Standard II: Student Learning Programs and Services

Standard IIA: Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

IIA.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Description—IIA.1

In accordance with Santa Monica College's Mission, Vision, Values and Goals, the College provides open and affordable access to high-quality Associate in Arts degree and certificate of achievement programs and prepares students for transfer to four-year institutions. Further, these programs prepare students for successful careers, help students develop college-level skills, and foster in students a personal commitment to lifelong learning. The College serves the world's diverse communities by offering educational opportunities that encourage 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.

For example, to support its commitment to fostering in students a genuine sense of global citizenship, Santa Monica College provides the community with a variety of courses, lectures, special events and other educational opportunities that encourage students to explore international and global issues, environmental challenges and intercultural relationships. To this end, students who wish to earn the Associate in Arts degree must complete a minimum of three semester units in a global citizenship course. As of Fall 2009, 34 courses were approved by the Academic Senate Joint Curriculum Committee as meeting this requirement based on criteria developed by the Curriculum Committee and approved by the Academic Senate.[i] The list is available to students both online and in the printed college catalog.

Curriculum Development and Approval Process

The curriculum approval process at Santa Monica College is effective and efficient and ensures that courses meet the College's high standards.[ii] The development of a new course or program begins with faculty experts (both part-time and full-time) in the particular curriculum area. Faculty may bring to fruition their own ideas for new courses, programs and certificates or develop ideas generated by other sources including student requests for the course or program, department chair requests, results from student learning outcomes assessments, survey results, advisory board recommendations, grant requirements, requests from transfer institutions, or requests from local employers. While curriculum development is the responsibility of the full-time faculty, part-time instructors also propose new courses. Indeed, part-time faculty are active within their disciplines and frequently bring cutting-edge awareness and knowledge to the College's programs.

All departments are encouraged to maintain close links to other educational institutions, professional organizations and business and industry appropriate to their field of study. Advisory boards are required for career technical education programs and may be formed for programs serving special populations, academic programs, programs supported by grant funding and programs accredited by outside regulatory bodies. All of these institutions and organizations provide the College's departments and programs with critical input on current trends in the field of study or occupation. In addition, they often provide direction and recommendations for program review self-studies.

Once the concept for a new course or program has been developed, faculty within that program create a detailed Course Outline of Record. The course outline provides complete information about the course including: course content; methods of presentation and assessment; sample assignments; textbooks or resources used in the course; the number of semester contact hours; the number of units; course transferability; any prerequisites, co-requisites or advisories; and course entrance and exit skills. An accompanying document, which lists all student learning outcomes for the course as well as assessment tools of student achievement of these outcomes, is also developed.

The full-time faculty of the department that will house the course or program review both documents. Faculty consider many factors during this process including whether the proposed curriculum is of the highest quality and the appropriate level of rigor; whether it is consistent with standards for equivalent courses at four-year institutions; whether it meets current student and community needs and whether the proposed instructional and assessment methodologies are effective and appropriate for the content and the anticipated student audience. When a course is multidisciplinary or blurs the lines between disciplines, interdepartmental review is solicited and departmental feedback is provided to the course or program authors, who then revise the documents as needed, after which the department votes upon whether or not to pursue offering the proposed course. If the department approves the course, all written materials are forwarded to the Curriculum Committee for consideration and approval.

The Curriculum Committee meets twice monthly to consider all proposed new courses and programs, proposed substantive changes to existing courses or programs, and proposed deletion of courses. As prescribed by Title 5 and *Education Code*, the Curriculum Committee:

- reviews and makes recommendations to the Academic Senate on existing and proposed curricula, courses, prerequisites, co-requisites, advisories and programs;

- encourages and recommends development of new curricula and courses;

- assists faculty in preparing curriculum proposals to meet Title 5 matriculation mandates and district goals and objectives as stated in Santa Monica College's mission;

- disseminates curricular information and recommendations to department chairs and the Academic Senate; and

- ensures that the Santa Monica College catalog contains only those courses offered on a regular basis.

The members of the Curriculum Committee review the documents in support of each proposed course or program, hear presentations of the proposed course by the department chair, program leader and/or the faculty member initiating the proposal, discuss the proposal, and vote to:

- recommend approval of the course to the Academic Senate and Superintendent/President; or

- return the proposal to the department with recommendations for further development or revision; or

- return the proposal to the department, notifying them that the course has not been approved.

If approved, the course is presented to the Academic Senate for its approval. After the Academic Senate has approved the proposal, it is forwarded to the Board of Trustees for approval and inclusion in the Santa Monica College curriculum.

Courses to be developed for online delivery are required to address additional criteria to ensure that the students receive the same content and achieve the same outcomes, regardless of the mode in which the instruction is delivered.

As of August 2007, Title 5 regulations permit colleges to approve, without prior approval by the California Community Colleges Chancellor's Office, non-degree-applicable credit courses and degree-applicable credit courses that are not part of an approved educational program. These are known as stand-alone courses. The Curriculum Committee completes training requirements on an annual basis, thereby acquiring the authority to locally approve all stand-alone credit courses.

Program Review

To ensure high quality of its programs, all new credit and noncredit courses, prior to being offered for the first time, undergo thorough evaluation and approval by the Curriculum

Committee. Thereafter, the course outlines are subject to mandatory update and review through the program review process on a six-year cycle.

As a complement to this 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, vitality and responsiveness. The program review cycle for most programs is every six years but career technical education programs undergo additional reviews every two years. The Program Review Committee:

- recognizes strengths and achievements of programs;

- promotes goals and planning of programs;

- identifies the areas in need of support, both internal and external;

- informs the collegewide decision-making process; and

- influences the development of the annual updates to the *Master Plan for Education*.

As the first step in the program review process, the department or program conducts a thorough self-evaluation and composes a report based on its findings, which it submits to the Program Review Committee. In their self-evaluation, instructional departments and programs are asked to:

- describe the program or service under review, emphasizing the program's goals and its impact on student success, if appropriate, and how the program supports the broader college mission;

- review course- and program-level student learning outcomes, prerequisites, co-requisites and advisories for all active courses to ensure that they are current, accurate and appropriate for the current student body. Copies of each revised/updated outline and its associated student learning outcomes are submitted to the Curriculum Committee and reviewed by the Curriculum Committee's Technical Review Subcommittee;

- discuss how teaching effectiveness is evaluated;

- discuss the instructional environment, including involvement and preparedness of full- and part-time faculty and staff, access to instructional and administrative support services, departmental engagement in institutional efforts and activities, and facilities and equipment assigned to the program and how they support program goals;

- describe how the program evaluates its effectiveness and helps students achieve their goals;

- present any conclusions and recommendations resulting from the self-evaluation process. (Included is information on how the program engages all program members in the self-evaluation dialogue and how department members participate in the program review process.); and

- describe, as applicable, the advisory board membership, how often it meets and its role and involvement with the program and program response to advisory board recommendations.

Sources of information used by departments and programs in the self-evaluation process include:

- program goal statements;

- the executive summary from the program's previous program review;

- institutional data regarding enrollment, retention and evaluation results;[iii]

- results of research projects undertaken by the program to examine any relevant area of interest; and

- Student and Institutional Learning Outcome assessment results.

Once the self-evaluation report is complete, it is presented to the Program Review Committee, whose members review and evaluate it. The program leader or department chair responsible for the program or department appears before the Program Review Committee to answer questions and receive commendations and recommendations. These results are also sent in writing to the department and summarized in an annual report from the Program Review Committee to the District Planning and Advisory Council (DPAC) for consideration during the college planning and budgeting process.

The curriculum approval and program review processes described above apply to all Santa Monica College credit and noncredit courses and programs, regardless of how or where the course is delivered. Both are thorough, well-established processes that together ensure that all courses and programs at the College meet its mission, support its institutional learning outcomes, are current, are of the highest quality, and meet the needs of the student body.

It is understood that high-quality curriculum is valuable only when delivered through equally high-quality instruction. Santa Monica College takes pride in the expertise and dedication of its faculty as well as in its well-established peer-evaluation process, recently updated. Details on the evaluation process for faculty are provided in Standards IIA.2 and IIIA.1 of this document, and information about the faculty hiring process is found in Standard IIIA.1.

Student Achievement Outcomes

Santa Monica College continues to excel in helping students achieve their educational and career goals whether they are employment, transfer, or degree/certificate completion. Student success at Santa Monica College is assessed by collecting and reviewing data on a number of academic outcomes including success and withdrawal rates, student grade point averages, probation and disqualification rates, transfer outcomes, and degrees and certificates awarded. Most of these outcomes are tracked by course, gender, age, citizenship, ethnicity, and other student characteristics as well as for the overall student population. Some of this information is available on the Office of Institutional Research website, which is updated regularly. Other data are available from internal reports distributed by the Office of Academic Affairs to department

chairs and program leaders. College administrators and faculty members monitor enrollment patterns to identify changes in student demand for courses and programs, and the data collected by the Office of Institutional Research are used to monitor the success of the College's programs in helping students achieve their goals. Collected data inform planning and decision-making when future course offerings are considered.

Evaluation—IIA.1

Curriculum Approval Process

The curriculum approval process at Santa Monica College is both meticulous and efficient. The College offers an impressive array of courses, degrees and certificates, each of which has undergone five levels of scrutiny including reviews by the submitting department, a technical review sub-committee of the Curriculum Committee, the full Curriculum Committee, the Academic Senate and the Board of Trustees. All Associate in Arts degree programs incorporate the general education requirements and major or "area of emphasis" as defined by Title 5. All new courses proposed to become part of the general education pattern are carefully reviewed by the Curriculum Committee to ensure they meet all requirements required by both the College and Title 5.

The Curriculum Committee is finely-tuned and effective. Although the processes involved in proposing a new course or program are exacting, the Curriculum Committee Chair, Vice Chair and Articulation Officer work closely with departments and programs to make the process as smooth as possible. In addition, committee members, some of whom serve for many years, are experienced and knowledgeable. In 2008-2009, the Curriculum Committee considered 157 course updates and revisions, 36 new credit and noncredit courses, 35 conversions for online delivery, and nine new and four revised degrees and certificates.

The committee also adapts and responds to changes as needed. For example, as the student learning outcomes processes have evolved at the College, the committee has modified its own forms and processes to incorporate course-level student learning outcomes assessments that, in turn, are mapped to program and institutional-level outcomes. Furthermore, in response to the rapid growth of distance learning at Santa Monica College, the Curriculum Committee has modified its forms and processes to include appropriate questions for departments proposing courses for online delivery to ensure that they meet the same high standards expected of the College's onground courses.

In addition, the curriculum process at the College is closely coordinated with its program review process. For a department or program to complete the program review process, all its courses must first be updated and submitted to the Curriculum Committee for review and approval. Traditionally, the Curriculum Committee Chair has also served as a member of the Program Review Committee. With the recent creation of the Academic Senate Joint Student and Institutional Learning Outcomes Committee, a faculty member has been designated as liaison among all three committees.

Through the annual Academic Senate election process, there has been a recent increase in turnover of Curriculum Committee members. Frequently, committee members go on to assume other faculty leadership roles at the College, allowing new members to take their place. To maintain its thorough review process and to ensure the highest-quality curriculum, the committee members receive training and access to materials such as the Santa Monica College Curriculum Handbook.

Program Review

The program review process at the College provides a comprehensive and careful evaluation of all instructional programs. In 2008-2009, for example, the Program Review Committee analyzed the self-study reports of eleven departments and programs, five of which were instructional programs and six of which were career technical education programs. Because college planning and budgeting processes incorporate input from the Program Review Committee regarding the departments and programs that have completed the process each year, there are added incentives to achieve compliance with the committee's procedures and standards.

As student needs and college goals have evolved, the Program Review Committee has responded by adapting its procedures and policies accordingly. For example, in response to the greater attention paid to basic skills education collegewide, the committee is discussing possible revisions to its self-study guidelines to help programs and departments provide necessary evidence in support of their practices for addressing the needs of basic skills students.

Over the 2008-2009 academic year, it became apparent that some programs needed more direction in the assessment of their course-, program- and institutional-level student learning outcomes. In developing the program review self-study report, programs are expected to demonstrate how their learning outcome assessment results are used to make improvements to the program (e.g., through setting and prioritizing goals, textbook selection, curricula revision, and schedule changes in the self-study). Evidence that these processes occur effectively for all programs is inconsistent, and indeed some programs have asked for assistance. Therefore, the Program Review Committee is developing a tool to help departments more clearly report their efforts to address program improvements through the student learning outcomes assessment process. The committee is also working, in conjunction with the Student and Institutional Learning Outcomes Committee, to assist departments and programs to develop more robust plans for assessing learning outcomes and using assessment results for program improvement. (See the Evaluation and Plan sections of Standard IIA.1(c) for further information on learning outcome assessment and related planning.)

In an effort to help departments and programs better prepare for program review and to help them conduct ongoing self-assessment, the Program Review Committee is creating a timeline (a six-year timeline for non-career technical education programs and a two-year timeline for career technical education programs) of activities for academic programs and departments to follow prior to writing their self-studies and meeting with the Program Review Committee for evaluation. The Office of Institutional Research is supporting this effort by maintaining a webpage that provides departments with continual access to a larger selection of longitudinal data regarding student success and retention and grading and enrollment patterns.[iv] Furthermore,

since Spring 2009, the Office of Institutional Research has assisted departments and programs in the evaluation and modification of their student learning outcomes and/or assessment tools.

The final report prepared by the Program Review Committee provides critical information regarding a program's strengths and weaknesses including student achievement of learning outcomes. It is therefore important that this report be completed well before DPAC begins to develop the annual update to the *Master Plan for Education* for the coming year. The schedule of activities for the two committees has not always been such that the report reached DPAC in a timely manner. Therefore, the Program Review Committee has adjusted its calendar of meetings to avoid this problem.

Student Success

Santa Monica College continues to excel in helping students achieve their educational and career 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. 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 Universities. Figure IIA-1 and Figure IIA-2 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.[v] For the last four years, Santa Monica College has also 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 and there is room for improvement.
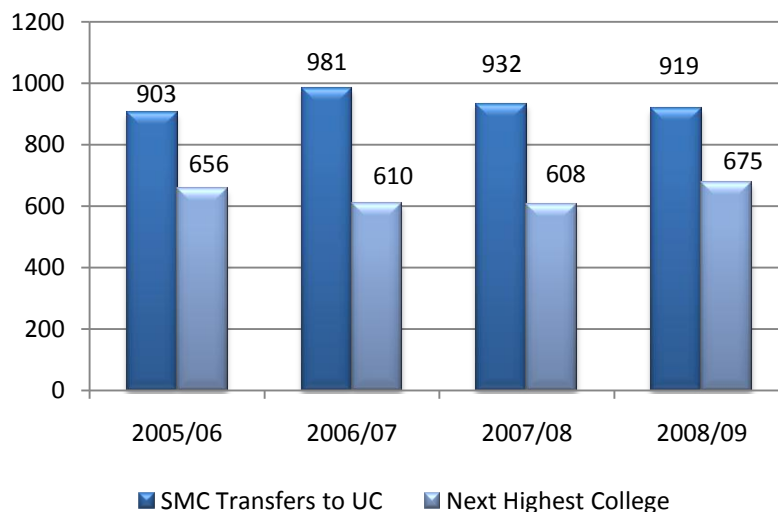
Figure IIA-1: SMC Transfers to UCs (Compared to the Next Highest College) (2005/2006 – 2008/2009)
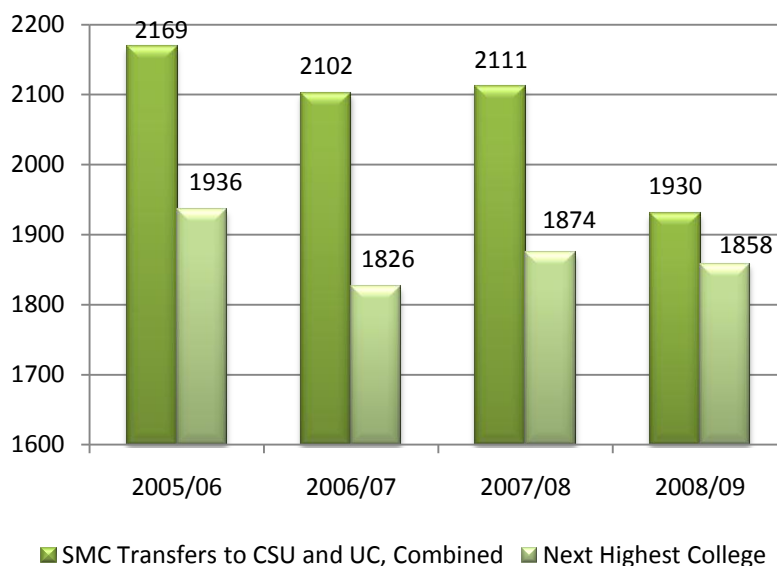
Figure IIA-2: Comparison of SMC Transfers to the UC and CSU, Combined, Compared to the Next Highest College (2005/2006 – 2008/2009)

During the 2007-2008 academic year, 1,476 students received an Associate in Arts degree at Santa Monica College. An additional 216 students successfully completed a certificate program requiring 30-60 semester units. The number of degree/certificate earners dipped in 2008-2009 with 1,329 students earning an Associate in Arts degree and 158 students completing a certificate program, as did the number of students who transferred to the University of California and California State University systems. The reduction in the number of students transferring or earning Associate in Arts degrees or certificates may be due to the recently implemented requirements for students to complete a college-level English class and intermediate algebra class and/or as a delayed result of the course offering reductions made during the budget crisis of 2003-2004.

According to data compiled by the Office of Institutional Research, Santa Monica College continues to be successful in helping students move on to their next educational or career goals. However, faculty, staff and administration share a desire to know more about how Santa Monica College students fare once they are enrolled in their transfer institution or working in their profession. These data, however, have proven difficult to collect. For example, transfer institutions do not provide statistics on student grade point averages for individual feeder institutions; rather, their statistics reflect numbers of all transfer students combined. Employers are numerous and widespread, making it difficult to obtain comprehensive, quantitative feedback from them as well. Previous efforts to gather some of this information have been fruitful but occurred only because additional financial resources were available for that purpose through grant funding. More recently, the College has begun exploring the use of social networking sites such as *Facebook* to help track former students.

