-Peninger, Grants  
Judy Neveau, Community Relations  
JoAnn Ortiz, Institutional Advancement  
Gregg Simmons, Athletics and Kinesiology  
Linda Sullivan, Facilities Programming  
(Vacant), Academic Computing  
(Vacant), Workforce Development

**CLASSIFIED MANAGERS**

Charles Bays, Campus Police Sergeant  
Dennis Bice, Warehouse and Mail Services Supervisor  
Chris Bonvenuto, Director, Fiscal Services  
Raymond Bottenfield, Campus Police Sergeant  
Greg Brown, Director, Facilities and Planning  
Tom Corpus, Grounds and Landscape Supervisor  
Robert Dammer, Director, Network Services and Telecommunications  
Al DeSalles, Manager, Media and Reprographic Services  
David Dever, Bookstore Manager  
Veronica Diaz, Accounting Manager  
Mark Engfer, Telecommunications Supervisor  
Jennifer Ferro, Radio Operations Manager  
Ian Fraser, Payroll Manager  
Jeff Gehring, Director of Maintenance  
Joanne Gilden, Accounting Manager  
Craig Harris, Construction Services Supervisor  
Roberto Jauregui, Warehouse and Mail Services Supervisor  
Joshi John, Computer Laboratory Supervisor  
Dexter Lee Johnston, Director, Management Information Systems  
J.C. Saunders-Keurjian, Chief Director, Facilities and Maintenance  
Dori MacDonald, Director of Classified Personnel  
Angela Munoz, Admissions and Records Supervisor  
Stacy Neal, Financial Aid Supervisor  
Jeff Patridge, Custodial Operations Supervisor  
JoAn Joseph Peters, Deaf and Hard of Hearing Services Supervisor

**CLASSIFIED MANAGERS (CONTINUED)**

Jeffery Peterson, Director of Campus Operations  
Steven Peterson, Technology Logistics Manager  
Lucien Plauzoles, Assistant Bookstore Manager  
Charles Potts, Associate Director, Santa Monica College Foundation  
George Prather, Director of Auxiliary Services  
Robin Quaile, Accounts Payable Supervisor  
Dan Rojas, Network Services Manager  
Jere Romano, Campus Police Sergeant  
Ruth Seymour, Director, Radio Station (KCRW)  
Bruce Smith, Public Information Officer  
Jenny Trickey, Child Care Services Supervisor  
Kurt Trump, Campus Police Sergeant  
Cozetta Wilson-Carlton, Risk Manager  
Bruce Wyban, Mechanical Systems Supervisor  
Charlie Yen, Director, Events and Contracts  
(Vacant), Radio Engineer Manager  
(Vacant), Chief Director, Business Services  
(Vacant), Director of Purchasing

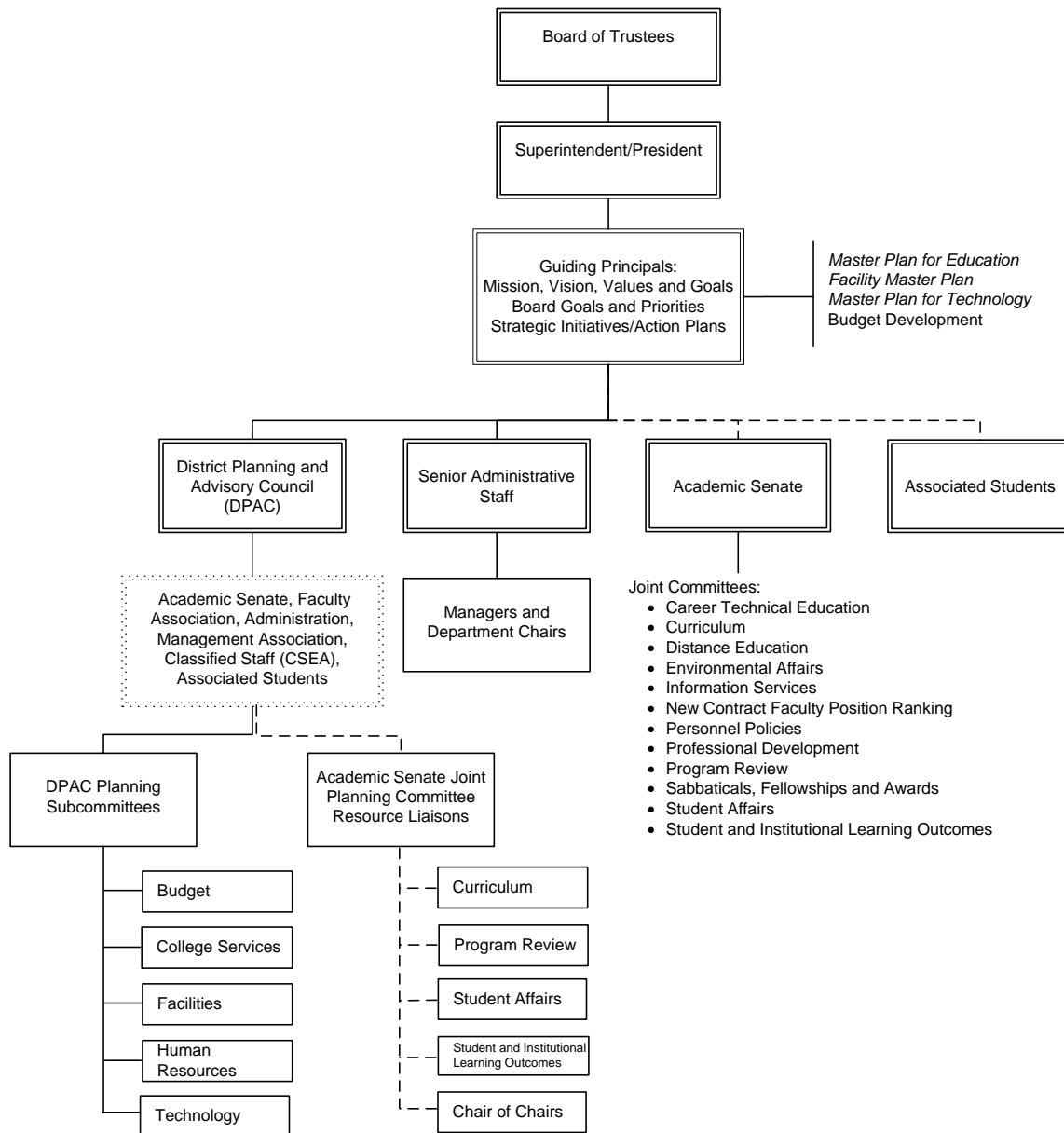
**PROJECT MANAGERS**

Genevieve Bertone, Sustainability Coordination  
Bonita Cooper, Upward Bound  
Wendi DeMorst, California High School Exit Exam  
Maral Hyeler, Dual Enrollment  
Jerome Jenkins, Men's Basketball Programs  
Regina Jennings, Asian American and Pacific Islander Achievement Project  
Maria Leon-Vasquez, Workforce Development  
Cynthia Lopez, Supplemental Instruction  
Dawn Murphy, Nursing Initiatives  
Hazel Peters, Nursing Skills Lab  
(Vacant), Grant Research

# District Planning and Advisory Council

The central planning body for Santa Monica College is the District Planning and Advisory Council (DPAC). Described fully in Standards IB and IVA, DPAC is the body primarily responsible for making recommendations to the Superintendent/President.