Plan—IIA.1

- The Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle.

- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.1(a)   **The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.**

Description—IIA.1(a)
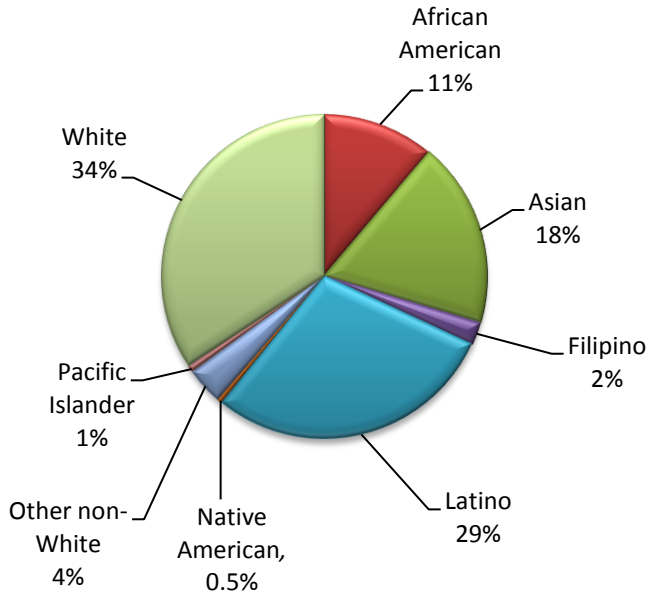
Figure IIA-3: Santa Monica College Student Populations as a Percentage of Student Body (2008-2009)

As an open-access college, Santa Monica College welcomes students from a wide variety of backgrounds, abilities and educational goals. Diversity at Santa Monica College is demonstrated not only by the many ethnic and racial backgrounds of students but also by marked differences in age, life experience, goals, levels of academic preparation, and personal obligations.

In Fall 2008, the College's overall enrollment headcount was 34,446. The broad diversity of the student body in terms of age, ethnicity, gender, enrollment status and educational goal is posted each semester on the Office of Institutional Research website. Charts illustrating these data showing demographic diversity of the students and other demographic data can be found in Standard IA.

Approximately two-thirds of the students attend part time (less than 12 units per semester), as was the case during the College's last accreditation self-study. Women continue to constitute a larger percentage (approximately 55 percent) of the student body compared to men.

The geographic region represented by the student body extends well beyond the Santa Monica/Malibu district boundaries and continues to reflect the cultural diversity of the greater Los Angeles area. Historically underrepresented populations make up approximately 60 to 65 percent of the students enrolled in credit classes as shown in Figure IIA-3.

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 and academic goals of Santa Monica College students are also diverse as shown in Figure IIA-4. 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.
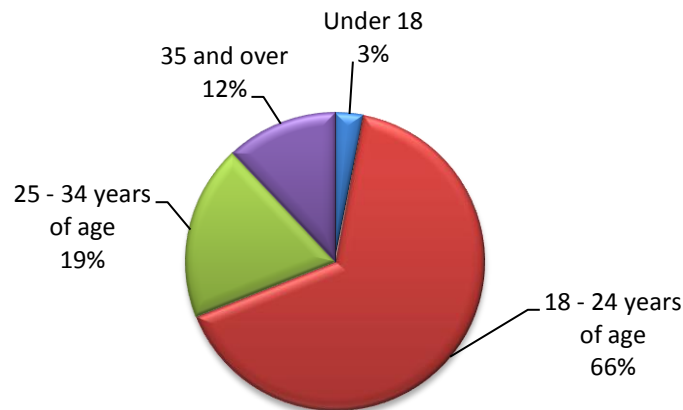

Figure IIA-4: Age Distribution of Credit Students as a Percentage of the Student Body

The majority of Santa Monica College credit students indicate "transfer" as their academic goal as indicated in Figure IIA-5. The vast majority (65 percent) of students continue to view Santa Monica College as a transfer institution.

Santa Monica College students exhibit great diversity in terms of their academic preparation as well. All Santa Monica College students who plan to enroll in mathematics, English as a Second Language or English classes are required to take mathematics and English or English as a Second Language assessment tests to determine appropriate placement. In addition, all first-time

college students who are enrolling in more than six units at the College or who are enrolling for a second semester and have not yet taken the mathematics and English/English as a Second Language placement examinations must do so. This policy, implemented in 2004, was designed to increase student retention by improving the accuracy of placement.
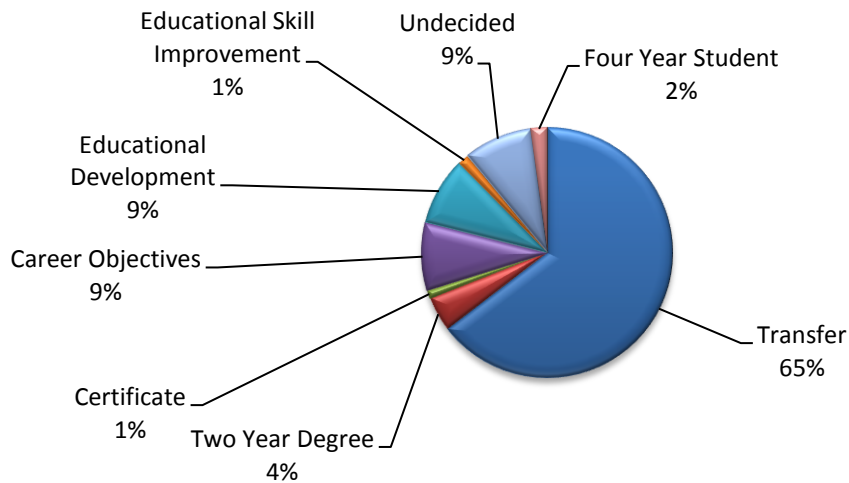
Figure IIA-5: Goals of Credit Students as a Percentage of the Student Body

The assessment instruments currently in use include: for mathematics, COMPASS Math; for English, ACCUPLACER Reading Comprehension and Sentence Skills; for English as a Second Language, ACCUPLACER ESL Language Use, Reading Skills, and Sentence Meaning. These assessment instruments have been approved for placement by the California Community Colleges Chancellor's Office. As such, they have met demanding matriculation guidelines and have been scrutinized for content validation, test bias and disproportionate impact. Additionally, cut scores used for placement are regularly monitored and adjusted by the Assessment Center in consultation with the departments involved.

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.

The English, English as a Second Language, Counseling, and Mathematics departments depend primarily on assessment test results to evaluate the appropriateness of student placement and resulting enrollment. They regularly review and work to improve the process to increase student

success through testing, counseling and advisement. The assessment instruments are evaluated periodically, with the assistance of the Assessment Center, in light of research reports on success rates.

Assessment results are used by department chairs and by the Office of Academic Affairs to plan appropriate numbers of sections of each course to offer each semester. These results are also used for long-term planning to determine need for new programs and support services. For example, increases in the number of students who place into the most basic developmental mathematics and English levels have led to new efforts to improve the ways in which faculty and student services professionals work with basic skills students, including the development of projects funded under the Basic Skills Initiative allocations from the state such as the Basic Skills Counseling Visitation Project, which provided counselors with the opportunity to present an overview of the College's student support services during basic skills classes, thereby increasing students' awareness of these services.

Other programs and services developed by the College to address specific student needs and goals include:

- **Transfer**: To address the needs of the many students interested in transferring to Baccalaureate-granting institutions, Santa Monica College provides a wealth of resources including an active transfer/counseling center, organized trips to universities throughout the state; articulation agreements with both public and private universities in California and other states, and a Scholars Program that challenges the most talented students. Collectively, these strategies help to familiarize students with their options and prepare them for transfer.

- **Variety of Program Locations, Times and Modes of Delivery**: Non-traditional students returning to pursue higher education goals face significant scheduling challenges due to their commitment to full-time jobs and/or families. To accommodate the needs of this population, the College maximizes the use of its facilities for both day and evening classes and services. In addition, the College maintains several satellite sites, maximizing its ability to offer a variety of high-demand courses and programs. The College also offers a robust and rapidly-growing distance education program. Total headcount enrollment in the distance education program was 9,160 for Fall 2008. Enrollment in online courses steadily increased over the past ten years and now accounts for 12.5 percent of the College's total credit FTES. The Distance Education Program is described more fully in Standard IIA.1(b).

- **Career Technical Education (Vocational/Occupational) Programs**: To accommodate the occupational goals and job retraining needs of many students, the College has continued to update its Associate in Arts degree programs and career certificates in career technical education areas. In addition, various career technical education programs continue to offer Department Certificates—aggregates of courses, totaling fewer than eighteen units that result in skills-achievement leading directly to employment. The College offers over thirty Certificate of Achievement programs and twenty short-term Department Certificates that provide students with the skills they need to compete

successfully in related job markets and course content to meet the specific and changing needs of business and industry. Two recent examples include the Business Logistics Program and Solar Photovoltaic Certificate, both of which have been approved by the Chancellor's Office.

- **Programs for Life-Long Learners**: Lifelong learning programs are offered through Emeritus College (a noncredit program for older adults), noncredit ESL, parenting and citizenship classes; the Community Education program (which offers a wide variety of fee-based, not-for-credit short-term workshops and classes designed to satisfy the personal and professional interests of the community), and the Office of Workforce and Economic Development (which offers job-retraining programs though grant-funded projects and contract education programs). These programs are described more fully in Standard IIA.2.

- **Programs for International Students**: International students comprise a significant number of the student population at Santa Monica College (more than 2,900 students in Fall 2008). While these students often perform above-average academically, they frequently require extra support in adapting to the culture and requirements of studying in the United States. To this end, the International Education Center provides counselors who are specially trained in the unique issues facing international students, intensive English courses, assistance in finding appropriate housing, assistance with visa issues, and other support services designed specifically to address this population's needs.

- **Special Student Support Programs for Historically Underrepresented Students**: Described fully in the introduction to Standard IIB, a variety of special programs continue to foster the academic success of the African American and Latino students on campus including the Latino Center and *Adelante* Program and the Black Collegians.

- **Other Academic and Student Support Programs**: Also described in the introduction to Standard IIB, the College offers a wide variety of other academic and student service programs designed to meet the unique needs of particular student populations including veterans, disabled students, CalWORKs participants, first-time college students, low-income students, single parents, and high school students.

Program Assessment

The instructional programs formally assess their effectiveness in meeting the diverse needs of Santa Monica College students through the program review process described in Standard IIA.1 and the student learning outcomes assessment process described in Standard IIA.1(c). Student learning outcomes have been developed for all credit and noncredit courses and almost all programs, as well as for the institution itself through its Institutional Learning Outcomes. Assessment of course- and program-level student learning outcomes has been ongoing since 2006 and institutional learning outcomes assessment started in 2008. Departments conduct their own assessments of student achievement of learning outcomes, and faculty meet periodically to discuss and analyze the assessment results and to improve assessment tools, teaching methodologies, and/or curriculum as needed to provide a continuous cycle of improvement.

Institutional efforts to assess student achievement of learning outcomes are underway as well. Longitudinal surveys of cohorts of students to acquire data regarding student mastery of the Institutional Learning Outcomes are being developed. In addition, the Office of Institutional Research conducts small-group workshops to assist departments in development of detailed assessment plans that will ensure a more consistent, robust, and sustainable current student and institutional learning outcomes assessment process. For details on the assessment of student learning outcomes and institutional learning outcomes at Santa Monica College and efforts to include assessment results in planning, budgeting and program improvement, see Standards IIA.1(c), IIA.2(a), and IIA.2(f).

Evaluation—IIA.1(a)

The College provides an array of special programs and academic and support services designed to meet the varied and many needs of its students. Assessment data regarding student academic preparation in mathematics and English are thorough and utilized both in individual student placement and in institutional and departmental academic planning processes. The greatest challenge the College faces is that of finding additional methods for assessing the success of its many programs. The program review process is notably effective in maintaining program quality and helping programs to identify areas in need of improvement. However, data regarding student achievement of course and program student learning outcomes and institutional learning outcomes are not as consistent, comprehensive and easily accessible as they could be.

Plan—IIA.1(a)

- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.1(b) *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Description—IIA.1(b)

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 (lecture, laboratory, group discussion, activities, collaborative group work, and computer-assisted instruction) 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).

- **Distance Education** is one of the fastest growing and most predominant modes of learning. This instructional delivery method attracts both traditional and non-traditional students because of the flexibility that it offers students in scheduling their class

participation around their other commitments. It also eliminates commuting and parking problems. Since many of the College's online courses are short-term, online learning appeals to students who have clear goals that they want to achieve quickly. Students have easy access to online counseling services, online library services, an online bookstore, and a recently-expanded distance education administrative staff, which includes a student service specialist.

Effective contact with students as well as early intervention and availability of support services are high priorities in the College's distance education program; currently eight percent to ten percent of the online student population enrolls exclusively in online courses, so ensuring the availability and reliability of these services is critical, as is the reliability of the course management system itself; the College currently contracts with an external vendor, eCollege, to host its online courses and to provide technical support for faculty and students.

Most academic disciplines are represented in the current offering of distance education courses. All online courses go through the same curriculum approval process as other Santa Monica College courses and undergo an additional online course review conducted by the Curriculum Committee. In the online course review, the committee assesses the planned use of technologies, the appropriateness of the material for online delivery, the anticipated methods and amount of contact with students, and the planned methods of assessment. This ensures that the online delivery method has been approved by the department, that the course adheres to the course outline of record, and that it possesses the same level of rigor as its onground counterpart.

Distance education courses are also subject to evaluation through the same program review process used to review all other courses. In addition, the Distance Education Program itself is subject to program review.

The Academic Senate Joint Distance Education Committee has been instrumental in helping faculty become more effective online instructors. It developed and disseminated a document outlining effective practices for distance education that provide new and continuing online faculty with clear standards regarding course appearance, maintaining effective contact with students, delineation of course requirements, methods of contacting the instructor, and available resources for technical and content-related questions. The "Faculty-to-Faculty" document[vi] also encourages the use of available course technologies to address students' various learning styles.[vii]

The Distance Education Committee has also created a guide for department chairs, which, in conjunction with the Faculty-to-Faculty document, offers an overview of the skills, time and temperament required to effectively teach online as well as the characteristics of a high-quality online class. This tool is particularly helpful to department chairs and their designees when conducting evaluations of online instructors. Online instructors are evaluated in the online environment by both students and peers. The Distance Education Committee has been active in establishing peer-review rubrics, which have been widely circulated for review and now await approval.

The College's course management platform, eCollege, recently upgraded to a new version. The new platform provides enhanced features that help meet student needs. One improvement is a replacement for a formerly cumbersome, time-consuming method of providing additional examination time to accommodate students with disabilities. The new platform also offers more ways to incorporate audiovisual materials into a course, important for capturing and maintaining the interest of visual learners. A full-time multi-media specialist captions videos used in online courses, greatly assisting the College's effort to ensure that online classes meet all accessibility requirements.

In addition to online courses, the College offers hybrid classes (i.e., those that meet onground for half of the weekly schedule and online for the other half). The decision regarding whether to offer a class onground, online, or as a hybrid is made by the faculty in the subject area, based upon their assessment of which delivery mode(s) are most appropriate for that course.

Along with distance education, the College offers a variety of other modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

- **The Teacher Academy** was developed through grants from the California Community Colleges Chancellor's Office. The College undertook the development of "Apple Courses" (no relation to the company Apple Computer, Inc.) to support students interested in exploring the teaching profession and "Apple Instructors" who served as mentors to these aspiring teachers. Both initiatives are lasting outcomes of the Teacher Academy, which drew to a close in September 2009 when the grant period ended. Over the last five years, the College offered Apple Courses in chemistry, physics, speech, geography, political science, counseling and English, and these initiatives will continue to serve future students.

- **Internships** are offered in both occupational and transfer-oriented disciplines. These on-the-job learning experiences may be paid or unpaid. The ultimate objective is to provide students with the skills, knowledge, and attitudes that will equip them to function successfully and adapt as employees in a variety of jobs and situations. Internship classes are graded on a pass/no pass basis. In 2008-2009, 372 students completed for-credit internships. During the spring Internship Fair, 67 employers came to campus to offer internships, and more than 1,500 students were there to meet them. Many hundreds of internship opportunities are available through the College's online service (College Central), in the Internship Opportunity Booklets and through other online resources.[viii]

Detailed eligibility requirements for enrolling in an internship are available in the college catalog and from the Internships Program located in the Career Services Center on the main campus.

The Academy of Entertainment Technology, which has its own internship coordinator, has been fortunate in maintaining strong relationships with several of the leading studios in Hollywood such as Sony Imageworks, Rhythm & Hues, Dreamworks and Warner Brothers. Many students are currently working in these companies as a result of their

internships. To date, the program has established a relationship with over 292 companies and 714 students have been placed in an internship or job.

- The **Interdisciplinary Studies Program** provides an integrated learning environment that promotes new ways of thinking about and understanding the ever-changing world. Developed with input from the department chairs, the Interdisciplinary Studies Program facilitates scheduling, staffing, outreach, expansion and faculty support as well as student recruitment and retention in the following areas:

  o interdisciplinary courses and degree programs (for example, Environmental Studies, Ethnic Studies, Urban Studies, Global Studies)

  o service learning across the curriculum

  Moreover, the program is developing supportive relationships with other campus programs with similar interests and objectives such as the Center for Environmental and Urban Studies.

- The **Service Learning Program** was initiated in 1998 when the College received a start-up grant from the Corporation for National Service – Learn and Serve America. Service learning is a teaching and learning method that integrates community service with academic instruction. Generally, students assist in providing services through community agencies (typically 10 to 20 hours per semester) and critically reflect on their experiences as a part of their coursework. Due to budget constraints, the Service-Learning Program was eliminated in Winter 2003. However, beginning in 2005, with the creation of the Academic Senate Joint Interdisciplinary Studies Task Force, and more recently with the creation of the Global Citizenship Associate in Arts degree requirement, service learning has been revitalized at the College. A student seeking an Associate in Arts degree must complete a minimum of three units in one of the following areas: American Cultures, Ecological Literacy, Global Studies, Service Learning, or a Santa Monica College Study Abroad Experience. The premise of the Global Citizenship Associate in Arts degree requirement, that global citizenship requires making a responsible contribution to society, precisely correlates with the major objectives of service learning: to foster civic responsibility, to promote life-long commitment to service and to help meet community needs.