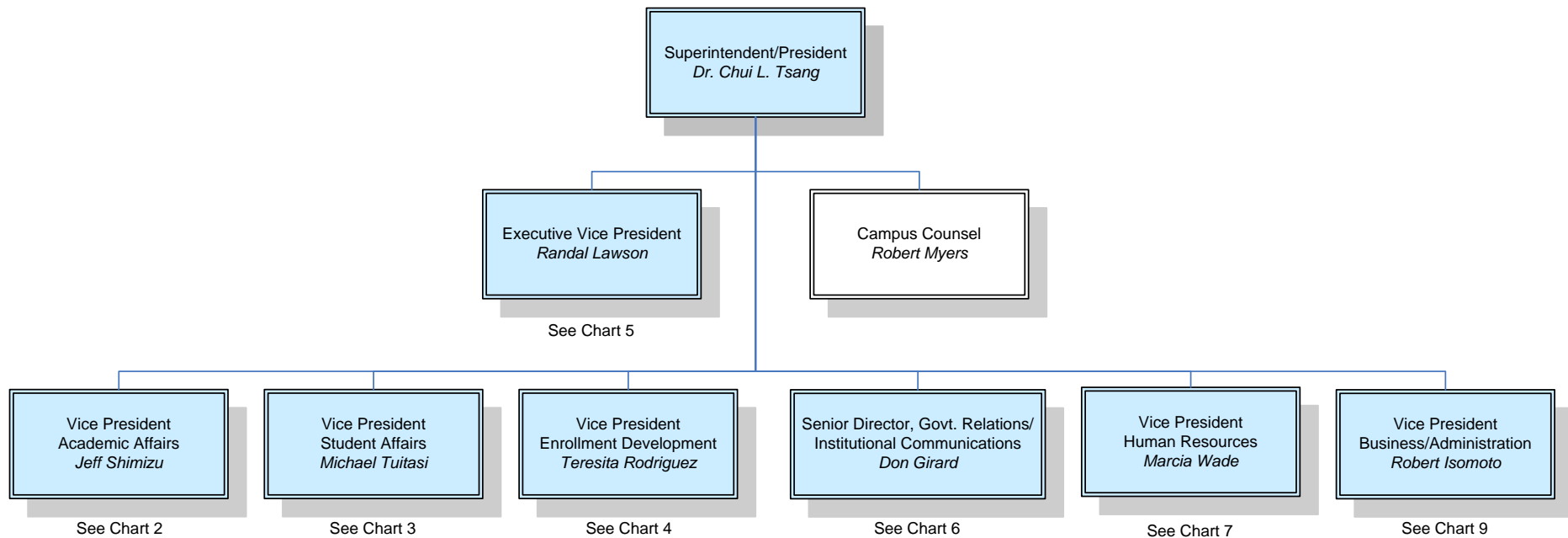
**Figure 12** illustrates how DPAC and its planning subcommittees are integrated into the College’s planning structure.