  Currently, new courses are being developed that incorporate service learning pedagogy into the course outline of record. In Fall 2008, the Curriculum Committee approved two courses in the Philosophy and Social Science department: Introduction to Sociology – Service Learning (Sociology 1S) and Social Problems – Service Learning (Sociology 2S). Through the successful articulation of these courses with the California State University and University of California systems, they are expected to become templates for future courses incorporating service learning pedagogy.

- **Study Abroad:** As stated in its mission, Santa Monica College is committed to promoting global citizenship and, to that end, is expanding opportunities for students and faculty to study abroad. Each study abroad program is designed to take students to another country where they complete requirements for one or more credit courses while

immersed in unique and engaging educational experiences. Students earn academic credit for participation, which can be used to satisfy the Global Citizenship requirement for the Associate in Arts degree. Through these programs, students have had the opportunity to study in China, South Africa, Italy, London and Paris, and Belize. A film documenting the experiences of Santa Monica College students who participated in the recent study abroad trip in South Africa illustrates how the programs incorporate service learning components.[ix]

- **Short-Term Classes** are designed to help students progress toward their educational goals more quickly. Short-term courses use an accelerated format to allow students to focus upon a particular class more intensively and over a shorter period of time than usual. The College offers many courses in eight or twelve weeks. Many are offered in a hybrid format that utilizes both online and in-class instruction, and others meet one weeknight plus Saturday morning.

Evaluation—IIA.1(b)

The variety of modes of delivery used at Santa Monica College reflects the institution's responsiveness to student needs. The College is flexible and creative, regularly developing new ways to help students achieve their educational goals despite the restrictions of modern life. While the implementation of alternative delivery modes creates challenges for both students and the College, the College has a history of addressing such problems and finding effective solutions. The College will continue to offer courses through various avenues including distance education, internships, Interdisciplinary Studies courses, Service Learning programs and short-term classes.

While the flexibility of online learning has attracted many students to enroll in distance education classes, this flexibility sometimes creates unrealistic expectations of what can reasonably be accomplished in a semester. Hence, some students enroll in them, believing that online class requirements can be fulfilled in the spare moments of an already busy life that includes work and other commitments. Although distance education faculty caution students about this common misconception, overall success rates for online students are about seven percent lower than they are for students in onground classes; however, statistics vary significantly from instructor to instructor and from discipline to discipline, sometimes reflecting no difference in success rates between online and onground classes.

The Distance Education Committee is currently engaged in discussions regarding the need for an effective practices document for students and the need for an assessment instrument that will allow students, prior to enrollment, to determine their readiness and aptitude for online learning and discover their personal learning style. An online tutoring system is also being considered by the English Department's Writing Center Task Force to provide online students with additional support.

Alternative course delivery design has also proven effective for helping students succeed. More disciplines are offering short-term classes to help students accelerate their progress toward their academic goals. For example, as part of the Basic Skills Initiative, the Basic Skills English

faculty will pilot a project using short-term classes to help students progress through the C-level (basic skills) English classes more quickly. The short-term format has been popular among students and faculty, and these sections are often among the first to fill to capacity.

Plan—IIA.1(b)

- The Distance Education Committee will develop for students an "effective practices" document for distance learning, along with an assessment tool to help determine their readiness and aptitude for online learning.

IIA.1(c)   The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Description—IIA.1(c)

Santa Monica College consistently strives to maintain high-quality instruction, for which clearly-articulated outcomes and regular review and evaluation of programs, courses, instructional support, and teaching faculty are needed. 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.

In recent years, both processes have been modified to formally include review of student learning outcomes and institutional learning outcomes development and assessment. For example, the curriculum approval process now requires new and modified courses or programs to have developed student learning outcomes, which are filed, along with the course outlines of record, by both the department housing the course or program and the Office of Academic Affairs. The program review process now asks that, in their self-study documents, departments and programs discuss their active engagement in assessing course and program student learning outcomes and map them to appropriate Institutional Learning Outcomes. The Program Review Committee looks for evidence of meaningful program involvement in these activities and offers commendations and/or recommendations regarding them.

Emerging from discussions that began in 2002, the Academic Senate established a Student Learning Outcomes Task Force in 2005 to engage the entire campus in the dialogue concerning student learning outcomes and to facilitate the development of student learning outcomes and appropriate assessments from the course to the institutional level. In its first two years, the Student Learning Outcomes Task Force was led by two faculty members and the Dean, Institutional Research. In its third year, its leadership was expanded to include administrative representatives from the Offices of Academic Affairs and Student Services. To make the process as meaningful as possible, the task force adopted a grassroots approach, in which faculty wrote student learning outcomes for their own disciplines. The first year, they developed student learning outcomes and assessments for every course; by the second year, faculty had developed student learning outcomes and assessments for their programs, and in the third year, faculty linked all their student learning outcomes to the Institutional Learning Outcomes. The process reflects not only the College's determination to develop meaningful student learning outcomes

and institutional learning outcomes in a timely manner but also its dedication to participatory governance.

To promote a broad-based grassroots process and to assist departments and programs with the work, the task force leaders regularly met with department representatives. The goal for the first year was for each discipline to establish a minimum of two student learning outcomes for two of their courses. To aid in this endeavor, the task force prepared a handbook, "Student Learning Outcomes – for Course Level," that included a definition of student learning outcomes along with guidelines for developing them.[x]

At the beginning of the 2006-2007 academic year, the focus was shifted to discipline, department, certificate, degree and program-level outcomes (i.e., those that encompass a cluster of related courses). The task force co-chairs worked with department chairs, through the monthly Academic Senate Chairs Committee meetings, to encourage and facilitate the ongoing process of writing outcomes and assessments for all courses and assisted them in developing their program student learning outcomes. A second-year handbook, "Student Learning Outcomes Handbook for Department, Degree, Certificate and Program Level," focused on both assessment and the writing of discipline/department, degree, certificate, and program-level student learning outcomes. In its midterm report (June 2007), the Accrediting Commission commended the College on its Student Learning Outcomes Task Force handbooks.[xi]

Between May and August 2007, the Student Learning Outcomes Task Force, in collaboration with the Professional Development Committee, planned a collegewide process that was used to write the College's Institutional Learning Outcomes. Facilitators led 25 concurrent breakout sessions during the August 2007 Opening Day. Ultimately, 461 participants, working in small groups, discussed and articulated desired institutional learning outcomes. The goal was to ensure the broadest possible input from faculty and staff regarding outcomes that students should have achieved by the time they finish their studies at Santa Monica College. At the conclusion of the process, there was remarkable agreement among participants, resulting in the following four Institutional Learning Outcomes.

Santa Monica College 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, acknowledge the significance of their daily actions relative to broader issues and events; and

Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.

Once the Institutional Learning Outcomes were adopted by the Academic Senate, they were forwarded to DPAC, which thoroughly deliberated them. The Institutional Learning Outcomes were then referred to the relevant college community groups (including the California School Employees Association, the Faculty Association and the Management Association) for ratification. The Institutional Learning Outcomes were eventually adopted by the Board of Trustees in Fall 2007 and integrated into the revised Santa Monica College mission statement. Department chairs took the lead in writing competencies linking their program outcomes to one or more of the Institutional Learning Outcomes and to mapping their courses to the relevant Institutional Learning Outcomes. The Academic Senate Joint Environmental Affairs Committee and Global Citizenship Task Force (now the Global Council) also participated in this process to ensure a seamless relationship between all three levels of student learning outcomes: course, program, and institutional.

This relationship enables the College to assess its Institutional Learning Outcomes through the specific tools developed within courses and/or programs as well as allowing for broader assessment at the institutional level itself. The March 2008 Institutional Flex Day included student learning outcomes breakout sessions titled "We're Already Doing It," which highlighted specific ways that many disciplines and programs promote student achievement of the Institutional Learning Outcomes. At the August 2008 Opening Day, attention was turned to the first Institutional Learning Outcome. A break-out session, "It Takes a Village," afforded the campus community the opportunity to begin to identify concrete competencies for the first Institutional Learning Outcome and appropriate strategies and tools assessments.

In its third year, the task force continued to prepare and disseminate standardized reporting forms that are used collegewide to list course and program-level student learning outcomes and to report the results of faculty evaluation of student learning outcomes and institutional learning outcomes assessment data.

Academic Senate Joint Student and Institutional Learning Outcomes Committee

In Spring 2008, the Student Learning Outcomes Task Force proposed creation of a new committee "to ensure campuswide collaboration in the ongoing processes of developing, gaining proficiency in, and fully integrating learning outcomes and assessments." The Academic Senate Joint Student and Institutional Learning Outcomes Committee facilitates the efforts of various internal campus governance structures. Specifically, the committee enhances linkages between the Academic Senate's Curriculum, Department Chairs and Coordinators, Professional Development, Career Technical Education and Program Review committees. The committee also serves as a bridge between student and institutional learning outcomes development and collegewide strategic planning initiatives (e.g., academic initiatives and budgetary planning). The structure of this committee ensures that faculty remain central to processes of learning outcomes development and assessment: writing and assessing student learning outcomes; analyzing assessment results; implementing program and course improvements based on those results; and sharing the work with other members of the college community. The Academic Senate approved the formation of this committee in May 2008.

The Student and Institutional Learning Outcomes Committee maintains and updates a website on which is posted the College's definition of, philosophy of, and approach to student learning outcomes; its 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 related resources. It currently focuses on strengthening guidelines for assessment planning. These guidelines will supplement the work begun at the August 2008 Opening Day, when the College launched its collegewide assessment of the first of its four Institutional Learning Outcomes.

Course and Program Development of Student Learning Outcomes and Assessments

Course- and program-level student learning outcomes and appropriate assessment tools for each were developed by faculty in each discipline. As described in Section IIA.1, all credit and noncredit courses at Santa Monica College have well-developed and updated course outlines of record accompanied by student learning outcomes and examples of how they map to at least one of the College's Institutional Learning Outcomes. Faculty within a discipline, through a long process of discussion and deliberation, agreed on the most important learning outcomes for each course and for the program and identified effective strategies for assessing them.

Santa Monica College faculty understand the need to develop student learning outcomes that accurately reflect the skills, attitudes and behaviors students will have upon completion of a course and that adhere to exacting standards. Faculty appreciate the value of student learning outcomes and assessments, especially for sequential courses that require students to possess exit skills in a prerequisite course that prepare them for success in the subsequent course. Establishing appropriate student learning outcomes for transferable courses, articulated with transfer institutions, is equally important. Faculty ensure appropriate content and rigor by maintaining close relationships with transfer institutions and/or future employers of Santa Monica College students so all instructional materials, student learning outcomes, and assessment tools selected or developed by faculty prepare students to meet the entry requirements of these entities.

While faculty design and implement student learning outcomes assessments in individual courses and class sections, departments use common assessment tools to ensure that measures of success in achieving learning outcomes are consistent among faculty teaching similar content. Assessment tools may vary widely between disciplines and even between courses within a discipline to ensure all assessment tools adequately reflect course content. In some instances, however, essay examinations, some final examination questions, or entire final examinations are administered in common. (See Standard IIA.2(g) for more information on common examinations.) In other cases, common course assignments, laboratory experiments and reports, or faculty questionnaires regarding student performance are employed. To support development and effectual use of assessment tools, departmental flex-day activities frequently include time for workshops on testing design and other methods of evaluation (e.g., portfolio review and fine arts performance).

Currently, faculty are concentrating on the use of assessment results to improve program effectiveness. Common assessment tools are modified to meet departmental and student needs

that have been identified through analysis of student learning outcomes assessment results. Similarly, ongoing analyses of test results prompt adjustments to teaching methodologies and/or to the curriculum itself. For example, when Introductory Chemistry (Chemistry 10) assessment results indicated that students performed poorly on questions related to solving problems regarding the densities of substances, faculty developed a new laboratory experiment designed to emphasize the concept of density and its applications. Results of the next cycle of student learning outcomes assessments showed marked improvement in student mastery of density concepts.

In another case, ESL faculty teaching Basic English 2 (ESL 11B) administered a common final examination based on a student learning outcomes assessment tool, which states (in the course outline of record):

> *Students will write a three-paragraph essay written in class under time constraints, including prewriting, drafting and revising, graded with a rubric for process, organization, content/development, sentence variety and syntax.*

Results indicated that, during the semester, some faculty had focused exclusively on paragraph-writing and had not adequately introduced the essay-writing process and structure. Thus, by the end of the course, their students were not able to produce a satisfactory essay. In the subsequent semesters, all faculty teaching the course assigned the same number and types of paragraphs and one essay before the final essay examination. In contrast to the earlier results, in the most recent student learning outcomes assessment cycle, the majority of students in each class were able to write a satisfactory essay.

Evaluation—IIA.1(c)

While many at the College were initially resistant to the notion of student learning outcomes, by following a grassroots-approach to communicate the efficacy of student learning outcomes development, faculty were eventually engaged collegewide in the process, and significant progress has been made in developing robust outcomes at all levels for all courses along with meaningful assessment strategies. Early on, steps were taken to integrate assessment into the College's planning processes such as reviewing evidence of a department's engagement in the student learning outcomes process when new faculty hires were considered.

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 quality and measurability. In addition, assessment plans within departments and programs need to be strengthened to ensure sustainability and flexibility. Finally, mechanisms for integrating outcome assessment results into program and institutional planning need to be clarified and streamlined for maximum effectiveness.

Plan—IIA.1(c)

- The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will 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 can be made and sustained and continuous improvement will be achieved.

- The Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle.

- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for the assessments in a database system to facilitate and enhance the analysis of data from year to year.

IIA.2 *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses, programs for international students, and contract or other special programs, regardless of the type of credit awarded, delivery mode, or location.*

Description—IIA.2

Santa Monica College offers courses through a variety of programs designed to address the broad diversity of student needs and goals. The quality, relevance, and currency of all credit and noncredit course offerings, regardless of location or mode of delivery, are assured through careful scrutiny of new course proposals and ongoing evaluation and improvement cycles as dictated by the College's long-standing and highly refined curriculum and program review processes. (See Standards IIA.1(a) and IIA.2(a) for details). Santa Monica College also offers short-term classes and several other unique modes of delivery, discussed in detail in Standard IIA.1(b).

Equally high standards and appropriate rigor are applied to all instructional programs offered by the College, whether credit, noncredit, or not-for-credit.

Both noncredit and not-for-credit course offerings provide alternative sites, scheduling options, condensed content, and other methods that meet the needs of working students, single parents, non-traditional students, and lifelong learners. Responsiveness to changing circumstances is a conspicuous characteristic of these offerings.

Noncredit/Continuing Education

Noncredit classes are not graded and are free for students. They are designed to strengthen basic skills, English language skills (ESL), citizenship skills, parenting skills, and skills that promote workforce preparation in addition to serving special populations. Emeritus College, for example, only offers noncredit courses designed for older adults. This instruction is state-funded, based on students' positive attendance. Although some of these courses are offered on the main campus, most are held at the College's satellite locations. Following consideration and approval by the

Academic Senate Joint Curriculum Committee, all new noncredit courses are submitted to the California Community Colleges Chancellor's Office for approval.

At the time of the College's last accreditation self-study, the noncredit offerings were under review due to budget, facility and staffing constraints. Noncredit English as a Second Language, parenting and citizenship classes were suspended due to the budget crisis of 2002-2003, but these classes were restored in Fall 2005 and are currently experiencing stable enrollment. The noncredit ESL program is now under the direction of a designated faculty member from the English as a Second Language Department to ensure closer integration of the curriculum, goals and pedagogy of the two programs thus supporting successful matriculation of students from noncredit to credit classes. The ESL noncredit curriculum has been updated through both the College's regular curriculum process and the curriculum approval process required by the state for noncredit offerings.

In addition to the regular noncredit program offered at Santa Monica College, two noncredit programs serve the needs of particular student populations: the California High School Exit Exam (CAHSEE) program (which targets students preparing to take the examination or complete high school credits needed to earn a high school diploma) and Emeritus College, which serves the needs of older adults:

- The California High School Exit Examination is meant to ensure that students who graduate from public high schools demonstrate grade level competency in reading, writing and mathematics. Santa Monica College offers a noncredit program to prepare students to take this examination and includes free classes, study materials, tutoring and online services. The **CAHSEE Program**, initiated in 2006-2007 with a small grant, assisted students who had not passed the examination or who had not earned the number of units required to graduate. Progress was slow and outreach to that population of students proved difficult. A larger grant was secured for 2007-2008, and a smaller, third grant was obtained for 2008-2009. The CAHSEE Program offers self-paced individualized instruction and tutoring in a one-room schoolhouse environment. The first courses were offered in Spring 2009 and served approximately 40 students. Courses offered through this program undergo the same college and state curriculum approval processes mandated for all other noncredit courses as well as the same periodic program review evaluation process as other college courses.

- **Emeritus College** is a highly successful and well-regarded noncredit program designed to serve the senior adult population in the local community. With approximately 3,000 students, Emeritus College fulfills the College's mission "to create a learning environment that both challenges students and supports them in achieving their educational goals." Emeritus College offers a broad educational program that includes: coping skills, health maintenance, basic knowledge, consumer education, and personal growth through intellectual inquiry, group interaction, creative experiences and physical and mental stimulation. In addition, peer network-building is encouraged so as to increase opportunities for social interaction outside the classroom. Information about

Emeritus College is posted online and described in a hardcopy brochure, and students enroll by phone, by mail, or online.

Emeritus classes use delivery modes suitable for both subject content and skill level. For example, computer classes are held in a lab; art, music, film and literature appreciation classes are conducted in multimedia-equipped lecture halls; and exercise and health classes meet in exercise rooms. Class hours are appropriate to the content and student skill level. To ensure that appropriate teaching pedagogy is employed, faculty are required by the state code to complete a 30-hour course, which covers issues specific to aging within the areas of biology, psychology and sociology.

Emeritus College enjoys strong community support, as indicated by the passage of a bond measure that funded the purchase and renovation of its facility. The site itself was selected for its location within an active community, and modifications to the building were made to ensure accessibility for older adults. The Pathfinders Post-Stroke exercise room is equipped with specialized furniture, and speech classes utilize appropriate computer software in the lab. Emeritus College also cooperates with the City of Santa Monica and community organizations to identify neighborhood sites for its classes to increase student access.

Emeritus College courses undergo a stringent approval process set by the Academic Senate Joint Curriculum Committee, California's *Education Code* and the California Community Colleges Chancellor's Office. In addition, prior to submission to the Curriculum Committee, all proposed new courses are reviewed by the Emeritus College Executive Council for their appropriateness for Emeritus College students. Once a course is offered, the student learning outcomes evaluation process is used to evaluate course success in meeting student objectives. Enrollment is used to evaluate student demand, and retention (attendance) is used to evaluate the sustained interest of students. The Emeritus College Executive Council reviews program success at least twice a year. New courses may be implemented based on emerging research or after student requests for specific courses have been approved by the Emeritus College Executive Council, and during the regular state curriculum review process, outdated, or inactive courses are removed from the catalog.

Community Education

Community Education classes are fee-based and fiscally self-sustaining. The Community Education program offers not-for-credit classes that are classified under two categories and have two distinct purposes: to meet the needs and interests of the community and to promote continuing professional training and enrichment. Community Education enrollments fluctuate seasonally, with highest enrollments occurring in the summer sessions, or they may be influenced by economic conditions. As of Spring 2009, the program still experienced stable enrollment, but if the economy worsens, enrollment numbers are expected to decline. In Fall 2008, the program generated slightly more than 3,000 enrollments.

A brochure is published both in print and online four times a year describing the College's Community Education classes and providing information on how to enroll. Ideas for courses are generated from a variety of sources: potential instructors submit ideas; staff and faculty offer suggestions; students send requests to staff; or the program administrator invites proposals related to specific topics. Courses that are deemed of interest to the community and for which the College has the necessary facilities may be selected for further development. Proposed courses are discussed and adjusted by the program administrator and potential instructor, and if overlap exists between a new course and an instructional credit program, the course proposal is discussed with the appropriate department chair prior to being included in the Community Education schedule.

Office of Workforce and Economic Development

The Office of Workforce and Economic Development provides short-term training programs to address the professional development needs of its clientele. Economic and Workforce Development programs are a catalyst for the College's response to changes in the job market, and they create vital career pathways for students. These programs are intended to serve employees who need upgraded skills sets and small businesses that need to enhance their operations (e.g., by moving into international trade markets). In addition, they provide professional development opportunities for individuals. The Office of Workforce and Economic Development conducts environmental scans to identify trends in industry that prompt the development of new programs or modifications to existing career technical education credit programs.

Currently, nearly all programs offered through the Office of Workforce and Economic Development are not-for-credit. Individuals interested in credit courses are referred to the standard process for enrolling in credit programs. Workforce and Economic Development courses are typically held at sites that afford clients convenient access. These individuals are generally incumbent workers, entrepreneurs or displaced workers who have not yet considered enrolling full time at the College. By providing courses that are easily accessible, short-term, conveniently scheduled, and responsive to the immediate needs of individuals or companies, the Workforce and Economic Development program allows students to engage in life-long learning and provides them with the skills they need to gain employment or advance in their respective fields.

These programs require that instructors have three or more years of experience working in the specific business and industry sectors for which they are providing services. For example, the advisors hired in the College's Small Business Development Center, funded to support small business owners, must demonstrate that they have experience starting and running a business or that they have provided consulting services in the past. To be considered for workshop assignments, workforce trainers must demonstrate expertise in their field and show evidence that they have provided training in a corporate environment in the past.

By working with the statewide representatives, local chambers of commerce and local economic development organizations, the Office of Workforce and Economic Development remains apprised of the latest industry trends to ensure that it can respond quickly to the current needs of

business and industry by designing programs that address those needs. The Office of Workforce and Economic Development works with the Los Angeles County Economic Development Corporation, the Westside Economic Development Collaborative, and other professional development organizations such as the Society of Human Resource Management and Professionals in Human Resources Association. The program administrators also assist in the development of the various advisory boards for credit career technical education programs. This close communication with business partners ensures program quality and responsiveness to changing industry needs.

A major component of the Workforce and Economic Development effort is the College's Small Business Development Center. The College's center is part of a network of 38 centers established throughout California. These centers function to serve the small business owner and entrepreneur by providing a wide variety of services for present and potential small business owners. The mission of the Small Business Development Center is to provide quality management and technical assistance for small businesses, resulting in success for the entrepreneur and economic growth for the state. The College's center operates primarily out of two facilities, occupying offices at the Santa Monica Airport and at the Cooper Design Space in downtown Los Angeles.

Scholars Program

The Scholars Program offers demanding, enriched honors courses, and prepares students who demonstrate outstanding scholastic achievement for transfer to a four-year college or university. Scholars Program courses emphasize critical thinking and writing skills necessary for success at the university level. In addition, Scholars Program students receive priority consideration for admission to the University of California, Los Angeles and several other schools. They receive special counseling, attend workshops, and take college tours while enrolled at the College. Scholars Program courses are enhanced versions of the College's regular credit classes and are subject to the same approval and evaluation processes; however, their content demands a greater amount of writing and more sophisticated critical analysis of the subjects studied. Enrollment in each Scholars Program class is limited to 25 students, allowing the instructor to spend more time with individual students.

Study Abroad

Described in Section IIA.1(b), the Study Abroad program is designed to give students the opportunity to complete the requirements for one or more credit courses while immersed in a different culture. Quality of the program is addressed through reviews during the development of each program with the faculty responsible for the program and the Global Council. This process makes certain that the program offers exciting opportunities for students to enhance their academic experience while maintaining the rigor of the courses that the students take while abroad.

High School Student Opportunities

There are four programs that enable high school students to take college-level classes at the College: Dual Enrollment, Concurrent Enrollment, the Young Collegians Program and the Santa Monica College Summer Institute for High School Students. The Dual Enrollment and Concurrent Enrollment programs are offered throughout the year and are open to all high school students; the Summer Institutes program is available to all high school students; and the Young Collegians program is offered to Santa Monica High School students who are the first in their family to attend college.

Students attend Dual Enrollment classes onsite at their high schools while students in Concurrent Enrollment classes enroll in credit classes offered at the College's campuses. The purpose of these programs is to provide "advanced scholastic, educational enrichment opportunities for a limited number of eligible pupils," as defined by *Education Code*, Sections 48800 and 76002.

All four high school programs offer college credit courses, which are subject to the same curriculum approval and program review processes as all the College's courses. Instructors in both programs possess the same minimum qualifications as all the College's faculty, and they are evaluated through the same processes.

Enrollment fees are waived for high school students who participate in these programs. Students must have completed the eighth grade or equivalent by the beginning of the term they wish to attend, are limited to six units, or two classes, per semester and are not allowed to take courses in subject areas in which they have previously received, either at the College or high school, less than a grade of "C." Credit awarded for courses taken at Santa Monica College may be used to satisfy high school subject or credit requirements as defined by the student's high school.

The Dual Enrollment Program, begun in Spring 1998, grew over the next four years to serve approximately 1,700 students at 29 high schools. Due to budget reductions, the program took a hiatus during the 2003-2004 fiscal year but was reinstated in Fall 2004, serving approximately 600 students at 15 high schools. The program rebounded quickly, and in Spring 2007, was serving approximately 1,700 students at 26 high schools. Changes in Title 5 prohibited colleges from offering classes outside of their respective district 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, compliance with this new regulation decimated the program, reducing it to approximately 600 students at 10 high schools. With increased enrollment at the College and the state budget crisis, the program was further reduced in Spring 2009. The program currently serves approximately 200 students at Malibu and Santa Monica High Schools.

The Young Collegians Program is a formal effort between Santa Monica College and the Santa Monica/Malibu Unified School District which serves high school students in the district. The mission of this partnership is to encourage high school students who are the first in their family to attend college to develop the mindset, skills, and strategies to succeed in their college careers. Program applicants are interviewed and, once selected, placed into a cohort of students who continue through the program together. Participants begin taking college courses during the

summer as rising high school sophomores. In addition to taking college courses at Santa Monica College, the Young Collegians receive additional services including career exploration, tutoring, study skills classes, workshops, and college tours. Upon high school graduation, students in the Young Collegians program have the opportunity to receive a year or more of college credit.

The Santa Monica College Summer Institute for High School Students is in its fourteenth year. The Summer Institute offers high school students the opportunity to take college classes while still in high school. Students have the opportunity to receive both high school and college transferable credit for these classes. Summer Institute for High School Students programs alternate disciplines and have included classes in animation, art, biology, business, chemistry, computer science, graphic design, physics, psychology, and theatre arts. Since Summer 2006, the Summer Institute for High School Students has served more than 700 students from throughout Los Angeles County.

Evaluation—IIA.2

Noncredit Courses

Although still small after having been suspended in 2003, the College's noncredit English as a Second Language program is growing; all its courses are either new or have been updated since the last accreditation cycle and include student learning outcomes. Other noncredit courses are being contemplated to serve the growing population of basic skills students and to complement those offered for-credit. This is especially important in light of *Education Code* provisions that limit students to 30 credit units in basic skills classes.

The CAHSEE program has met with some success (one student has earned a high school diploma and several more are very close to completing their diploma requirements) and some students have passed the exit examination after taking the College's preparation classes. Because the program is new, small, and grant-funded, the College will reevaluate the program when the grant period ends in June 2010 to determine the feasibility of continuing and/or expanding it.

Emeritus College enjoys remarkable success. Courses are in such high demand that approximately 300 to 400 requests for seats must be denied each term due to closed classes. Emeritus College is cited by several universities, including Harvard and the University of Southern California, as an excellent model of older adult programming. The quality of the program is demonstrated by the numerous and successful student showcase efforts including student photography and fine art exhibits in the Emeritus College art gallery, student publications such as *The Chronicle* and *E-33*, and concerts held by the variety of Emeritus College musical groups. The program is an innovator and leader in providing post-stroke services in exercise and speech. A more indirect but equally important function is providing a place where older adult students may meet and socialize with one another.

Community Education

Currently, the College's most accurate measure of success for the Community Education Program is enrollment: in 2008-2009, more than 6,700 (unduplicated count) students registered in one or more classes (total student registrations exceeded 10,300). More than 1,800 classes were offered during the year, generating revenue in excess of $880,000. The program is financially self-sufficient, indicating that students are willing to pay for quality classes. In times of economic crisis, this is particularly convincing testimony to the strength of the program. However, because the College would like to acquire additional information from program participants regarding the quality of individual courses, efforts to institute a student evaluation survey are underway.

Contract Education

All programs and courses offered by the Office of Workforce and Economic Development are individually evaluated to assess the quality of instruction and the relevance and effectiveness of the content. Evaluation results are used to determine if courses require modification or elimination, which ensures that programs remain relevant to the audiences they serve.

The Office of Workforce and Economic Development has demonstrated its ability to provide quality programs by applying for and receiving over $10 million in state and federal funds since 2000. It has earned several awards for its Small Business Development Center, underscoring the program's effectiveness:

- In 2007, the program earned a national award for services provided.

- In 2008, the program won regional awards for Best Overall Center Performance, Highest Long Term Clients Served, and Highest Capital Infusion.

- In 2009, the program received the Small Business Administration Veteran Entrepreneur of the Year award.

These awards demonstrate the program's ability to apply the feedback given during training and counseling sessions to improve the quality of the program; indeed, it was named the top performing center in the Los Angeles Regional Small Business Development Center network in 2008.

Scholars Program

The Scholars Program is enormously successful as evidenced by its popularity with students and by its participants' impressive transfer-rate to four-year institutions. The number of students who apply and are admitted to the program has grown each year. Last year, approximately 600 students were admitted to the program bringing the population to 1,023 students (a 141 percent increase over the 424 students who participated in Fall 2003). Each year, approximately 500 of the participating Scholars Program students meet the criteria to transfer to four-year institutions. As shown in Figure IIA-6, many Scholars Program students select UCLA as their transfer institution and, on average, 96 percent of the Scholars Program students who apply to transfer to UCLA are admitted.
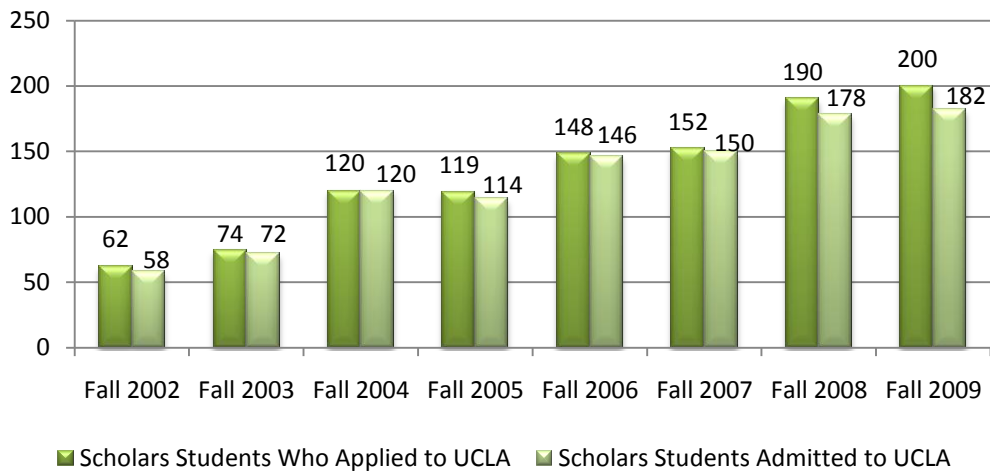
Figure IIA-6: Scholars Program Students Who Applied to and Were Accepted by UCLA, 2002 - 2009

Study Abroad

The expanding Study Abroad program offers yet another effective instructional delivery method to Santa Monica College students. The Global Council works with faculty members to develop new study abroad programs that offer opportunities for students to enhance their academic experience. The newly-initiated position of Global Citizenship Faculty Leader (2009-2010) demonstrates further the College's commitment to its study abroad programs.

High School Student Opportunities

Despite the devastating impact of recently-enacted Title 5 regulations, the Dual Enrollment Program continued to maintain a high level of success in terms of student satisfaction. Results of student questionnaires completed each semester indicate that 85 percent of dual enrollment students were already considering college as a viable option. Of the 15 percent who stated that college was not originally a viable option for them, 52 percent indicated that participation in the program had changed their mind. When asked if they would recommend the Dual Enrollment Program to friends or classmates, 94 percent of the students answered that they would. Unfortunately, due to the continuing budget crisis and the changes to Title 5, the Dual Enrollment Program has been severely curtailed and now serves only the local public high schools located within the College's district boundaries.

The Young Collegian's program continues to provide an important service to high school students who otherwise might not consider college a viable option. This year, 41 of 45 students who started the program completed their courses.

Plan—IIA.2

- The College will offer more basic skills noncredit courses to address the needs of basic skills students who have reached the limit of 30 units in credit basic skills classes yet need additional assistance in basic skills areas.

IIA.2(a)   ***The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.***

IIA.2(b)   ***The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.***

IIA.2(e)   ***The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.***

Description—IIA.2(a), IIA.2(b) and IIA.2(e)

In accordance with its mission, Santa Monica College offers educational programs that enable students to transfer to universities, prepare for careers, develop college-level skills, and participate in educational enrichment experiences that support lifelong learning. The College currently offers courses in more than 60 fields of study for which the primary objective is to prepare students for transfer to four-year institutions and/or for completion of 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 30 career technical (occupational) education fields of study for which professional certificates are awarded upon successful completion of requirements in the major.

Santa Monica College consistently strives to ensure the quality of its instruction. Sustaining high-quality instruction depends upon regular review and evaluation of programs, courses, instructional support and faculty. In addition, the College's development of student learning outcomes, curriculum approval process, program review process, and faculty professional development and evaluation processes continue to be highly effective in ensuring instructional quality, appropriate rigor, and overall educational effectiveness for courses and programs delivered on the main campus, at off-campus locations, and through distance learning.

The Academic Senate Joint Curriculum and Program Review committees provide the structure and leadership in maintaining the high quality of instruction at Santa Monica College and in both cases, faculty play a central role in establishing quality and improving instructional courses and programs. The Curriculum Committee is chaired by a faculty member and vice chaired by an instructional dean. Its membership includes fifteen faculty, thirteen elected by the subject areas they represent and two "at large" representatives appointed by the Academic Senate. Other members of the committee include the college Articulation Officer, four appointed administrators, and two student representatives. The Program Review Committee is chaired by a faculty member and vice chaired by an instructional dean and includes eight faculty, appointed by the Academic Senate President, four administrators, and one student representative.

The basic processes of these committees, established to ensure the quality of programs and courses, are described in detail in Standard IIA.1. Described below are additional procedures administered by the Curriculum and Program Review committees that apply to courses and programs to ensure the ongoing quality and improvement of courses and programs.

Curriculum Committee

Course Prerequisite, Co-requisite and Advisory Validation

The Curriculum Committee validates course prerequisites within disciplines for all courses in the curriculum. Entrance and exit skills are identified and used in the validation review and approval process. The validated prerequisites, co-requisites and advisories are clearly stated in the college catalog and in the schedule of classes and enforced at the time students enroll in English, ESL, chemistry and mathematics courses.

Implementation of Curriculum Mandates and Certifications

Other related responsibilities of the Curriculum Committee include implementation of state-mandated curriculum regulations and policies and recommendation of changes in degree and certificate requirements and general education requirements for the Associate in Arts degree, the Intersegmental General Education Transfer Curriculum (IGETC), and the California State University General Education Certification.

Community Education Course Approval

The approval process for the not-for-credit offerings of the Community Education program differs from the process for credit and noncredit courses. Unlike courses in the credit program, the vast majority of Community Education classes are designed to stand alone with no specific relationship to other courses in the program. Ideas for new courses are discussed and adjusted by the program administrator and potential instructor.

Maintenance of Course Outlines

Course outlines of record are on file in departmental offices and in the Office of Academic Affairs. Electronic files are archived on a dedicated computer server hosted by the College's

Information Technology Department. Each course outline includes the teaching methodologies employed, skills to be developed, assignments to be completed, and critical thinking concepts applicable to the course. These course outlines guide faculty in developing their syllabi. Records of student learning outcomes and their assessments for each course are maintained by the respective departments as well as the Office of Academic Affairs. Departments are required to update curriculum regularly as part of the program review process, although updates occur more frequently as deemed necessary.