**Figure 12: Santa Monica College Planning Structure**

# Organization Charts

*Chart 1: Senior Administrative Staff*



**Chart 2: Academic Affairs**

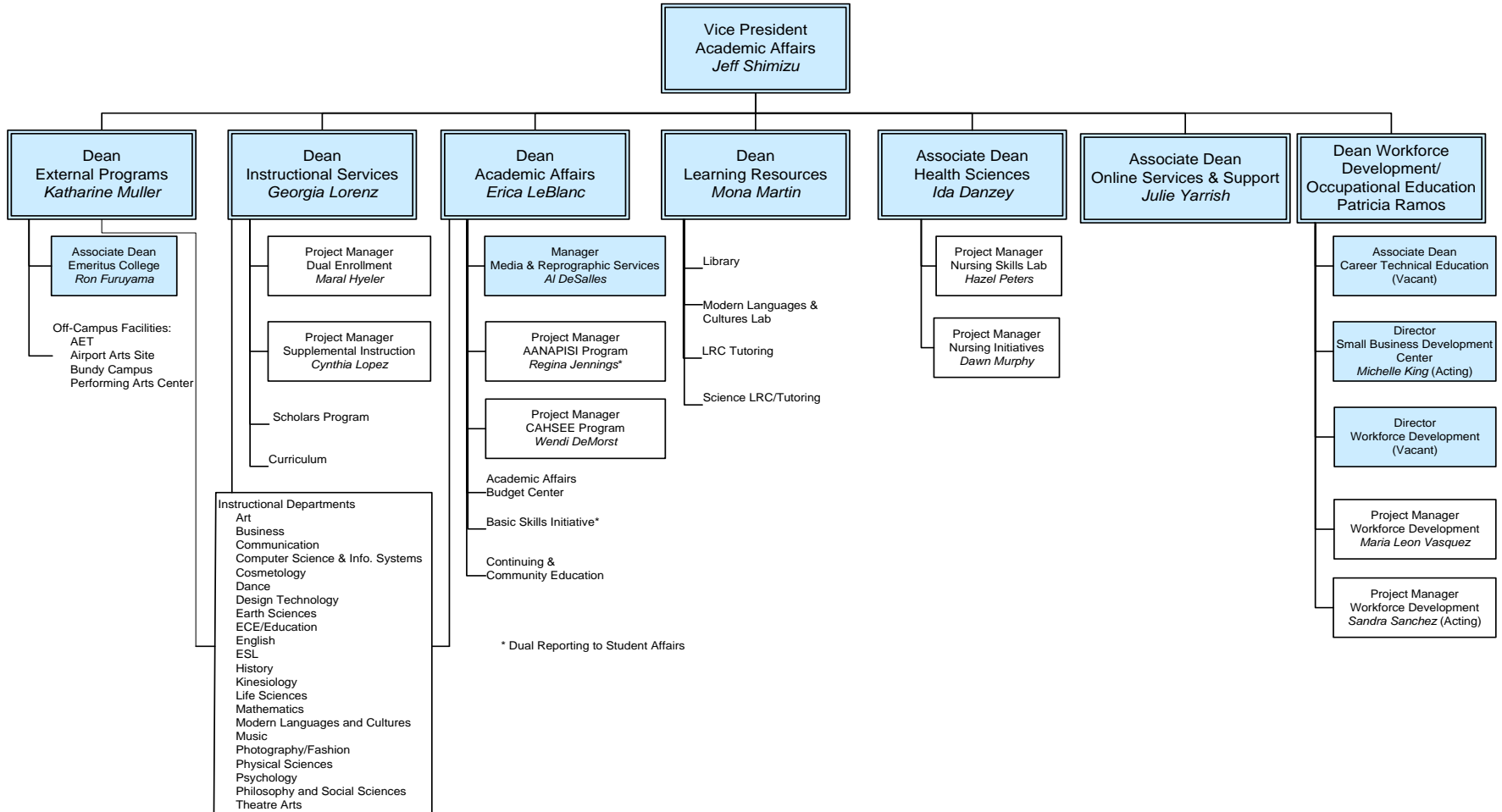
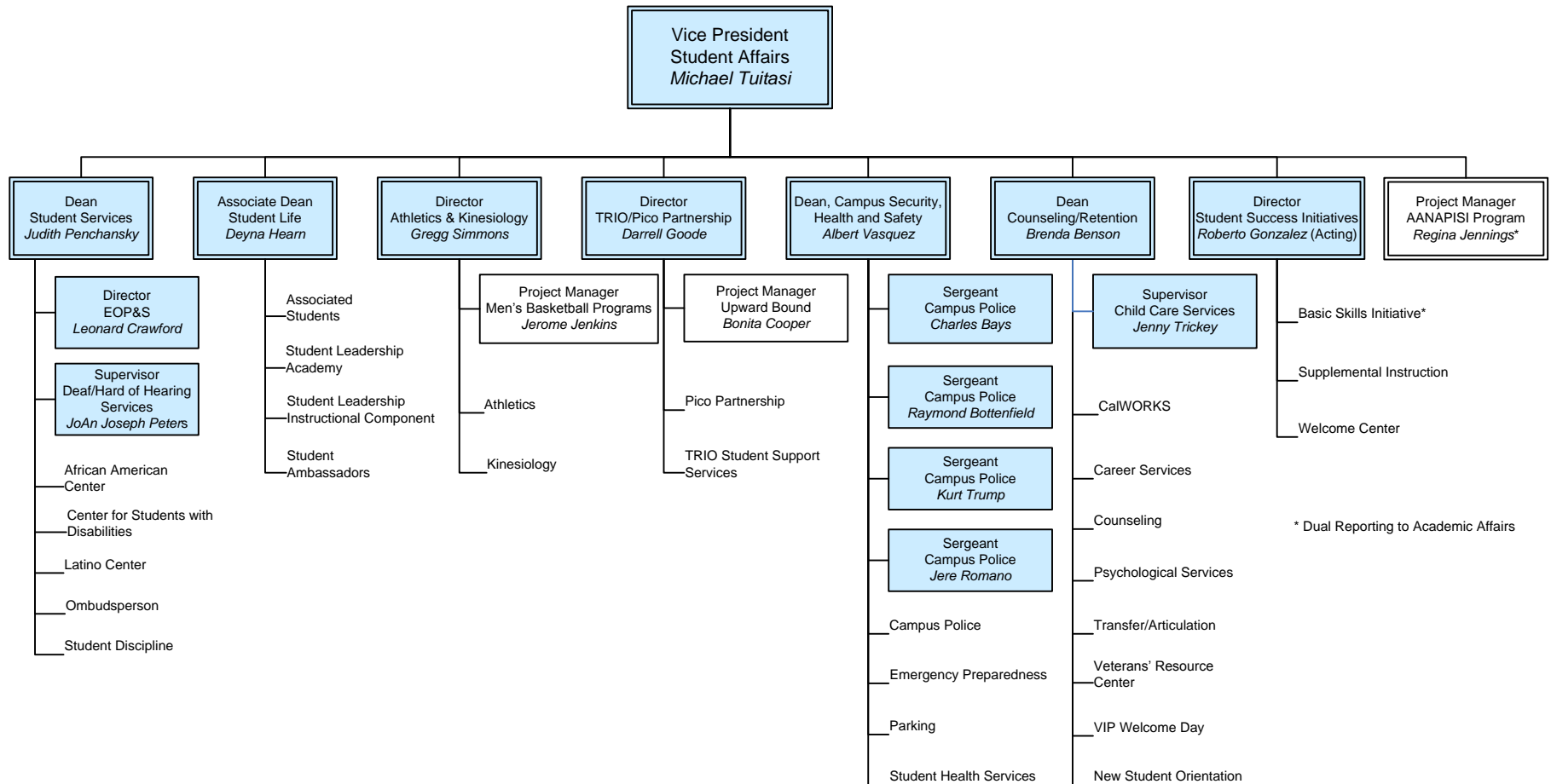
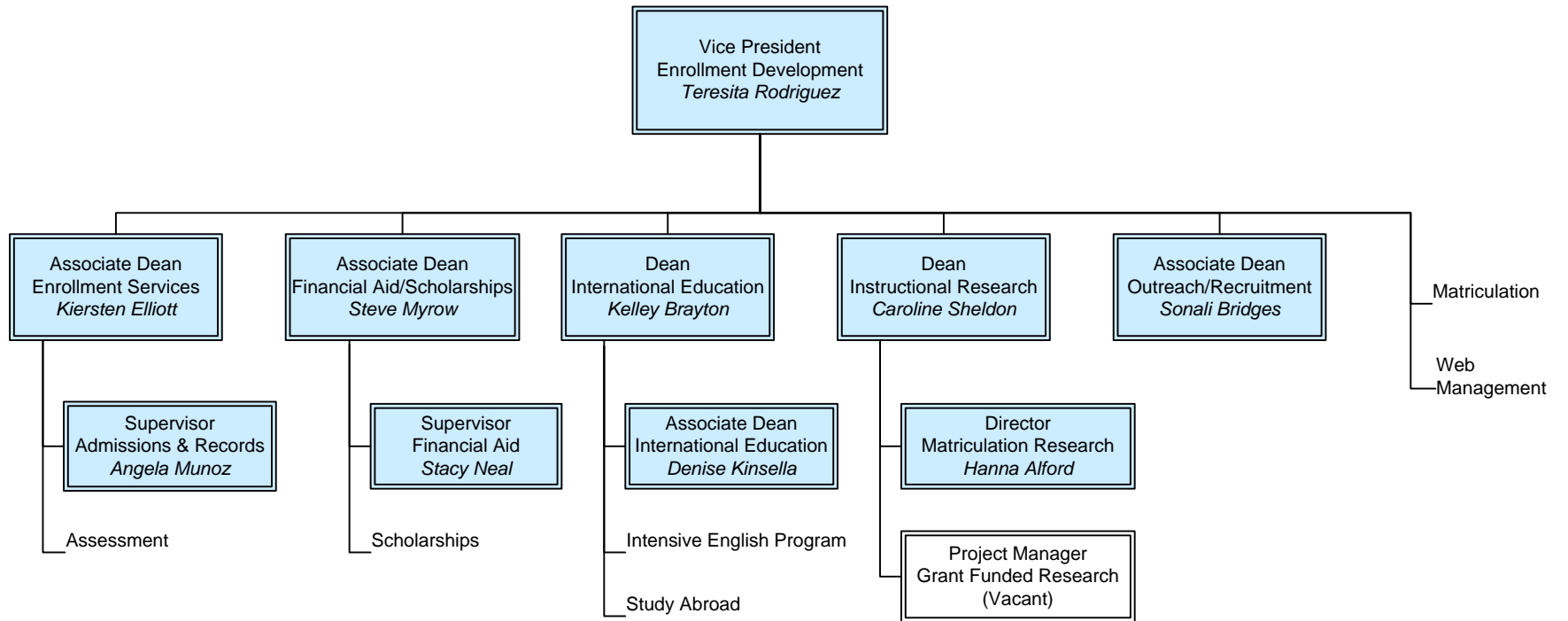