The Curriculum Committee page is now housed on the college website, where templates for required documents, made available in electronic form, may be downloaded.[xii]

Program Review

During the review process, the Program Review Committee looks for evidence of meaningful faculty involvement in the creation and assessment of course and program student learning outcomes and offers recommendations for improvement. It also considers whether a program has effectively addressed previous recommendations from its last review cycle and if the program's curriculum has been recently updated through the Curriculum Committee.

The Office of Institutional Research provides programs with relevant data to be considered while conducting the self-evaluation such as information about student demographics and relative success rates. These data support information provided through The Instructional Management System (TIMS) longitudinal data (which compiles data regarding student retention, grading practices, faculty teaching load, completion and retention), and information on student demand for specific courses provided by the Office of Academic Affairs.

Committee recommendations for a program's improvement are included in the executive summary sent to the leader of the program being evaluated, the administrator responsible for the program, and the DPAC Chair and Vice Chair. Overarching trends and concerns are noted, and DPAC considers the findings of the Program Review Committee when setting institutional objectives. Likewise, the Academic Senate Joint Committee on New Contract Faculty Position Ranking considers Program Review Committee findings when prioritizing requests for new faculty hires for the coming year.

Programs that have been added to the review cycle since the last accreditation include the Welcome Center, Performing Arts Center (Madison Project), Veterans' Resource Center, Omsbuds and Office of Student Judicial Affairs. Dance is now reviewed as a distinct department and the various groups within Fiscal Services (Accounting, Accounts Payable, Payroll, Purchasing, and Budget) are reviewed collectively under Fiscal Services rather than as separate entities.

The guidelines and suggestions for conducting such reviews have undergone considerable discussion and revision since the last accreditation self-study:

- The Program Review Committee has implemented a biennial evaluation process for career technical education programs. These programs conduct "mini" reviews on a second and fourth-year cycle.

- The process for conducting reviews of instructional programs, interdisciplinary programs, career technical education programs, student support services, and administrative support services has been updated to incorporate student learning outcomes and institutional learning outcomes. The appendices for self-evaluation are posted on the Academic Senate homepage.[xiii]

- The Program Review Committee Chair and Vice Chair meet with faculty and staff within the department, discipline or program that is scheduled for review the coming academic year. At this meeting, guidelines for conducting the self-evaluation process are explained and questions from the program are answered.

Advisory committees also play an important role in the program review process for career technical education programs. Advisory committees are required for career technical education programs and may be formed for programs serving special populations, academic programs, programs supported by grant funding, and programs accredited by outside regulatory bodies. The Program Review Committee looks for evidence of active advisory committee engagement for each career technical education program during the self-study. These advisory groups provide input on current trends in the field of study or occupation. In addition, they often provide direction and recommendations for program review self-studies.

For example, the Graphic Design Advisory Board suggested that graduates of that program needed skill acquisition in design work intended for web publishing. In response, the department began offering web design courses in Spring 2008.

The Academy of Entertainment Technology also has an active and engaged advisory board. Advisory board suggestions that have been implemented include creation of:

- a Program Management course (ET 3) to help students gain the managerial skills needed to oversee a project to completion;

- two new certificates, Digital Media 1 and 2, the result of revisions made to the previous certificate, which was outdated and included an excessive number of requirements;

- a new course, 3D Modeling (ET 25B), which is the result of moving the development of character-modeling skills out of a previous course into a separate course that employs new industry-standard software; and

- two departmental certificates in Game Development and Digital Effects.

Advisory boards also shape noncredit programs. Emeritus College responds to the needs of the older adults through an advisory group of senior citizens. The Emeritus College Executive Council meets to review the offerings and make recommendations concerning programming. The offerings, delivery system, and outreach are designed to meet the needs of this segment of the community.

All instructional departments are also encouraged to maintain close links to educational institutions, professional organizations, and business and industry appropriate to their field of

study. This applies to high schools with regard to monitoring the skills of incoming freshmen, transfer institutions for articulation issues, and employers for job placement.

At its final meeting each year, the Program Review Committee evaluates the year's activities and discusses possible improvements to its processes for the coming year. In addition, the Program Review Committee Chair or Vice Chair assembles an annual summary report for DPAC to provide input for institutional objectives included in the update to the *Master Plan for Education*.

Academic Senate Student Learning Outcomes Task Force and Joint Student and Institutional Learning Outcomes Committee

As described in Standard IIA.1(c), the initial Student Learning Outcomes Task Force led an institution-wide effort between 2005 and 2008 to write student learning outcomes for all courses and programs and to develop assessment tools and procedures for each. Having completed the initial development task, departments and programs are now engaged in an ongoing cycle of course and program student learning outcomes assessment, the results of which are used for program improvement. The task force also organized a collegewide effort to develop the College's four Institutional Learning Outcomes. Assessment of the first Institutional Learning Outcome was begun in 2008-2009 at the departmental level. Efforts are now in progress to develop quality assessment tools for ongoing institutional-level assessment and evaluation of student achievement of the Institutional Learning Outcomes.

The current Academic Senate Joint Student and Institutional Learning Outcomes Committee, which replaced the Student Learning Outcomes Task Force, is working to ensure collegewide collaboration in the ongoing processes of developing, gaining proficiency in, and fully integrating learning outcomes and assessments. It serves to facilitate the efforts of various internal campus governance structures. Specifically, the committee enhances connectivity between the Academic Senate Joint Curriculum, Department Chairs, Professional Development and Program Review committees. The Student and Institutional Learning Outcomes Committee also serves as a bridge linking student learning outcomes and institutional learning outcomes to collegewide Strategic Planning Initiatives including Academic and Budgetary Planning. The structure of this committee ensures that faculty remain central to composing, assessing, and responding to student learning outcomes assessment results while ensuring that their work is supported by the other college community members.

Evaluation—IIA.2(a), IIA.2(b) and IIA.2(e)

Santa Monica College is actively engaged in the development and assessment of student learning outcomes at the course, program, and institutional level. Every course has student learning outcomes, and the vast majority of programs, degrees, and certificates have mapped their student learning outcomes to the four Institutional Learning Outcomes. The College is at the developmental level and moving into proficiency.

The strengths of student learning outcomes at Santa Monica College lie in their development at the department and program levels. This grassroots approach has resulted in comprehensive

learning outcome statements, developed and clearly articulated by experts in each department and program.

Another asset is the level of faculty engagement in the development of student learning outcomes. The newly-formed Student and Institutional Learning Outcomes Committee will ensure that faculty remain a central force in the ongoing assessment of student learning outcomes and institutional learning outcomes. The Professional Development Committee has featured student learning outcomes during the last four Fall Institutional Flex Days (i.e., the Institutional Opening Day activities that took place in August 2006, 2007, 2008 and 2009), ensuring that all faculty received the necessary training. The College has also tied student learning outcomes to institutional planning. For example, instructional departments must demonstrate authentic engagement in student learning outcomes development and assessment when requesting new full-time hires.

The Student and Institutional Learning Outcomes Committee was established to help faculty and administrators remain current in the development of student learning outcomes and is now expanding guidelines for assessment planning to supplement the work begun in August 2008 at the institutional flex day on assessment of the first of four Institutional Learning Outcomes: "Students will acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives."

An area for improvement is the quality of assessment of the student learning outcomes at the course, program, and institutional levels. At the course level, faculty are performing assessments of the student learning outcomes. Each department/program regularly meets to discuss assessment results and address how instruction or delivery of services may be improved. To strengthen this process and improve consistency in inquiry and utilization of results, the Student and Institutional Learning Outcomes Committee and Dean, Institutional Research are working with departments and programs to ensure that assessments are appropriate, yield the information being sought, and are consistent from year to year so that comparisons are possible.

To attain consistent quality and initiate improvements, the committee has generated comprehensive rubrics for use by departments/programs when reviewing their student learning outcomes, assessments and reports. Each department/program has been provided an opportunity to participate in a series of workshops to help with its development of assessment plans. The Student and Institutional Learning Outcomes Committee has suggested an assessment cycle for all departments/programs to follow, based on the six-year program review cycle. The Office of Institutional Research is assisting departments and programs to develop robust, cyclical, sustainable plans for assessing learning outcomes and using assessment results for program improvement.

Plan—IIA.2(a), IIA.2(b) and IIA.2(e)

- The Program Review Committee will develop a tool to help departments more clearly and consistently report their efforts to inform program improvements via the learning outcome assessment cycle.

- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for all of the assessments in a database system to facilitate and enhance the analysis of data from year to year.

- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.2(c)   *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Description—IIA.2(c)

Santa Monica College enjoys a stellar reputation as a high quality institution of higher education based on, among other things, the breadth and depth of its instructional programs. The curriculum process described in Standards IIA.1(a) and IIA.2(a) ensures that college courses and programs are of appropriate depth, rigor, sequencing, time to completion, and breadth. Proposed courses are created by faculty who are experts in their subject areas, and articulation checks conducted in the curriculum approval process confirm that new proposed courses are equivalent to courses and programs at four-year institutions. Course advisories, co-requisites, and prerequisites are validated by the Curriculum Committee by reviewing the exit skills of one course and the entrance skills of the subsequent course. Noncredit courses undergo careful scrutiny both in the College's curriculum approval process and again through the California Community Colleges Chancellor's Office approval process.

The breadth of the College's programs is matched by the breadth and rigor of the specific academic and career technical education programs. An example of this quality can be found in the College's Photography program which was one of only eight institutions—and the only publicly funded, two year college—selected to participate in a national program sponsored by the Advertising Photographers of America designed to help students establish successful careers in commercial photography. The Photography program's inclusion was due in part to the breadth and rigor of the curriculum offered.

The sequencing of courses is a characteristic of certificate programs such as those offered through the Computer Science and Information Systems and the Academy of Entertainment and Technology. Students are advised to take courses in a defined sequence to provide them with the opportunity to build on skills as they continue through the sequence. Other sequenced courses are part of "lock step" programs such as Nursing, where cohorts of students enter the program together and progress through a defined sequence of courses. The disadvantage of this lock-step process is that students who drop out of the sequence must wait until the next offering to resume their studies.

Sequencing of courses is also addressed by many programs as they reconfigure and revitalize curriculum and certificate/degree sequences to respond to the changing needs of the workplace, four-year institutions and regulation changes. For example, the Entertainment Technology certificates were reconfigured, based on input from the program's advisory board, to allow for a greater variety of program completion and multiple points of entry in the workforce.

The College also encourages faculty to provide high quality instruction via two formal mechanisms: professional development and evaluation. Faculty are encouraged to participate in numerous professional development activities designed to enhance instruction, including the grant workshops and seminars described in Standard IIA.2(d).

On institutional flex days, faculty may attend a number of workshops dedicated to professional development activities across the curriculum. Frequently, effective practices are identified and disseminated to the entire faculty. For example, the Santa Monica College Academic Senate has adopted and distributed effective practices documents for both traditional and online teaching. In addition, there are three departmental flex days annually during which departments host activities intended to improve the quality of instruction.

Another means for ensuring instructional quality is through the faculty evaluation process, which has been reviewed and enhanced since the last self-study. In Spring 2009, the form used to evaluate both contract and part-time instructors was significantly revised to increase its effectiveness and accuracy.[xiv]

Previously, faculty undergoing evaluations were scored in only five categories based on the classroom evaluation alone. The new form is separated into two parts. The first portion allows the department chair or designee to score the evaluatee in a number of areas related to professional responsibility such as degree of cooperation and sensitivity in working with colleagues and staff, responsiveness to feedback, and involvement in creation/assessment of student learning outcomes. The second portion asks the evaluator to score the evaluatee on a number of aspects related to the classroom observation including the instructor's interactions with students, knowledge of subject matter, communication skills, sensitivity to working with students from diverse backgrounds and needs, student involvement in class activities, and apparent student interest.

Evaluation—IIA.2(c)

The quality of Santa Monica College's instructional programs is evidenced by the high number of articulation agreements with four-year institutions throughout the state and country and the high number of transfer students to those institutions. The success of Santa Monica College students, whether in the job market or as transfer students, attests to the depth and rigor of the programs offered.

Dialogue regarding instructional quality occurs at multiple levels: between faculty within departments; between faculty of various departments during grant- and/or institution-sponsored activities; through defined processes such as program review; through discussions with advisory boards; through discussions with faculty from other institutions; through professional

development activities and conferences; and through the peer-review process. These conversations contribute to ongoing instructional design and revision, which contribute to maintaining vibrant and relevant programs.

The peer evaluation process is well-established at Santa Monica College. The recently revised and expanded form, far more detailed and specific than the previous version, dramatically increases its value to the evaluatee. There is some discussion about how to effectively integrate results from the two separate portions of the form, especially when each is completed by a different evaluator (the chair and chair designee). To ensure consistency within departments, each has been asked to clearly state in writing its guidelines for weighting the ratings (satisfactory, needs improvement, unsatisfactory) for each area in both portions of the evaluation and to state precisely how an overall rating is achieved.

Equally well-established at the College, the student evaluation process has been refined by the adoption of a new and more effective form. Indeed, faculty look forward to receiving specific and comprehensive feedback from their students. Unfortunately, during the first year of its implementation, logistical problems with the automated scanning and data tabulation made it impossible for faculty to access the individual comments made by students on the evaluations.

Plan—IIA.2(c)

None

IIA.2(d)   The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Description—IIA.2(d)

The wide variety of instructional delivery modes used at the College is described in detail in Standard IIA.1(b). How these delivery modes and, in particular, the many teaching methodologies employed by faculty, address the diverse needs and learning styles of the College's student body is described below.

Santa Monica College faculty recognize that students have different levels of academic preparation and learning styles, both of which influence a variety of student behaviors including enrollment patterns, student success, retention, persistence, completion rates, and choice of major and goal. Acknowledging that academic probation and eventual disqualification may result when student learning styles are not accommodated, the College has institutionalized a number of strategies that address the different levels of academic preparation and learning styles of its students.

The College's responsiveness to the diverse needs of its students is exemplified in the number of faculty recently hired who are trained specifically in basic skills instruction. The College has a larger number of dedicated basic skills instructors than most other community colleges. In addition to hiring faculty dedicated to teaching developmental students, the College's efforts in

addressing the effective practices defined by the state's Basic Skills Initiative have resulted in a detailed plan to address the needs of this growing student population.

The Basic Skills Initiative

In 2005-2006, Santa Monica College implemented the Student Equity Plan, which was originally developed by the Academic Senate Joint Student Equity Committee. This plan served as a foundation for the College's current Basic Skills Initiative plan.

The Student Equity Committee was chaired by the Equal Opportunity Programs and Services counselor, and members included the Dean, Counseling, the Academic Senate President and the chairs of the Counseling, Mathematics, English, and English as a Second Language departments. The committee conducted a review of student success data prior to the implementation of the plan to determine what level of equity was currently being achieved and to reveal problem areas and to create strategies that addressed barriers to student success. The data indicated that success rates for Latino and African American students were considerably lower than those of the College's students overall. This disparity was particularly evident in mathematics and English courses, which are required for the Associate in Arts degree and transfer to four-year institutions.

To address the lower success rates of these students, the Student Equity Committee developed a collegewide Student Equity Plan, whose components included:

- informing the college community of the findings and significant issues affecting student equity and success;

- disseminating the report to the department chairs and Academic Senate Joint Student Affairs Committee, the Counseling Department, Associated Students, tutoring coordinators, the College Services Committee, and the Curriculum Committee to initiate a broad discussion about strategies for improving student retention and completion rates;

- integrating student learning outcomes with student equity and success; and

- incorporating student equity goals into the update to the *Master Plan for Education*.

While Santa Monica College was engaged in this effort to address the issue of equity, the state adopted a plan to improve student access and success by approving a Title 5 change requiring intermediate algebra and college-level English as requirements for graduation. (Santa Monica College had already implemented the intermediate algebra requirement. The English requirement was instituted in Fall 2008).

At the same time, the leadership of the Academic Senate for California Community Colleges, the Chief Instructional Officers, and the Chief Student Services Officers, in collaboration with the California Community Colleges Chancellor's Office, organized and secured an initial funding stream for what would emerge as the Basic Skills Initiative. The five goals of the state plan (i.e., college awareness and access; student success and readiness; partnerships for economic and workforce development; system effectiveness; and resource development) are closely aligned with Santa Monica College's Student Equity Plan. Both plans acknowledge that students need

pre-collegiate mathematics and/or English classes to succeed in their subsequent postsecondary and workforce endeavors. As a result, the College has developed a five-year Basic Skills Initiative Plan to address the needs of all developmental students. After a deliberative process, a basic skills faculty leader has been appointed to assist in implementing the College's plan.

The Basic Skills Initiative Plan activities fall into the areas of organizational and administrative practices, program components, staff development, and instructional programs. The plan's components are based on the Strategic Initiatives defined by the College in 2008 and which form the basis for annual objectives focused on basic skills students, which are then incorporated into the annual update of the *Master Plan for Education*. For example, the Basic Skills Initiative Plan gave rise to an objective in the 2008 update to the *Master Plan for Education* to expand linkages between counseling services, basic skills courses, and career technical education programs.

In addition to collegewide activities and plans, individual faculty members and departments are encouraged to submit proposals to the Basic Skills Committee for projects designed to assist developmental students. The committee includes faculty from the English, ESL, Mathematics, Counseling, and other departments. Members of the committee review proposals during the fall and spring semesters and select those to receive funds based on the anticipated impact the proposed project might have on increasing the success of basic skills students. Proposals which rely on either proven or emerging strategies to increase student retention, persistence, and successful course completion are most likely to receive funding. To date, these include:

- additional counseling hours for special programs;

- classroom visits to English and ESL classes during which counselors describe characteristics of successful students;

- additional instructional support for students in the areas of developmental English and mathematics;

- additional support for existing tutoring/learning centers in (English) reading by increasing the number of instructional assistants;

- creation of tutoring/learning centers in the ESL and English departments;

- library sessions for Student Success Seminar (Counseling 20) students; and

- onsite counseling at satellite sites for noncredit ESL students interested in taking other college classes.

Additionally, technology resources have been provided to English, mathematics, and ESL classrooms to enhance student learning within the classroom. Professional development activities for the Fall 2009 semester are designed to help familiarize instructors with the most effective uses of technology in teaching.

Addressing Learning Styles

Santa Monica College faculty are aware of the diversity in learning styles of the student population, and they are encouraged to use a broad range of teaching methodologies to address

the varied needs of their students. These include techniques for meeting the needs of visual, auditory, and kinesthetic learners. For example, instructors in the ESL and Modern Languages and Cultures departments use restatement, clarification, and repetition for auditory learners; videos, overheads, white boards, outlining, graphic organizers, and thinking maps for visual learners; and role-play and reading/essay jigsaws for kinesthetic learners. On the other hand, science instructors mix traditional lecture with interactive computer tutorials and hands-on experimentation, among other techniques. To remain relevant in meeting the needs of students, instructors teaching Introductory General Chemistry (Chemistry 10) use a standardized final examination. If more than fifty percent of students incorrectly answer any particular question, it is reviewed by a committee and changes are made to teaching methods as needed.

Instructional technology initiatives also take into account the diversity in learning styles. They include the use of smart classroom technology and online instructional resources, both synchronous and asynchronous. Smart classroom technology allows faculty to enhance class sessions with easy access to online simulations, graphics and videos. As the number of smart classrooms at the College grows, these techniques play an increasingly significant role in the delivery of instruction. In addition, student access to instructional resources has become available 24/7 as more faculty use websites to house instructional materials. In general, instructional technology initiatives at the College are chosen to meet one or more of the following goals:

- to improve student learning by employing technology that enhances and/or supplements traditional teaching strategies;

- to provide greater flexibility and more convenient access to learning and teaching resources for students and faculty via the Internet and/or campus network; and/or

- to provide students with access to technology commonly used in the industries related to their chosen fields of study.

The Academic Senate Joint Information Services Committee annually solicits requests from individual departments and programs for new or replacement instructional technology. Each request must explain how the technology supports the curricular needs of the department or program. The Information Services Committee prioritizes requests and forwards them to the DPAC Technology Planning Subcommittee (composed of faculty, staff, administration and student representatives) for inclusion in the update to the *Master Plan for Technology*. (For additional detail regarding instructional technology at the College, please see Standard IIIC.1(d).) Funding for instructional technology requests varies from year to year depending on the state budget. Since the severe budget reductions of 2002-2003, the Information Services Committee has been able to allocate funds for only the most urgent instructional technology requests.

Through its Title V, Hispanic Serving Institutional Grant, Santa Monica College has hosted a number of brown-bag workshops as well as more formal seminars designed to increase discussion among faculty regarding effective teaching methodologies. Throughout 2008 and 2009, the Title V faculty leader designed staff development day workshops, faculty discussion

groups, and a Distinguished Educator Lecture series to further inform faculty about the variety of effective methods currently used in higher education. The workshops and seminars present practical approaches in classroom pedagogy and assist faculty in adopting and adapting alternative teaching methods. The Distinguished Educator Lecture series brings nationally recognized educators to the campus for seminars on topics relevant to teaching, particularly at the community college level.

Along with faculty efforts to use teaching methods that address a wide variety of student learning styles, the College encourages students to identify their own learning styles so they can use the most suitable study techniques. Faculty employ various tools to assist students in identifying their learning styles. For example, the Counseling Department offers courses in which students complete a questionnaire that indicates which type of learner they are. In addition, these courses help students develop effective study habits and other skills that will help them be successful college students. Once students have identified their own learning styles, they can better identify strategies that assist them in maximizing their learning.

Evaluation—IIA.2(d)

Although many departments recognize the value of identifying and using teaching methodologies that address multiple learning styles, there has been little work at the institutional level to show that learning styles have been assessed and that teaching methods are indeed meeting the learning style needs of the students. Student learning outcomes assessment tools are used to assess student success and to make modifications at the program and/or departmental level, but a discussion concerning the relationship between teaching methodologies and student performance needs to be held at the institutional level.

As the number of students scoring in the developmental range on assessment examinations continues to increase, the College is developing plans to better address the needs of these students. These efforts have been loosely gathered under the umbrella of the Basic Skills Initiative, and many new initiatives are underway as a result of this focus on basic skills. In addition to departmental proposals for projects that address the needs of basic skills students, the committee is now considering the feasibility of several collegewide projects that employ effective practices for the education of developmental students. Some of these proposals include:

- establishment of a teaching/learning center to coordinate various basic skills grants and initiatives and to identify and disseminate effective instructional practices across the curriculum;

- focused advising for basic skills students that would direct them into appropriate pre-enrollment activities;

- identification of potential sources of financial aid for developmental students;

- updating and assessing student learning outcomes (as a part of the program review process) to ensure that the needs of developmental students are included; and

- hiring of more faculty specifically trained to teach basic skills classes.

Plan—IIA.2(d)

- Basic Skills Initiative strategies and activities will be extended beyond English, ESL and mathematics to include all disciplines.

- The College will develop initiatives to better address the relationship between learning styles and teaching methods.

IIA.2(f)   ***The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.***

Description—IIA.2(f)

The College is working on many levels to fully integrate learning outcome assessment results into the planning process. Evaluation of student learning outcomes occurs at the course, program and institutional levels. Since 2005-2006, course-level student learning outcomes have been used to inform departmental planning efforts regarding curriculum, teaching methodologies, and assessment strategies. For example, faculty began a systematic process of assessing outcomes for the Student Success Seminar (Counseling 20) in 2006. Assessment results continue to prompt modifications to teaching methods and assignments, and students enrolled in this course have demonstrated significant improvement in reaching the stated outcomes. Similar efforts occur in many departments of the College.

Program student learning outcomes have been assessed since 2007, and assessment of institutional learning outcomes began in 2008-2009 with the first of the four Institutional Learning Outcomes (regarding student attitudes and behaviors). Assessment results are being collected, and the Student and Institutional Learning Outcomes Committee is developing tools to help the College make appropriate use of these results when engaged in broader institutional planning. The Student and Institutional Learning Outcomes Committee also works to strengthen the entire outcomes cycle, looking to glean more consistent and robust data.

In addition to the annual cycle of assessing course-level and program-level student learning outcomes, program review, which considers both instructional and service units, oversees a six-year cycle of self-assessment (or a two-year cycle for career technical education programs) that helps link the learning outcomes cycle to institutional budgeting and planning. Program-level student learning outcomes assessment data are included in the program review self-study; in turn, the Program Review Committee submits annual overarching recommendations to DPAC for its consideration when developing the update to the *Master Plan for Education*.

Results of ongoing student learning outcomes assessment and analysis are routed to three bodies for institutional planning:

- the District Planning and Advisory Council through the Program Review Committee's annual report;

- the Academic Senate Joint Curriculum Committee, which requires that well-developed course-level student learning outcomes and related assessment tools accompany any request for approval of a new course; and

- the Academic Senate Joint Committee on New Contract Faculty Position Ranking, which, when considering department requests for new full-time faculty, expects to see evidence of authentic engagement in the student learning outcomes cycle.

Evaluation—IIA.2(f)

Santa Monica College is fully engaged in the development and assessment of student learning outcomes at the course, program, and institutional levels. Every course has student learning outcomes, and the vast majority of programs, degrees, and certificates have student learning outcomes which are mapped to the four Institutional Learning Outcomes. Assessment results are being tied to resource planning (e.g., in the allocation of funds for full-time faculty hiring). The College is at the developmental level moving towards proficiency. The College has also begun to use student learning outcomes assessment results in institutional planning efforts, but improvement is needed in this area.

While departments are already assessing their contributions to student mastery of institutional learning outcomes, an institutional-level assessment of institutional learning outcomes is in the planning stage. The Office of Institutional Research and the Student and Institutional Learning Outcomes Committee are developing plans for a collegewide cohort study to evaluate the achievement of the Institutional Learning Outcomes in students' overall academic and extracurricular experiences.

Because the Office of Institutional Research experienced inconsistent staffing from 2001 to 2007, institutional data were not always readily available to those engaged in planning efforts. In 2007, the current Dean, Institutional Research was hired and has significantly improved the collection and availability of data used for planning. The Office of Institutional Research now maintains a website where reports presenting and interpreting college, enrollment, grade distribution, and student equity data are posted.[xv]

The Dean, Institutional Research is an integral member of the Student and Institutional Learning Outcomes Committee as well as a valuable resource for all student learning outcomes and institutional learning outcomes assessment efforts at the College. Unfortunately, two staff members have since left and only one of the positions has been replaced.

To help integrate student learning outcomes and institutional learning outcomes assessment with planning, DPAC recently developed a new *Master Plan for Education* Institutional Objectives form designed to link budgeting and planning to the outcomes process. DPAC has also worked with various college committees to establish better sequencing so that individual committee reports can be considered early in the annual planning process.

Plan—IIA.2(f)

- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for all of the assessments in a database system to facilitate and enhance the analysis of data from year to year.

IIA.2(g)   *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Description—IIA.2(g)

Common examinations are currently used by several departments including Physical Sciences, English, English as a Second Language, and Mathematics.

The Physical Science Department faculty developed a common examination for Introductory General Chemistry (Chemistry 10), in use since Summer 2001. Although it is mandatory for all Chemistry 10 faculty to administer this examination to their students, each instructor is given the flexibility, within established parameters, to determine the weight given the examination within their course.

Each examination question addresses a single concept. After all tests in a particular section are scored, each instructor receives a per question data analysis, which indicates the percentage of students who answered each question correctly. This information determines which concepts need to be reinforced, how well students have learned the concepts, and how effectively the instructors have presented them. Some of these questions are specifically designed to assess student mastery of course- and program-level student learning outcomes.

A committee meets regularly to discuss a variety of issues related to this high-enrollment course (about 28 sections per semester are offered). After the final examination has been administered and the data collected, the committee discusses the results, question-by-question. When appropriate, the committee modifies the examination to ensure that it provides a valid, unbiased assessment of student skills and mastery of student learning outcomes. It is this ongoing data collection and the collaborative faculty analysis of these results that ensure the examination remains a viable assessment tool.

The Mathematics Department has also implemented a common final examination for Elementary Algebra (Math 31). Mathematics instructors use a process similar to that employed by the Chemistry 10 faculty. Mathematics faculty have revised the examination several times, monitoring outcomes by collecting and reviewing test results, question-by-question, for individual students.

The English Department, which offers courses in three skill levels, labeled A-level (the collegiate level), B-level (pre-collegiate basic skills), and C-level (basic skills), in conjunction with the ESL Department, administers a common essay examination to all their B-level students, the purpose of which is to evaluate students' writing proficiency and provide them with feedback

regarding their progress. Students provide only their identification numbers and course section numbers to ensure objectivity in scoring. Each essay is read and scored by two composition instructors (not the student's instructor). Discrepancies between the two scores are resolved by a third instructor. Instructors return the scored essays to their students and review the results with them.

To help standardize scoring of the essay examinations, the English and ESL B-level instructors participate beforehand in a norming session, during which they review the rubric and score a set of anchor papers, comparing and discussing their scores together. Thus, in addition to the rubric, instructors possess a set of anchor papers against which to measure their own scoring.

As departments evaluate and refine their student learning outcomes assessment tools and strategies, more faculty have opted to use one or more common questions or assignments to assess student learning outcomes uniformly across sections of a particular course. Sociology faculty have developed a set of common examination questions as have most chemistry and physics instructors, and other departments have expressed interest in doing the same. English as a Second Language faculty now employ common final examinations in all their core writing courses and instructors teaching the same course meet to norm and score them together.

The College's model of ongoing, cyclic student learning outcomes assessment followed by analysis of assessment results ensures that faculty will continue to review and refine their common assessment tools whenever bias or other flaws are suspected.

Evaluation—IIA.2(g)

Departments using common assessment tools have a long history of closely monitoring student performance and working to eliminate bias. The integration of the student learning outcomes assessment cycle into departmental evaluation and planning efforts has strengthened these practices. The College's commitment to this ongoing cycle of self-examination and improvement ensures that scrutiny of common assessment tools will be ongoing and thorough.

Plan—IIA.2(g)

None

IIA.2(h)   ***The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.***

IIA.2(i)   ***The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.***

Description—IIA.2(h) and IIA.2(i)

The College follows the Carnegie unit policies and practice for awarding course credit. Baccalaureate-level courses articulate with courses offered at four-year colleges and universities. They cover the same content, objectives, and outcome mastery and are equivalent in scope and rigor. Since 2005, the Curriculum Committee has required every course, new and revised, to articulate a minimum of two student learning outcomes, based on the measurable objectives contained in the Course Outline of Record. Faculty have worked collegially within their departments to identify and/or create tools to assess students' achievement of the stated outcomes. In brief, specific course objectives and, more broadly, the course and/or program outcomes are the basis for awarding grades and course credit.

The relationship between course and program outcomes (encompassing department, degree, certificate, or specific programs such as the Scholars Program) ensures that programmatic learning outcomes are the basis for awarding degrees and certificates. To receive a degree or certificate, students must demonstrate competency by earning a grade of C or higher in each course in their major. After course outcomes were developed, program outcomes were developed to specifically reflect the breadth and/or sequential nature of the courses that lead to degrees and certificates; a few career technical education programs link their outcomes to external licensing examinations. In other words, program outcomes are overarching statements based on the more specific course outcomes, with the two sets of outcomes directly linked to one another.

More broadly, institutional dialogue about the learning expected of students for them to earn a degree or certificate has occurred in several ways. For example, the Curriculum Committee approved a Global Citizenship requirement for the Associate in Arts degree. The Program Review Committee integrated numerous self-study questions regarding student learning outcomes into its guidelines and responds to department/unit progress in this area. Since the Institutional Learning Outcomes were adopted in 2007, much of the dialogue at the department level includes mapping degrees, certificates, and programs to them.

Information regarding the awarding of course credit is available to students and faculty through various online and hardcopy campus publications including the Student Planning Guide for Success and the Schedule of Classes. These policies include explanations of academic regulations for grades; award of credits; appeals procedures; withdrawal policies and deadlines; incomplete grades; computation of grade point averages; academic probation; definitions of and repercussions for academic dishonesty; special program requirements; and assessment

procedures for mathematics, English, and English as a Second Language courses. Policies on credit for prior achievement and credit by examination are available in the Office of Enrollment Services. Course outlines of record are kept on file in the Office of Academic Affairs and department offices to provide continuity and consistency within departments.

Information on grading practices is available via the College's website as well as through The Instructional Management System (TIMS) reports, which are made available electronically. Department chairs review these reports and discuss inconsistent grading patterns with individual faculty members, and many departments have taken measures to establish more consistent grading policies.

Evaluation—IIA.2(h) and IIA.2(i)

Through its faculty-centered, collegewide effort to create learning outcomes and corresponding assessment instruments, Santa Monica College has ensured that student achievement of learning outcomes is directly linked to student success in college courses. The resulting outcomes and assessment tools, created by faculty experts, reflect critical outcomes for students in each course and program. Credit, degrees and certificates are all awarded based upon successful student performance in college courses and, therefore, upon achievement of the College's learning outcomes.

Plan—IIA.2(h) and IIA.2(i)

None

IIA.3 **The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:**

IIA.3(a) **An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

IIA.3(b) **A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**

IIA.3(c)   ***A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.***

Description—IIA.3, IIA.3(a), IIA.3(b) and IIA.3(c)

Santa Monica College's philosophy statement for the Associate in Arts degree, as published in the college catalog,[xvi] states:

> *The general education portion of the AA degree provides a diverse course of study that helps prepare students for participating in society as independent, educated adults. It directs them to compose a program of courses to develop a variety of important skills. These skills encompass knowledge of the diverse elements of their external and internal realities, and some understanding of their own and other cultural heritages.*

> *Essential skills include writing and speaking for self-expression and effective communication, arithmetic skills as needed for solving the problems of everyday living, and critical thinking.*

> *In addition to these skills, students gain knowledge of both the natural and social sciences, and of the methods of inquiry appropriate to each. Included in this knowledge is an understanding of political organization and of historical perspective; a clearer concept of themselves as physical, emotional, and social beings, and an acquaintance with the effects of technology. Also, students learn to form aesthetic judgments about the artistic achievements of civilization.*

The general education philosophy is reflected in the degree requirements. Completion of a minimum of 18 units is required in the following areas:

- Natural Science
- Social Science
- Humanities
- Language and Rationality, which includes English and Mathematics
- Global Citizenship

Students receiving the Associate in Arts degree demonstrate competency in the use of language and computation by completing the Language and Rationality section of the General Education pattern. To complete the language requirement, students must successfully complete Freshman Reading and Composition (English 1) or Business English Fundamentals (Business 21). This requirement was enacted in Fall 2008. (Previously, students could satisfy the graduation requirement with a course one level below college level.) Competence in computation is

demonstrated by completion of a mathematics course at or above the level of Intermediate Algebra (Math 20) or by passing the mathematics proficiency examination and completing one course from a list provided in Language and Rationality, Group B of the Associate in Arts Degree General Education Pattern, or completing the mathematics assessment, placing into intermediate algebra or higher, and completing one course from a list provided in Language and Rationality, Group B of the Associate in Arts Degree General Education Pattern.

The Global Citizenship requirement has been in effect since Fall 2008. It broadened the prior American Cultures requirement to include Ecological Literacy, Global Studies, Service Learning and Study Abroad, and supports the fourth Institutional Learning Outcome, which states that "through their experiences at Santa Monica College students will take responsibility for their own impact on the earth by living a sustainable and ethical life style." As of the end of the Fall 2009 semester, 34 courses, most of which also meet one of the other general education requirements, have been identified through the existing curriculum process as meeting the Global Citizenship requirement.

The rationale for general education is communicated through the catalog, degree requirements, and the College's curriculum process. The content and methodology of traditional areas of knowledge in the general education pattern are determined through the curriculum process. As described in Standard IIA.1, the curriculum development and approval process at the College is rigorous and is designed to ensure that courses include content and methodology consistent with the standards of the College.

The process begins at the department level when a faculty member or members first propose a course. All full-time faculty members in the department vote on a final draft of a course outline of record. If it is approved at the department level, it is forwarded to the Curriculum Committee. Several steps must be completed for a course to be considered for inclusion in the general education pattern. The course author must complete the Course Approval and Data Sheet requesting this consideration and identifying which part of the general education pattern the course fulfills. To ensure that the course meets all standards, the course author must complete the Associate Degree Course Criteria and Standards form.