Chart 3: Student Affairs

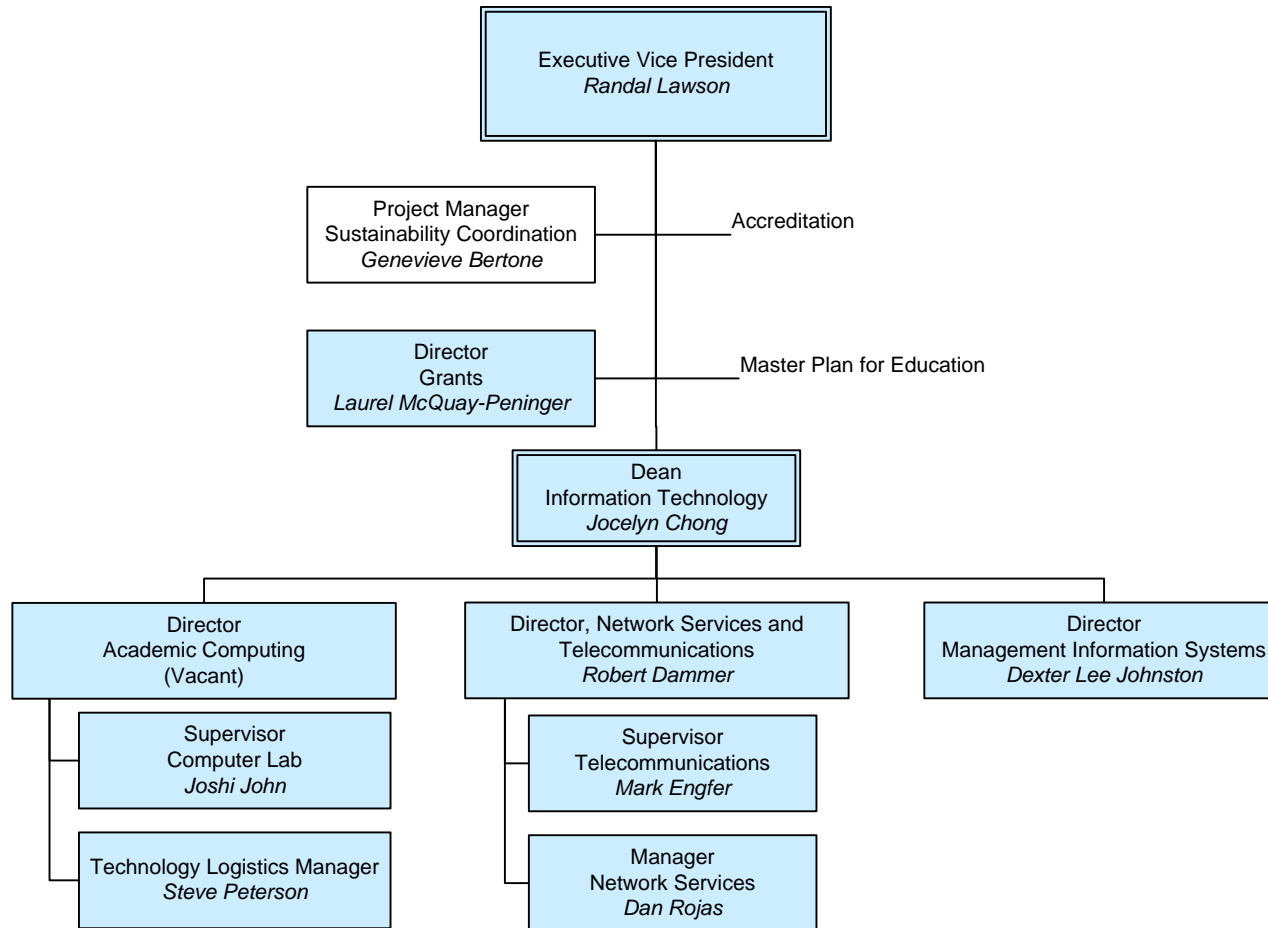


**Chart 4: Enrollment Development**

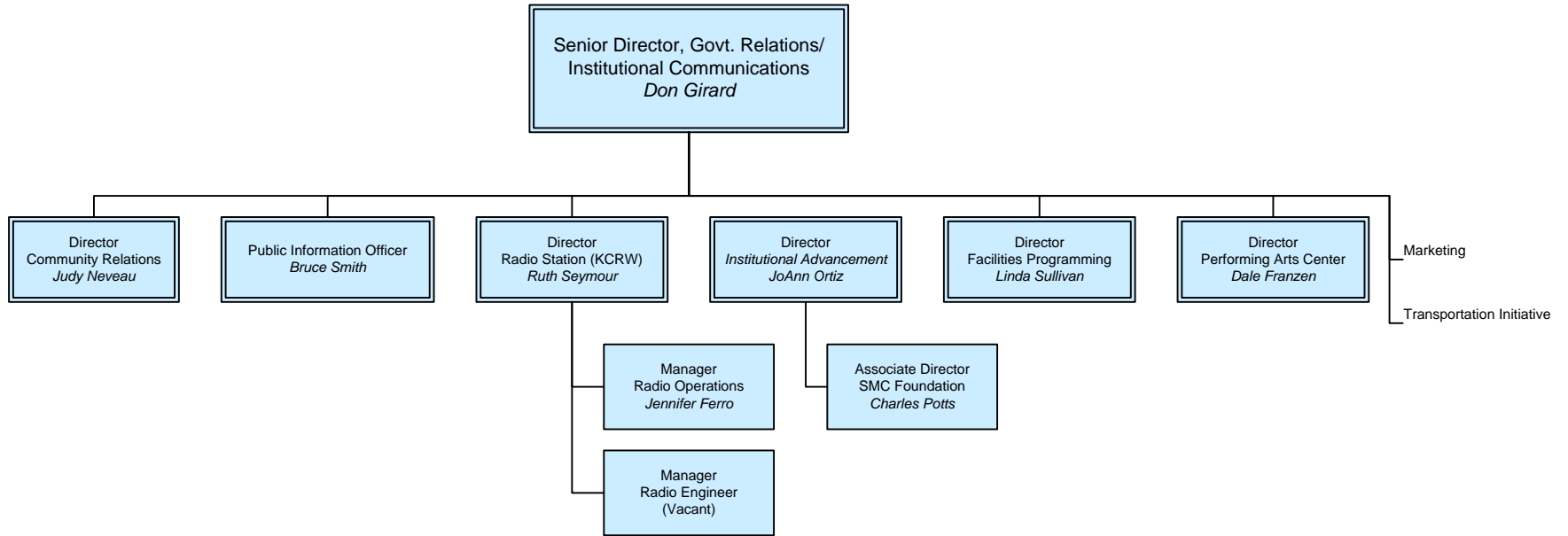




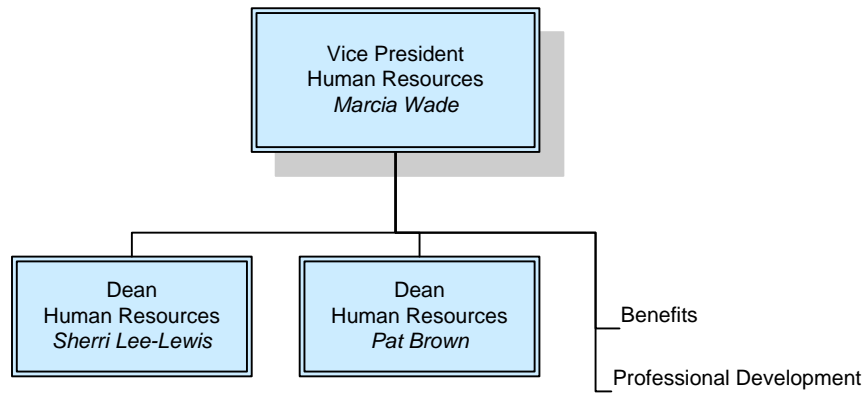
**Chart 5: Executive Vice President and Information Technology**



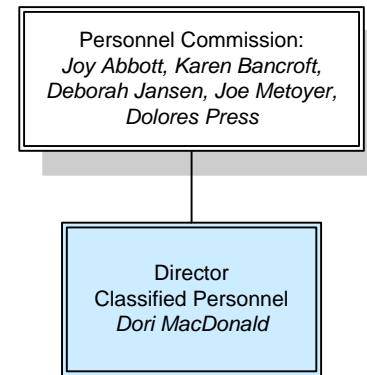
**Chart 6: Government Relations/Institutional Communications**



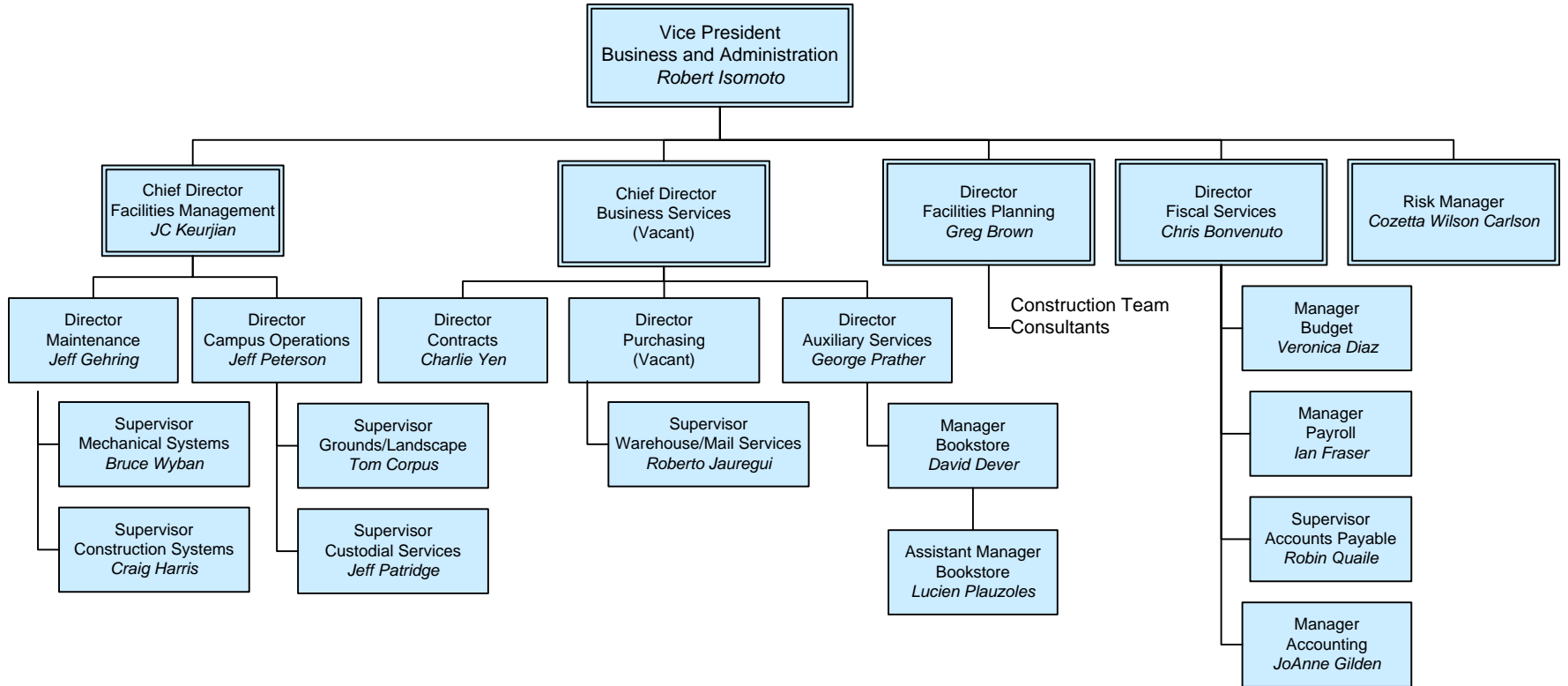
*Chart 7: Human Resources*



*Chart 8: Personnel Commission*



**Chart 9: Business and Administration**



# Certification of Continued Compliance with Eligibility Requirements

---

As evidenced by this institutional self-study report in support of reaffirmation of accreditation, Santa Monica College continues to comply with all eligibility requirements:

1. **Authority:**

Santa Monica College is a state, public two-year community college, one of 110 such institutions comprising the California Community Colleges system and authorized by the State of California. Therefore, Santa Monica College operates as an educational institution and awards degrees under the auspices of the Board of Governors of the California Community Colleges and, like all California community colleges, is governed by a locally elected Board of Trustees.

2. **Mission:**

Santa Monica College's mission statement, as recently revised, was adopted by the Board of Trustees in May 2008. This statement forms the basis for the College's Institutional Learning Outcomes, supporting goals, and the annual institutional objectives published in the *Master Plan for Education*. The mission statement is included in the college catalog, *Schedule of Classes*, and other significant publications and is posted on the college website. The statement appropriately reflects the College as an open access institution, offering associate degree and certificate of achievement programs that "prepare students for successful careers, develop college-level skills, enable transfer to universities, and foster a personal commitment to lifelong learning." Institutional commitment to student learning is central to the mission statement. The College strives for students to "learn 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." (For supporting information, see Standard IA of this institutional self-study.)

3. **Governing Board:**

The Santa Monica Community College District Board of Trustees, elected at large by Santa Monica and Malibu residents, consists of seven members who represent the local community and a Student Trustee (with an advisory vote), elected by the student body to represent student issues and concerns. The Board establishes policies consistent with the College's mission and is responsible for the institution's financial integrity and stability to ensure a sound educational program. All regular and special meetings are open to the public; all Board actions are taken in public, except where state law provides otherwise; and an opportunity for members of the public to address the Board is provided at each

meeting. All Board members are expected to adopt and adhere to the principles and standards defined by the Board of Trustees Code of Ethics (Board Policy 1230) and Conflict of Interest Code (Administrative Regulation 2141). (For supporting information, see Standard IVB.1 of this institutional self-study.)

**4. Chief Executive Officer:**

The Santa Monica College Board of Trustees has the responsibility for hiring and evaluating the Chief Executive Officer of the College and delegates full authority to the Superintendent/President to administer Board policy and to oversee the general operations of the institution. (For supporting information, see Standard IVB.1 of this institutional self-study.)

**5. Administrative Capacity:**

The Superintendent/President is directly supported by a senior staff consisting of the Executive Vice President; the vice presidents of Academic Affairs, Student Affairs, Enrollment Development, Business and Administration, and Human Resources; the Senior Director, Governmental Relations and Institutional Communications; and the Campus Counsel. Senior staff members are responsible for providing vision and leadership for all college operations. They, in turn, are supported by various deans, associate deans, directors, managers, and supervisors, who are responsible for specific departments or operations. All administrators meet or exceed the minimum qualifications for their positions in terms of educational preparation and experience. (For supporting information, see Standard IIIA.1 and Standard IVB.2 of this institutional self-study.)

**6. Operational Status:**

In Fall 2008, Santa Monica College served 34,446 students, with approximately 3,700 students enrolled in noncredit courses and the remainder in credit courses. Approximately 70 percent of students enrolled in credit courses identified a goal of meeting Associate in Arts degree, career technical certificate, or transfer requirements. (For supporting information, see Standard IA and Standard IIA.1 of this institutional self-study.)

**7. Degrees:**

In Fall 2008, 70 percent of students enrolled in credit courses identified a goal of meeting Associate in Arts degree, career technical certificate, or transfer requirements. A majority of the College's credit courses are applicable to the Associate in Arts degree and/or meet requirements for career technical certificates. Of those courses that are not degree applicable, most fulfill the College's mission of basic skills development. (For supporting information, see Standard IA.1 and Standard IIA.1 of this institutional self-study.)

**8. Educational Programs:**

In accordance with its mission, Santa Monica College offers educational programs that enable students to transfer to universities, prepare for careers, and develop college-level skills. The College currently offers courses in more than sixty fields of study for which the primary objective is to prepare students for transfer to four-year institutions and/or to complete the requirements for the Associate in Arts degree. Students also have the opportunity to prepare for employment or retrain to maintain state-of-the-art skill levels in more than thirty career technical education fields of study for which certificates of achievement are awarded upon successful completion of requirements in the major. Student learning outcomes have been identified and are assessed for all courses and programs. Santa Monica College is nationally and internationally known for the high quality of its academic programs and its success in preparing students for university transfer. This reputation is substantiated by the fact that the College transfers more students than any other community college to the University of California, the University of Southern California, and Loyola Marymount University and by its many specific articulation agreements with four-year institutions nationwide. All degree and most certificate programs are two academic years in length. (For supporting information, see Standard IIA.1 of this institutional self-study.)

**9. Academic Credit:**

The College follows standard Carnegie unit policies and practice for awarding course credit. (For supporting information, see Standard IIA.2 of this institutional self-study.)

**10. Student Learning and Achievement:**

Santa Monica College has established and publishes Institutional Learning Outcomes for all students who attend the College, and these outcomes are being assessed. The educational objectives for each Santa Monica College degree or certificate program are defined through the College's curriculum approval process and published in the College's printed and online catalogs. Student learning outcomes have been developed for all courses and programs, and they are regularly assessed. Regardless of location or instructional delivery method, the expected outcomes of a given course or program are the same. (For supporting information, see Standard IIA of this institutional self-study.)

**11. General Education:**

Santa Monica College Associate in Arts degree programs require the successful completion of at least sixty units of course work beyond the basic skills level. Each degree requires completion of at least eighteen units in a major field of study or area of emphasis. In addition to the major requirements, Santa Monica College requires a minimum of eighteen units of general education in Natural Science, Social Science, Humanities, Language and Rationality, and Global Citizenship. Students receiving the Associate in Arts degree demonstrate competency in the use of language by successfully

completing English 1 (Freshman Composition). Competence in computation is demonstrated by completing a mathematics course at or above the level of Math 20 (Intermediate Algebra) or passing the mathematics proficiency exam and completing one course from a list provided in Language and Rationality, Group B of the Associate in Arts Degree General Education Pattern. The general education core curriculum contributes significantly to student achievement of the College's Institutional Learning Outcomes and forms the basis for transfer requirements. Santa Monica College is nationally and internationally known for the high quality of its academic programs and its success in preparing students for university transfer. (For supporting information see Standard IIA.1 and Standard IIA.6 of this institutional self-study.)

**12. Academic Freedom:**

Santa Monica College's academic freedom statement (Board Policy 5210) ensures that faculty and students can examine controversial issues in an objective manner, have access to all required information sources, and develop an understanding of conflicting viewpoints through critical thinking without fear of reprisal. It also stresses integrity and responsibility. This statement is widely distributed, as is the Academic Senate's Statement on Professional Ethics.

**13. Faculty:**

In Fall 2009, Santa Monica College employed 309 full-time faculty members. Faculty hiring processes have been effective in the selection of highly qualified and appropriately experienced full-time faculty members. The duties of a faculty assignment are set forth in the faculty collective bargaining agreement and include curriculum development and evaluation of student learning. (For supporting information see Standard IIIA.1 and Standard IIIA.2 of this institutional self-study.)

**14. Student Services:**

As an open access community college serving diverse missions and student interests, Santa Monica College prides itself on the quality and range of student support services, which are delivered to students in a multifaceted and timely manner. Access to and qualities of services are crucial matters taken seriously by those involved in their planning and delivery. Counseling services are offered in numerous unique and varied student support programs. Each program offers academic, personal, and career technical counseling. Specialized counseling programs exist to address the unique needs of students facing financial and economic barriers, physical and learning disabilities, childcare issues, licensing regulations, and federal, state, and local program requirements. The College also provides opportunities for student involvement that enhances student retention, assists with definition and clarity of personal and educational goals, and stimulates goal attainment through a commitment to academic excellence. (For supporting information, see Standard IIB.1 and Standard IIB.3 of this institutional self-study.)



**15. Admissions:**

As an open access community college, Santa Monica College has no formal admissions testing requirements. However, students are mandated to complete the Santa Monica College assessment process when enrolling in more than six units or for a second semester. Management and oversight of the assessment/placement process at Santa Monica College resides with the Assessment Center, which has the primary responsibility for assessing students' reading, writing, and mathematics skills. (For supporting information, see Standard IIB.3 of this institutional self-study.)