The review team of the Curriculum Committee initially provides feedback on the course and checks for adherence to the College's policies and forms for course outlines of record, student learning outcomes, the Course Approval and Data Sheet form, the Associate Degree Course Criteria and Standards form and, when applicable, prerequisite and distance education forms. The full Curriculum Committee reviews the description, texts and references, objectives, methods of presentation and evaluation, content, and sample assignments for each course. The Curriculum Committee also reviews all of the required forms for every course as well as the student learning outcomes and the ways in which the course supports the program student learning outcomes and related institutional learning outcomes. The course author or representative from the department appears before the committee to further discuss the course and answer any questions, after which the committee deliberates.

Through this review process the committee determines whether the course will be included in the general education pattern and whether it requires skill levels of students that meet the College's

standards. Because transfer to four-year institutions is a major part of the College's mission, guidelines set forth by the University of California and California State University systems play a role in these determinations as well. The Articulation Officer advises the committee and helps faculty to find parallel lower division courses at University of California, California State University, and other four-year institutions to ensure the course will be transferable.

If the Curriculum Committee approves the course, it is presented to the full Academic Senate for approval. Once that approval has been received, the course documents are forwarded to the Superintendent/President for approval by the Board of Trustees.

The Curriculum Committee reviews and evaluates the course student learning outcomes and the methods by which achievement of these outcomes are assessed. To demonstrate student achievement of comprehensive student learning outcomes, the committee requires that course objectives and student learning outcomes be written in a manner that clearly states what the student will be able to accomplish as a result of succeeding in the course. For example, one of the course student learning outcomes for Elements of Public Speaking (Speech 1) states:

> *The student will demonstrate delivery skills that reflect appropriate use of eye contact, volume, rate, pitch change, gestures, facial expression, movement and posture.*

> *As assessed by: speech grading rubric endorsed by National Communication Association.*

The Curriculum Committee also considers whether or not the course supports the Institutional Learning Outcomes. This approach echoes how the College approached the development of institutional learning outcomes. Rather than adopting learning outcomes specific to the general education courses, the College has adopted institutional learning outcomes that are applicable to all courses across the curriculum. This approach ensures that the Institutional Learning Outcomes reflect all Santa Monica College students' experiences, including those in the noncredit programs and certificate programs, which may or may not require general education courses.

The College approached the task of articulating institutional learning outcomes as it had approached the development of course and program student learning outcomes, through grassroots, collegewide engagement. At the August 2007 Institutional Flex Day, workshops (25 sections, 50 facilitators, 416 participants) addressed: "What knowledge, skills, and values do we want our students to take away from Santa Monica College?"

The Student Learning Outcomes Task Force then completed qualitative analysis of the responses, which naturally fell into four categories: personal attitudes and behaviors, communication and analytical skills, social knowledge and values, and physical knowledge and values. A statement for each, which encompassed those gathered from the workshops, was developed. These statements were formally adopted by the Academic Senate and the Board of Trustees. Finally, all departments and service units identified the Institutional Learning Outcomes that their own student learning outcomes supported.

For example, the Kinesiology/Athletics Department has mapped all of its courses to the Institutional Learning Outcome related to acquiring self-confidence and self-discipline while the ESL Department mapped all of its courses to the Institutional Learning Outcome regarding communication and analytical skills. The Institutional Learning Outcomes accurately reflect the outcomes that college faculty, administrators, and staff work to ensure students achieve.

Any course considered for inclusion in the Santa Monica College curriculum must support and map its student learning outcomes to at least one of the Institutional Learning Outcomes. For example, the course outline for Communication 1, Survey of Mass Media Communications, states:

> *In this course, students compare the various forms of mass media as sources of ideas, images and information. Students use communication theory and analysis to evaluate the effectiveness and target audiences of mass media. As assessed by: analytical essays and group activities.*

The excerpt from the course outline above maps to the College's second Institutional Learning Outcome, which emphasizes the attainment of critical thinking skill, specifically that Santa Monica College students will

> *ILO 2) Obtain the knowledge and skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems.*

The Student and Institutional Learning Outcomes Committee has produced comprehensive rubrics for departments and programs to use in reviewing their own student learning outcomes, assessments, and reports. These rubrics are designed to help departments and programs achieve sustainable and continuous quality and improvement. Each year, members of the college community assess how well their own department or program is helping students to achieve the Institutional Learning Outcomes. During 2008-2009 the college community assessed the first Institutional Learning Outcome, which states that Santa Monica College students will:

> *ILO 1) Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.*

Faculty met within their respective departments to discuss assessment results to determine how well students are meeting this Institutional Learning Outcome in their area and what improvements could be made.

The second Institutional Learning Outcome addresses the integral role that technology plays in student success and attainment of learning outcomes. The College recognizes the benefits of the appropriate use of technology to enhance teaching and learning. In addition, to successfully participate in the larger community, students need to achieve a level of technological competence. Santa Monica College students are expected to demonstrate information competency and computer literacy—from employing word processing programs to write term papers to utilizing the Internet to conduct quality research. While many students arrive at Santa

Monica College already computer savvy, faculty employ a number of methods and teaching practices to ensure all students develop these skills. Technology is utilized in the classroom and for delivery of instruction and instructional support. Online course management systems enhance onground classes, and students are instructed in the use and critical evaluation of online sources.

Learning outcomes also address the need for students to exhibit information competency, computer literacy and the ability to acquire knowledge through a variety of means. To this end, Santa Monica College faculty actively incorporate technology into the curriculum, as evidenced by the extensive development of course offerings through distance education and the use of web-based course shells to supplement and enhance onground classes. Faculty using eCompanion, the course shell product provided through the College's third-party course management system vendor, eCollege, provide their students with 24/7 access to supplemental course materials, internet resources, assignments, quizzes, and grades as well as the opportunity to communicate electronically with their instructor and classmates (via email, threaded discussions, and chatrooms). Currently, about 400 faculty members use eCompanion.

Another way the College uses technology to enhance students' achievement of the second Institutional Learning Outcome is through the use of "smart classroom" technology which includes a computer and projector, audio and video units, internet access, and in permanent installations, a document camera. Currently, approximately 50 percent (131) of the total number of classrooms at the College are equipped with computer and audiovisual equipment that faculty may use to enhance course content and improve effectiveness of instruction. The College has made a commitment that all new classrooms will include access to multimedia equipment. Faculty not teaching in a "smart" classroom have access to 25 portable multimedia carts, each of which includes a computer and audiovisual equipment. Multimedia specialists in the College's Media Center train faculty in the use of multimedia equipment and answer their questions.

In addition to disciplines that employ technology on a regular basis to deliver the curriculum, a number of departments, including English, Communication, ESL and Physical Science, not only encourage but require students to use technology both inside and outside of the classroom. For example, a number of English (composition) and communication (journalism) classes meet in computer labs. Students in these classes access the Internet to gather information and learn to evaluate, incorporate, and correctly cite online sources. English B-level and C-level reading courses require students to complete two hours of work per week in the reading labs. Several courses in the English as a Second Language Department meet once weekly in a computer lab, allowing instructors to use software and internet sources (e.g., grammar, pronunciation) to facilitate student learning. Many laboratory science classes require students to use computers in the acquisition and/or analysis of data.

One concern that college faculty have had regarding the use of technology in the classroom is that its use not supersede the need for information literacy. It is critical that students develop information competency to critically evaluate information gleaned from various media sources. This element has been incorporated in many courses throughout the curriculum. Librarians work closely with faculty members across the curriculum to assist them in incorporating research assignments into their courses. A librarian reviews every new course presented to the

Curriculum Committee and confirms that resources exist to support the new course. A librarian also reviews new distance education courses and informs faculty about the electronic resources available to support the course in the online environment.

The librarians also provide the faculty an opportunity to bring their classes to the Library for a one- or three-hour workshop that focuses on helping students to obtain, evaluate, use and communicate information in various formats. In addition, the Student Success Seminar (Counseling 20) integrates an extensive library orientation into each section. Overall, the Library has seen an increase in the number of instructional sessions. In Fall 2004, the Library offered 159 workshops, a number that had grown to 206 in Fall 2008. The College has also added a new course to the general education curriculum, Reading Media: Acquiring Media Literacy Skills (Communications 2), designed to meet information competency guidelines.

Beyond academic outcomes defined in the first two Institutional Learning Outcomes, the College encourages each of its students to be an ethical and productive citizen. This is reflected in the third and fourth Institutional Learning Outcomes:

> *Santa Monica College students will:*
>
> *ILO 3) 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.*
>
> *ILO 4) Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.*

In Fall 2007, a Global Citizenship Task Force, with two co-chairs, one administrator and one faculty member, created the Global Citizenship Initiative. This group, consisting of about 40 faculty, staff, and administrators, engaged in philosophical discussion, research, and professional development exploring the meaning of global citizenship.

Four subcommittees, devoted to discussions of curriculum, international students, study abroad, and international education and commerce, contributed significantly to the definition of what it means to be a global citizen. Consideration of how other colleges, such as Kalamazoo College, have defined the critical skills and knowledge necessary for global citizenship were part of these discussions. A visit from Dr. Jochen Fried of the Salzburg Global Seminar also helped shape thoughtful discussions.

Key issues included distinctions between the terms *international* and *global*, effective ways to make explicit the College's commitment to ecological literacy and sustainability, the positive and negative aspects of globalization, and what constitutes citizenship. By the end of the semester, the Task Force and the Academic Senate agreed on the following definition:

A global citizen is one who:

is knowledgeable of peoples, customs and cultures in regions of the world beyond one's own;

understands the interdependence that holds both promise and peril for the future of the global community; and

is committed to combining one's learning with a dedication to foster a livable, sustainable world.

Global citizenship has been integrated into instructional programs in two ways. First, the Curriculum Committee developed and adopted the Global Citizenship Associate in Arts degree requirement. A student must take one course that meets this requirement. The courses fall under three general areas: American Cultures, Ecological Literacy, and Global Studies. In addition, a student can meet this requirement through participation in service learning associated with a course or participation in a Study Abroad program.

Second, a collegewide curriculum project, related to the Global Citizenship Initiative, has worked to infuse ideas and issues related to global citizenship throughout the curriculum. Through this project, model lesson plans that focus on an idea or issue related to global citizenship were collected from faculty members with expertise in and passion for the subject. These plans will be made available to all faculty members for their use and adaptation in their own courses. The aim of this project is to engage students in discussion of these ideas and issues in many classes, not only those specifically identified as meeting the global citizenship requirement.

To facilitate the infusion of global citizenship throughout the curriculum, the College is using an annual theme as the vehicle for achieving this goal; in 2009, the College adopted the theme of water as an organizing principle. Faculty across disciplines will incorporate the theme of water in a variety of ways that are appropriate to their respective discipline and that support student learning about global interdependence and their role as global citizens. The Photography Department plans to use water as a photographic subject both in classes and for a student competition in the Fall 2009 semester. These photographs will be displayed in the College's photography gallery. English composition faculty plan to use the exhibit of student work as the subject of writing assignments. Their students will be asked to respond in essays to the various representations of water in the exhibit. Political science faculty, on other hand, may approach the topic of water in terms of politics and power. Many faculty have begun to consider ways they might integrate the theme of water into their courses, from the types of readings they select to the types of statistics problems they assign. This will in turn help to highlight ideas related to global citizenship and the relevant Institutional Learning Outcomes as well as the interdisciplinary nature of the curriculum.

In applying these themes, rubrics and outcomes, Santa Monica College, like other community colleges, has found it difficult to determine how well students are able to apply their understanding to subsequent coursework, employment and other endeavors they pursue after

they leave the College. Some departments, like Photography and Health Sciences, are reasonably successful at surveying alumni from their programs. However, the College does not consistently employ this level of tracking consistently primarily due to the difficulty of tracking students who transfer, complete certificates and/or degrees, or simply acquire the skills they need and move back into the workforce.

To address this issue, a state grant was designed to track the performance of transfer students after they left the College. In 1998, a comprehensive survey was administered to students who had transferred to the University of California at Los Angeles, California State University Northridge, Loyola Marymount University, Mount St. Mary's, and the University of Southern California. The questions dealt with their academic and student service experiences at Santa Monica College as well as their subsequent performance at four-year institutions. After the survey was completed and analyzed, focus groups were held at each of the five campuses to obtain qualitative data. Finally, the research team held roundtable discussions with faculty at the College to share their findings and encourage curricular or program changes as deemed necessary.

Their findings were generally positive, indicating that the College's students did, in fact, possess the academic skills needed to pursue their Baccalaureate degrees. For example, the mean grade point average among the Santa Monica College alumni attending the University of California at Los Angeles was 3.32 as compared to 3.21 for students from other colleges. Furthermore, former Santa Monica College students were less likely than their counterparts from other colleges to experience difficulty in adjusting to the four-year institution. On the other hand, a consistent concern of students was feeling unprepared for the amount of writing expected of them after they transferred. It was therefore recommended that more writing be required of Santa Monica College students across the curriculum.

Evaluation—IIA.3, IIA.3(a), IIA.3(b) and IIA.3(c)

Periodic studies have been conducted over the years, but the College does not currently have a systematic methodology for tracking its students and the extent to which they are able to apply the skills they gain at Santa Monica College to their coursework at their transfer institutions, in their employment or in other endeavors. Ongoing collection and analysis of data on particular indicators of success among alumni would provide valuable information for improvement of instructional programs and services.

The College offers a strong general education program with a wide variety of high-quality courses that meet students' varying needs and interests. The strength of the general education program is a direct result of faculty innovation and an effective, thorough curriculum approval process, the combination of which ensures that courses are appropriate for the Associate in Arts general education pattern and reflect collegiate-level standards of academic rigor.

The programs at Santa Monica College also allow students to demonstrate competency using both information and technology. Technology in the classroom is the norm rather than the exception and concepts of information competency and computer literacy are integrated into the

curriculum in many ways: through course content, collaboration with the library faculty, pedagogical methods, and use of computer-based resources and technology for learning.

Student learning outcomes have been developed for all courses, both credit and noncredit. The student learning outcomes for all courses are reviewed and evaluated by the Curriculum Committee and considered when determining whether a course will become part of the general education pattern. Although all courses have assessments for student learning outcomes, the consistent quality of assessment is an area in need of improvement. Each department/program holds periodic meetings to discuss the results of the assessments and how these results can be used to improve the instruction or delivery of services.

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. 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. During the Spring 2009 Institutional Flex Day activities, for example, faculty from a variety of disciplines shared model lesson plans with their colleagues, which incorporated both content and pedagogy that reflected and encouraged global citizenship.

Plan—IIA.3, IIA.3(a), IIA.3(b) and IIA.3(c)

- The Student and Institutional Learning Outcomes Committee and the Office of Institutional Research will 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 can be made and sustained and continuous improvement will be achieved.

- The Student and Institutional Learning Outcomes Committee will establish ways to store the data for all of the assessments in a database system to facilitate and enhance the analysis of data from year to year.

- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.4   All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description—IIA.4

All Associate in Arts degrees at Santa Monica College require the successful completion of at least 60 units of coursework beyond the basic skills level, including the general education pattern

and a focused area of study. Per Title 5 requirements, each degree requires completion of at least 18 units in a major or an area of emphasis. The Curriculum Committee reviews all new Associate in Arts degrees proposed by faculty before they are submitted to the California Community Colleges Chancellor's Office for approval and ensures that the degree requires a minimum of 18 units in a focused area of study or interdisciplinary core.

Evaluation—IIA.4

All degree programs require formal study in an area of emphasis in addition to the completion of the general education pattern per the Title 5 requirements.

Plan—IIA.4

None

IIA.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Description—IIA.5

Santa Monica College ensures that students completing career technical education program certificates and degrees meet professional competencies and standards through a variety of methods which include:

- external accreditation through national and state agencies;

- external licensure requirements;

- advisory boards composed of a broad spectrum of business and community partners;

- individual efforts of faculty members to maintain contacts in business and industry;

- faculty and administrator involvement in professional organizations; and

- two-year review cycles for career technical education programs to ensure their vibrancy and that they reflect current workforce needs.

All programs issuing certificates and degrees utilize one or more of these methods to ensure that required competencies and standards are met. Santa Monica College programs rely heavily on advisory boards, composed of professionals in the field, for feedback on the effectiveness of the curriculum to ensure that the courses offered reflect the training needs of the professional world. For example, in developing the Logistics Certificate program, faculty and professionals from around Southern California who are leaders in the field were consulted, and an expert in the field teaches the introductory course.

The advisory board members also provide input about the way a program operates. For example, the Cosmetology Advisory Board recommended that the department institute a dress code to instill in students a sense of professionalism. This recommendation was adopted with great success. In sum, the advisory boards for these programs help ensure that courses and certificates are industry-driven and industry-accepted.

To guarantee that career technical education programs maintain mechanisms for ensuring that industry standards and trends are met, the Program Review Committee and Career Technical Education Committee conducts—for career technical education programs only—a biennial program review process, which takes 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. In the second and fourth years, the program review process is less comprehensive than in the sixth year, which is also the year in which all courses that comprise the program must be updated.

Three programs providing career technical education certificates or degrees undergo periodic review and accreditation through external accrediting agencies. These programs are Cosmetology (California State Board of Barbering and Cosmetology), Nursing (California Board of Registered Nursing and National League for Nursing Accrediting Commission), and Respiratory Therapy (Respiratory Care Board of California and Commission on Accreditation for Allied Health Education Programs), a program that Santa Monica College offers jointly with East Los Angeles College. These programs maintain their accredited status as follows:

- **Cosmetology** – The California State Board of Barbering and Cosmetology performs unannounced, periodic inspections to maintain status. The last inspection occurred in 2007-2008 and the department passed.

- **Nursing** – The California Board of Registered Nursing re-accredited the College's Nursing program in 2006, with an interim visit scheduled for 2010 and renewal in 2014. The National League for Nursing Accrediting reaffirmed the program in 2006 with renewal scheduled for 2014.