**16. Information and Learning Resources:**

The Santa Monica College Library currently has 103,903 books, 120 print periodical subscriptions, and 1,957 video recordings. With regard to electronic resources, the Library currently has 19,000 electronic books and subscribes to 50 electronic databases, which provide access to over 7,300 full-text periodicals. These electronic resources support the curricular needs of both traditional and online students and are available 24/7. The Library has a state-of-the-art computer classroom for library instruction, 21 group study rooms, over 200 computers for student use, and over 1,300 seats configured in a variety of ways to meet differing learning styles. The College's student computing facilities provide access to approximately 1,400 computers in drop-in labs, in computer classrooms, and in some facilities used in both ways, according to posted schedules. The College's Learning Resource Center has been decentralized to build a stronger bond with the students and faculty served. Components include the English and Humanities Center, the Math Center, the Modern Languages Tutoring Center, the Health Sciences Center, and the Science Tutoring Center. (For supporting information, see Standard IIC.1 of this institutional self-study.)

**17. Financial Resources:**

The Superintendent/President presents balanced budgets that support personnel and operational expenditures to the Board of Trustees on a yearly basis. He provides regular reports that outline the budget's possible impact and ramifications. The annual budget of Santa Monica College meets the expenditure requirements of state law, and the College's reserve for contingencies has consistently exceeded the five percent recommended by the State Chancellor's Office for the last six years. (For supporting information, see Standard IIID.1 and Standard IVB.2 of this institutional self-study.)

**18. Financial Accountability:**

Santa Monica College undergoes an annual financial audit, conducted in accordance with the requirements of the California Community Colleges Chancellor's Office. Audit findings support the overall preparation of the budget and financial statements of the College as conforming to accepted accounting principles. Corrections are responded to in a timely manner, and an annual audit report is presented to the Board of Trustees at a

regularly scheduled public meeting, providing the opportunity for public comment. Audit results have steadily improved over the last six years, culminating in a “perfect audit,” free from audit findings, for the 2008-2009 fiscal year. (For supporting information, see Standard IIID.2 of this institutional self-study.)

19. **Institutional Planning and Evaluation:**

Student Learning Outcomes mapped to Institutional Learning Outcomes have been developed for all courses and instructional programs and the vast majority of student and instructional support services, and they are being assessed. The focus is now upon using the assessment results to improve effectiveness. Over twenty of the College’s operational services have developed outcomes that support the College’s Institutional Learning Outcomes and are moving into the assessment phase. Santa Monica College’s Mission, Vision, Values and Goals serve as the primary guide for college planning processes, which call for substantial participation from the college community in the form of dialogue and process. The four Institutional Learning Outcomes serve as the College’s central goals, with five supporting goals that define how each area of the College will contribute to the achievement of these outcomes. The District Planning and Advisory Council, as the central planning body, identifies the specific planning issues to be included in the annual update of the *Master Plan for Education*. Through the annual updates of this document, the College identifies new institutional objectives for the coming year and assesses its progress relative to the prior year’s institutional objectives. Each institutional objective is mapped to at least one Institutional Learning Outcome, Program Review recommendations or overarching issues, and strategic initiatives or action plans. Inclusion of a cost estimate, funding source, and budget planning narrative ensures a connection with budget realities. Several other pivotal and related documents—including the *Master Plan for Technology*, the *Comprehensive Facility Master Plan*, and the budget plan—are developed with the participation of DPAC subcommittees and inform the *Master Plan for Education* annual update in specific planning areas. Through review of its annual report, the District Planning and Advisory Council evaluates its effectiveness each year and makes changes to its processes and charge as needed. Institutional research plays an important role in the planning efforts of the College, in the assessment of its effectiveness in providing quality educational programs and services, and in assisting departments and programs to review outcomes for quality and measurability and strengthen their assessment plans to ensure sustainability. (For supporting information, see Standard IB.2 and Standard IB.4 of this institutional self-study.)

20. **Public Information:**

Santa Monica College provides an annually updated catalog (both printed and online). It includes general information about Santa Monica College, such as the official name, address, telephone number, and web address; the locations of satellite sites; the Institutional Learning Outcomes; the Mission, Vision, Values and Goals statements; course/program/degree offerings; the academic calendar; the academic freedom

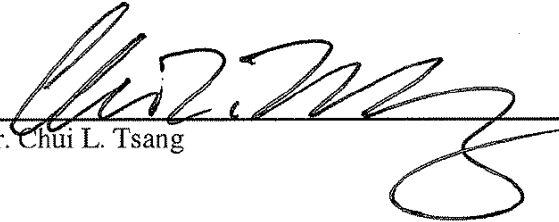
statement; available financial aid and other student support services; available learning resources; admissions information; acceptance of transfer credits; assessment information; student fee information and refund policies; and requirements for degrees and certificates. Because requirements for transfer change frequently, students are directed to access the online student-transfer information system, ASSIST, to obtain the most current information. For the most up-to-date Associate in Arts degree and career technical certificate requirements, students are directed to the Counseling Department website. The college catalog also identifies the Board of Trustees and the names of and degrees held by academic administrators, full-time faculty and associate faculty members. Major policies affecting students such as grievance and complaint procedures, sexual harassment, nondiscrimination, the Student Conduct Code and the Code of Academic Conduct are also published in the catalog. Much of this information is also published in the more widely distributed *Schedule of Classes* and all of it is available on the college website. Every effort is made to ensure that the College is represented with precise, accurate and current information. (For supporting information, see Standard IIB.2 of this institutional self-study.)

21. **Relations with the Accrediting Commission:**

Santa Monica College has consistently demonstrated honesty and integrity in its relationships with the Accrediting Commission. The College is in full compliance with the standards, policies, guidelines and public disclosure requirements of the Accrediting Commission. The Accreditation Liaison Officer prepares the annual institutional reports through which compliance with Commission standards is reaffirmed and substantive institutional changes are described. In the last six years, the Accrediting Commission has approved two substantive changes for Santa Monica College—temporary approval to provide instruction for two summer intersessions at Compton Community College (as that institution awaited a decision on its appeal of termination of accreditation) in 2006 and, in 2009, approval to offer through distance education 50 percent or more of the course units of 20 Associate in Arts degrees and 27 Certificates of Achievement and/or Department Certificates. Santa Monica College has a long history of providing faculty, administrators and Board of Trustees members to serve as members of or to chair accreditation visiting teams. In the past year, the two self-study co-chairs served as members of visiting teams, as did the Superintendent/President, the faculty co-chair of Standard I and the administrator co-chair of Standard IV. Active in statewide community college organizations such as the Academic Senate for California Community Colleges (ASCCC) and the California Community Colleges Chief Instructional Officers (CCCCIO), Santa Monica College faculty members and administrators have participated with Accrediting Commission staff in conference and workshop presentations and have facilitated interaction of Commission staff with these organizations. (For supporting information, see Standard IVA.4 of this institutional self-study.)

Signed,

  
\_\_\_\_\_  
David B. Finkel, Judge of the Superior Court (RET),      Chair, Board of Trustees

  
\_\_\_\_\_  
Dr. Chui L. Tsang      Superintendent/President

# Santa Monica College: Our Story

---

Who and what is Santa Monica College? First and foremost, we are a community college reflective of and responsive to our community – and we interpret “community” in the broadest sense. Our community includes our physical location both within the City of Santa Monica, a city known for myriad social causes and activism, and within the greater Los Angeles area, one of the most diverse metropolises in America. Our community is defined by our students who come to us from across the southern California region and beyond, from every state in the country and over one hundred countries worldwide. The community includes the local residents, who have come to rely on the excellence of our forward-thinking programs and who view us as a valued community resource. Community also refers to our faculty and staff who choose to work here and cherish their ability to contribute to a vibrant institution of higher education dedicated to supporting the concept of life-long learning. Thus, we perceive our community as local, national and international in scope and our mission statement reflects this perception.

Outstanding, great, leader, stellar, exemplary, #1, the best – these are all superlatives used to define an impressive achievement or a high caliber reputation or to recognize something unique and distinctive. These superlatives and many more have been applied to Santa Monica College and its programs, both by the college community and by others outside the institution. We have reason to believe ourselves deserving of such accolades, as do others including the local community, which demonstrated its support by passing three bond measures totaling \$590 million over the past seven years; the thousands of international and out-of-state students who opt to attend Santa Monica College, despite its lack of institutionally-managed housing; *Rolling Stone Magazine* which declared Santa Monica College among the ten top colleges in the US; and UCLA Chancellor Gene Block who praised the high degree of preparation demonstrated by our transfer students.

This is a college that believes in itself; in the transformative effect the Santa Monica College experience can have on an individual; and in its ability to take risks, succeed, fail and move on to try new approaches yet again. This is a college that embraces the notion that it truly “takes a village” to nurture, grow and maintain an institution of our caliber and to that end, every member of our community contributes to the success of both our students and the institution.

Over the years, Santa Monica College has been fortunate in attracting innovators and risk-takers who are ready and willing to accept the challenges of developing and crafting new approaches to teaching and learning and creating outstanding student support services, thus enhancing the College’s reputation for excellence. These are people who believe that community colleges provide the greatest access and opportunity for all students and that being part of Santa Monica College is the best way to realize their commitment to students.

Does that mean we think Santa Monica College is perfect? Not by any means. We may lead in the number of students who transfer to the University of California, but that number is not (nor will it ever be) as high as we would like, and we continually strive to help more students achieve

their transfer goals. We want to do more to help the growing population of developmental students reach their goals as expeditiously as possible. Changes in the economy and industry constantly test our ability to respond to new circumstances as quickly as we'd like, but we continually seek to revise our curricula and programs to meet the needs of a changing workforce. Sometimes our attempts at innovation and improvement are thwarted or simply fail to bring about the intended results. Internal processes and functions can be cumbersome at best and barriers at worst. Leaders at all levels come and go and the lasting degree of their impact varies. Although our belief in ourselves is strong, we are not fanciful dreamers. Even through periods of widespread discontent, at our core is a desire to make a difference for students and to continue Santa Monica College's tradition of excellence.

The District served by Santa Monica College is small; the City of Santa Monica is only eight square miles and Malibu consists of a narrow strip of land 27 miles long along the coast. Although the College is most readily approached from the east and the south, students arrive from all directions, having traversed other districts along the way. Upon arriving at the College after lengthy commutes, students then encounter traffic gridlocks, parking difficulties, the reality of shuttling between multiple campus sites and the inconvenience of a campus under constant construction, which may cause one to wonder why they bother. The answer is that they, along with the rest of our college community, believe that Santa Monica College is the institution that can best help them meet their goals. In Fall 2008, 88 percent of the total enrollment came from outside the Santa Monica College District boundaries; international students comprise almost 11 percent of the student population and out-of-state students 6.5 percent. These numbers further validate that Santa Monica College has earned its reputation as a leading institution of higher education.

Our firm belief in the value of what we do, in the worthiness of our mission and in the conviction that we have an impact on the lives of others has become a self-fulfilling prophecy. We believe in and thus effect change. Students also believe, and acting on that belief, flock to attend the College. Their successes—the outcome of the strategies and programs implemented—document and validate those beliefs. At the same time, we remain aware that there is always room for improvement and that our students' and community's ever-changing needs must be met; therefore, the cycle of innovation and change is constant.

An institution is the sum of its parts; at Santa Monica College, the foundation of those parts is composed of the individual faculty, staff, and administrators – all of whom develop, implement, maintain, and re-envision the institution. We are fortunate that the reputation of the institution draws high-caliber applicants for positions. New members to the community often find the College's culture and processes to be unique—some would even say quirky—and unlike those they may have experienced or expected. However, adaptation to the College's culture brings recognition that, despite multiple barriers such as insufficient staffing, lack of funding and cumbersome processes, the institution functions effectively as a result of the extraordinary commitment to serving our students and willingness to go the extra mile to ensure that their needs are met. Even staff who provide services that only indirectly impact teaching and learning know that their work and dedication are crucial to making Santa Monica College exceptional. In sum, we all make a difference to students who come here to pursue their educational goals.

Facing constant challenges and the pressure of meeting increasing demands with declining resources, we could simply do our jobs and go home at the end of the day, but the Santa Monica College community doesn't do that. Maybe it's the ocean breeze that keeps us in a positive frame of mind, but whatever it is, there is definitely something special about working at Santa Monica College that makes "lifers" of large numbers of employees. Many of us spend our entire professional careers at Santa Monica College, and for some, this tenure is an extension of the time spent at Santa Monica College as students. This longevity adds depth and breadth to our institutional memory and a sense of continuity, but we also welcome the infusion of fresh ideas and perspectives brought by new members to the college community, ensuring that we remain true to our principles and underlying values even as the culture continues to evolve.

The College has survived physical challenges like the 1994 earthquake and the decade-long period of recovery that followed, years of coping with a small (38-acre) urban campus constantly under construction, and the acquisition of multiple satellite locations to house expanding offerings and operations. It has also endured difficult economic times that resulted in discontinued programs and personnel layoffs as well as the challenge of meeting growing and changing needs with insufficient staffing. However, triumph over these inconveniences has made us stronger, bolstering our resolve to help our students overcome whatever obstacles they may face. Insurmountable is just a state of mind—and we simply don't have time for that.

Institutional culture is elusive, often surreptitious in its influence, an encompassing yet unseen driving force. At Santa Monica College, the influence of institutional culture is tangible: it encourages and embraces risk-taking and innovation; demands participation, collaboration, dialogue and collegiality; expects exceptional commitment and results; and most of all recognizes that our *raison d'être* is student success. That is truly what we are all about. We rejoice and take pride in every student's success and mourn the students who fall short of their goals.

While our customary spirit of optimism and pride may sometimes waver under adverse circumstances, it never dies and instead rises phoenix-like from the ashes, rejuvenated and determined to not only meet but exceed the high standards and expectations we hold for ourselves. Regardless of the circumstances, our commitment to student success is steadfast; as a result, we have a knack for emerging from our travails an even stronger and better institution. In unison, we're proud to say: WE ARE Santa Monica College.