- **Respiratory Therapy** – The National Board for Respiratory Care (national, voluntary, credentialing agency) requires an annual report which documents the results of college graduates on the Respiratory Care Practitioner licensure examination and Registered Respiratory Therapist credential examination.

Another indicator of program success in meeting standards is demonstrated in the job placement and retention of career technical education students. Job placement and retention indicators along with achievement and completion rates are compiled in the Vocational and Technical Education Act, Core Indicators by Taxonomy of Programs Code. The Core Indicators are accessible to career technical education program leaders through the California Community Colleges Chancellor's Office website.[xvii]

Program leaders can review these data to evaluate the deficiencies of their programs and to target areas for improvement. Department chairs are invited to submit funding proposals based on program improvement and expansion plans and Core Indicator enhancements. Participation in

the proposal process has increased in recent years, and Vocational and Technical Education Act funding has enabled programs to enhance instruction, build capacity, and increase the ability of the programs to address new and quickly changing industry standards. The average rate for success amongst the programs at the College is 81 percent on Core Indicator 4, Employment—Performance Trend by College.

The faculty and department chairs have anecdotal evidence of the success of the College's students in their chosen fields. In some cases the faculty have sought out information themselves by administering surveys to alumni of their program. The Chair of the Design Technology Department administered 100 surveys to alumni of the Graphic Design program and discovered that the majority were employed and working in the field as both in-house and freelance designers. Others were pursuing Baccalaureate degrees in Graphic Design. Students reported feeling well-prepared for their pursuits after leaving the College.

However, the College does not consistently collect information from alumni or employers about the extent to which graduates meet and/or exceed technical and professional competencies and standards. Information in those areas that have state board or licensing examinations is more easily attained. For example, the 2008-2009 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. For nursing students, the passing rate for the National Council Licensure Examination was 81 percent in 2007-2008 and nearly 95 percent in 2008-2009.

Evaluation—IIA.5

All career technical education programs now undergo a biennial program review. The advisory committees play an active role in the sustained and continuous program improvement in the occupational areas. Their recommendations are taken seriously and often result in new courses and certificates and departmental practices that support student success.

For those programs in which students must take licensure examinations, such as Cosmetology, Nursing, and Respiratory Therapy, it is fairly easy to determine whether students are prepared for these careers and meet employment competencies. However, for most of the College's career technical education programs, there is no mechanism to assess the level of student preparedness for their chosen occupation.

Much of the information is anecdotal and collected through inconsistent communication with alumni. There is inconsistent tracking of students from certificate or degree to employment and other measures of success. This lack of data is due in part to the wide variety of careers that students pursue, from freelance photographers to Certified Public Accountants to website designers and managers, some of which obviate the need for alumni to contact the College for transcripts or other assistance.

Plan—IIA.5

- The College will evaluate methods and technologies designed to facilitate the College's efforts to collect performance data of Santa Monica College students who have transferred and/or gained employment.

- The College will develop a cohort-based study to assess the achievement of Institutional Learning Outcomes and student satisfaction with academic and student support programs, and explore how such assessment tools could be extended to or adapted for alumni as well.

IIA.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Description—IIA.6

Santa Monica College ensures that information about its programs is clear and accurate through its college catalog, which is updated annually. Each degree and certificate is described in terms of the purpose, content, and outcomes (such as transfer or career path), that a student could pursue having completed the program/degree. Accuracy of these descriptions is verified through the curriculum process. The Articulation Officer, a faculty member in Counseling, records all of the changes to degrees and programs made through the Curriculum Committee process and updates all related documents. The same documents are used for the college catalog and the descriptions maintained in the Counseling Department and online. Because there is one source for all of this information, there is little room for error.

Each faculty member utilizes the approved course outline of record as the basis for development of the course syllabus. A new faculty member hired to teach Survey of Mass Media Communications (Communications 1), for example, receives the course outline of record and student learning outcomes for the course. Each faculty member is asked to submit his/her syllabus to the department chair at the beginning of the semester to be kept on file in the department. The syllabus is also examined as part of the faculty peer evaluation, conducted at least once every four semesters. It is suggested but not currently required that faculty members list the course student learning outcomes on the syllabi.

In Spring 2007, the Academic Senate Joint Student Affairs Committee undertook the model syllabus project. The twofold purpose of the project was to:

- foster clear instructor-student course communication pertaining to learning outcomes, student outcomes and instructor expectations, and

- provide faculty with a model for building a course syllabus.

The model syllabus, adopted by the Academic Senate in Spring 2009, encourages faculty to include course objectives and outcomes in their individual syllabi.[xviii]

The College verifies that individual sections of a course adhere to the course objectives and learning outcomes in several ways. Department chairs review the syllabi, which are kept on file, and the new peer evaluation form, updated and implemented in Spring 2009, requires that the evaluator review the syllabus for the class observed to ensure that the instructor adheres to the objectives and outcomes of the course. Finally, assessment of student learning outcomes at the course level helps guarantee that all sections of a given course include the learning outcomes and objectives enumerated in the course outline of record.

Evaluation—IIA.6

The review of course syllabi by department chairs and during the peer evaluation process serve to verify that individual class sections of a course adhere to the objectives and outcomes of that course. In addition, ongoing discussions at the departmental level about pedagogy and student learning outcomes support this consistency across sections. The high quality of the College's courses is reflected in the course-to-course articulations established with the University of California and California State University systems.

Santa Monica College does not currently require that student learning outcomes appear on all course syllabi though some faculty have chosen to include them. Whether or not this practice should be mandatory is under consideration by faculty and Academic Senate leadership. While the descriptions of the degrees and certificates are clear and accurate and widely available, the degree/certificate/program student learning outcomes do not yet appear in the catalog or on the curriculum guides posted online for students.

Plan—IIA.6

- The College will ensure that program-level learning outcomes for all certificates and degrees will be included in the annual catalog, the online catalog, department websites, and in relevant Counseling Department publications.

IIA.6(a)   ***The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.***

Description—IIA.6(a)

The College supports a comprehensive college website which includes the catalog, schedule of classes, and special program information. To ensure students have access to current information regarding transfer requirements, the College's Transfer/Counseling Center encourages students to utilize its website.[xix]

In collaboration with the Management Information Systems and Enrollment Services departments, the Counseling Department created and implemented a student degree audit program, which checks student transcripts against Associate in Arts degree requirements and provides information on remaining requirements to be met. Educational plans, transcript information, Intersegmental General Education Transfer Curriculum (IGETC) advisement, Associate in Arts degree and Certificate of Achievement information, and all resources for transfer are available online.

Articulation agreements are also available in hardcopy format in all Counseling Department offices and online.[xx] The College maintains 92 articulation agreements with four-year universities: 23 California State University campuses, 10 University of California campuses, 37 California private institutions, 5 online bachelor programs, 3 international universities, and 14 out-of-state institutions. These agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students at the Transfer/Counseling Center,[xxi] or through Articulation System Stimulating Inter-institutional Student Transfer (ASSIST).[xxii]

Articulation agreements have recently been expanded to include articulation with institutions abroad. The college catalog also includes the policies of Santa Monica College in regard to credit from other colleges, advanced placement examinations, College Level Examination Program, and military service credit. It is the College's policy to grant credit for most courses taken at accredited institutions of higher education. Counselors and Enrollment Services evaluators, in consultation with the appropriate department chair or faculty leader, review courses when there are questions regarding equivalency of courses from other institutions. In addition, the Articulation Officer maintains complete records for course equivalency. These records are maintained electronically so that counselors and evaluators can immediately access the evaluation decisions.

Articulation agreements also come into play when new courses are developed by faculty and reviewed by the appropriate department(s). The Articulation Officer works closely with all teaching faculty on proposals for course revisions or new courses to facilitate articulation. The College determines transferability to the California State University system. Once a course is determined to be transferrable by the College, the transferability to California State University is subject to review by the California State University Chancellor's Office. Community college courses that are transferable to all campuses of the University of California are identified on the University of California Transferable Course List. In the University of California System, the Office of the President initiates this agreement by extending an annual invitation for community colleges to submit courses for review and possible inclusion on the Transfer Course Agreement. It is the Articulation Officer's responsibility to electronically submit, via ASSIST OSCAR (Articulation System Stimulating Inter-institutional Student Transfer, Online Services for Curriculum and Articulation Review), all courses which have been identified by the Articulation Officer and the Curriculum Committee as being appropriate in depth and scope for possible University of California transferability.

To facilitate student and faculty understanding of articulation agreements, the Transfer/Counseling Center also regularly hosts visits by representatives from institutions located nationally (e.g., Columbia University, Cornell, Arizona State University, Hawaii Pacific University and Mount Holyoke), internationally (e.g., John Cabot University, Italy and Middlesex University, England), as well as from the California State University, the University of California, and additional independent institutions. During their visit, representatives from these institutions are available to answer questions about articulation from students and faculty.

Evaluation—IIA.6(a)

Through the hard work and innovation of its faculty and staff, the College is dedicated to sustained and continuous improvement in helping students transfer and achieve a Baccalaureate degree. The Counseling Department engages in ongoing training and professional development related to transfer as well. Because the Articulation Officer works closely with faculty when courses are under development, Santa Monica College courses are rarely denied transferability with the intended institution(s). The College demonstrates its proficiency in transfer year after year, evidenced by the numbers of students who come to the College from outside the district service area with transfer as their goal as well as by the numbers of students who transfer every year.

All academic departments have been asked to post the Transfer/Counseling Center website link on their own department homepages rather than posting their own degree requirements. This ensures that students are always referred to the most recent and accurate information about the College's degrees and certificates as well as transfer and articulation agreements.

Plan—IIA.6(a)

None

IIA.6(b) ***When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.***

Description—IIA.6(b)

Prior to 2003, lack of student demand caused the elimination of a few college courses and programs. However, in Spring 2003, reductions in state funding caused the College to discontinue five programs: Architecture, Public Safety, Recreation, Tourism/Hospitality, and Transportation Technology.

In May 2003, affected students were contacted by counselors, who were each assigned a certain number of student cases so that individual students would receive one-on-one assistance in either finishing the program or determining a way to continue at another institution. Neighboring institutions were contacted to facilitate articulation agreements for transfer of entry-level students.

During Summer 2003, sections of advanced classes were offered to accommodate students near completion of their degrees or certificates. In addition, college staff displayed flexibility in reviewing student petitions pertaining to course substitutions, both for Santa Monica College courses deemed equivalent to particular requirements and for courses from other institutions. Timelines for meeting degree and certificate requirements were extended to facilitate meeting Santa Monica College requirements through courses at other institutions.

The College's Program Discontinuance Policy (Administrative Regulation 5113) was updated and, in December 2008, approved by the Curriculum Committee and Academic Senate. To ensure objectivity, the policy was intentionally reviewed during a time when no programs were being considered for discontinuation. The revised Administrative Regulation explicitly outlines the consultative process that must occur when identifying programs for discontinuance and ensures a collegial process that engages and is responsive to all members of the college community.[xxiii]

Evaluation—IIA.6(b)

During the last occurrence of program discontinuance, the College took appropriate steps to ensure that displaced students were afforded the opportunity to complete their education in a timely manner. The lessons learned from the program discontinuance were incorporated into counseling and other processes to ensure that students experience a minimum of disruption should program discontinuance occur in the future.

Plan—IIA.6(b)

None

IIA.6(c) ***The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.***

Description—IIA.6(c)

Santa Monica College represents itself clearly, accurately, and consistently through its publications and college website.[xxiv] To maintain consistency in representation, the online catalog and schedule mirror those that are published in hardcopy format. The college catalog is updated in its entirety every year. The policy section is reviewed and updated for the schedule of classes four times per year, for each session in which it is published. In 2007-2008, all of the College's administrative regulations were examined by the Academic Senate leadership, Executive Vice President, and Vice President, Academic Affairs. Administrative regulations in need of updating were referred to the appropriate Academic Senate Joint committee. The process for updating these regulations online as changes are made was also reviewed and refined through the use of a participatory governance routing form.

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 the policies in place. All of the administrative regulations and board policies are online and updated on an ongoing basis.

The College's Management Information Systems Department worked closely with Enrollment Services to develop an online searchable schedule of classes, which has greatly improved the ease with which students identify and locate the classes that meet their needs. Any changes made to course sections are immediately updated in real time in the searchable schedule. In addition, the Office of Enrollment Services issues districtwide emails at the start of every term announcing important information about enrolling, payment of fees, and parking/transportation.

To further improve the College's website, the Academic Senate passed, in Spring 2009, a resolution calling for greater uniformity of presentation of basic department information on all department homepages.

In the 2007-2008 academic year, at the Superintendent/President's request, DPAC formed the Strategic Planning Task Force, which reviewed and recommended updates to the College's Mission, Vision, Values and Goals statements and four Strategic Initiatives that were adopted. These statements and initiatives guide the College's work in changing policy and developing and refining academic programs. The phrase "Changing Lives in the Global Community through Excellence in Education" has become the College's credo and appears prominently on the college website.

Finally, in compliance with the Student-Right-to-Know and Campus Security Act of 1990, Santa Monica College provides completion and transfer data available to all current and prospective students.[xxv]

Evaluation—IIA.6(c)

While the overhauled college website is a vast improvement over the previous site, improvements are still required, primarily in the website's organization and search function.

Updated annually, the college catalog is a reliable source of information for students regarding policies, procedures, course descriptions, degrees and certificates, special programs, and support services. However, students and staff have reported difficulty in locating needed information because the catalog is currently a static Portable Document Format (PDF) document and thus not user-friendly or compatible with the ways most students use online resources.

Plan—IIA.6(c)

- The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog.

- The College will improve the currency, accuracy and accessibility of the college website.

IIA.7 *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

IIA.7(a) *Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Description—IIA.7(a)

The College addresses conduct codes and related policies through its Mission, Vision, Values and Goals statements, Board of Trustees policies, and administrative regulations. These plans, policies, and regulations are created within the processes of the College's participatory governance committee structure. Through the Academic Senate, faculty take a leading role in the development of policies that impact the learning environment. (See Standard IVA for a description of the College's participatory governance model.)

One such policy is the Statement of Academic Freedom, Board Policy 5210, wherein the importance of distinguishing between personal conviction and professionally accepted views in a discipline and of presenting material fairly and objectively are addressed. The Statement of

Academic Freedom is available to all faculty through the college catalog and the college website.[xxvi]

In addition, the Academic Senate has adopted a Statement on Professional Ethics, posted in all college classrooms and on the Academic Senate website. This statement addresses a wide variety of ethical issues facing faculty, including those encompassed by the College's Statement on Academic Freedom. Faculty awareness and understanding of this statement are increased through issuance of periodic emails from the Academic Senate's Professional Ethics and Responsibilities Committee.[xxvii]

New issues of "The Ethical Professor," an internal college journal authored by committee members several times per year, are distributed electronically to all faculty. Each issue discusses a topic related to professional ethics suggested by committee members or by other members of the college community. Past issues of "The Ethical Professor" are archived on the Academic Senate's webpage.[xxviii]

Students or other members of the campus community who believe an instructor's behavior to be noncompliant with the Statement on Academic Freedom are encouraged to bring informal complaints to the Campus Ombudspersons. The Ombuds Office maintains confidentiality but may, with the student's permission, speak to the professor or direct the student to other resources (e.g., the department chair) as appropriate. The Ombuds Office does not serve as a venue for official notice to the institution, as per the Ombuds Association guidelines. Instead, more serious and/or formal complaints are handled by the College's Human Resources Department.

Students have the right to due process, and the Academic Senate Joint Student Affairs Committee, after much research, developed an Honor Council, one of the first of its kind in the California community college system. A student who believes he/she has been falsely accused of academic dishonesty may request that the case be officially heard by the Honor Board, which is composed of faculty, students and an administrator.

Evaluation—IIA.7(a)

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, an active Academic Senate committee on faculty ethics and responsibilities, and regularly communicates information on professional ethics to all faculty.

Plan—IIA.7(a)

None

IIA.7(b)   *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Description—IIA.7(b)

Santa Monica College is committed to ensuring that expectations concerning academic honesty are highly regarded by students and the entire college community. To that end, the College purposefully embedded aspects of honesty in two of the Institutional Learning Outcomes:

> *Santa Monica College students will:*
>
> *Acquire the self-confidence and self-discipline to pursue their intellectual curiosities with integrity in both their personal and professional lives.*
>
> *Assume responsibility for their own impact on the earth by living a sustainable and ethical life style.*

To reinforce the importance of academic honesty among students, the Santa Monica College Ombuds Office, established in 1976, has expanded in breadth and scope since its inception. The office provides informal dispute resolution and mediation services, specifically for disagreements that arise between faculty and students. Ombudspersons have a variety of roles and tasks. They gather information; explain college policies such as the grade appeal process and college add/drop rules; have initial responsibility for advising students of the grade appeal process; act as a neutral resource between students and faculty; facilitate communication between interested parties; counsel faculty on how to minimize potential conflict and counsel students on appropriate communication skills when in a conflict situation; refer students to various student services offices when appropriate; and, overall, serve as an informal resource to faculty, students and staff. Students may register complaints at a scheduled appointment, with a phone call, or in an email. Information is kept confidential. The Ombudspersons try to establish harmony between the different points of view and do not take part in formal grievance processes.

The Office of Student Judicial Affairs was created in an effort to centralize the functions exercised by the College's Disciplinarian and the Ombuds Office. The College Disciplinarian is responsible for upholding Administrative Regulation 4410, the Student Conduct Code, and has initial authority to suspend a student for code violations. The Disciplinarian also serves on the Academic Senate Joint Student Affairs Committee, the primary role of which is to maintain and update all administrative regulations that affect students.[xxix]

In 2006, through the work of the Academic Senate Joint Student Affairs Committee, Santa Monica College became the first community college in California to create an Honor Council and to adopt an Honor Code for all students. The purpose of the Honor Council is to promote academic integrity at the College and to oversee the Honor Code, which stresses honesty, integrity, social responsibility, respect and civility. This is accomplished through education and consultation and by ensuring that students' right to due process is observed. The Honor Council consists of students, faculty, staff and administrators dedicated to upholding the principles of the Honor Code.[xxx]

The College's Student Conduct Code includes a Code of Academic Conduct that clearly states expectations and consequences of academic dishonesty. These documents are accessible in college publications including the catalog and schedule of classes, may be accessed through the College's website, and are posted in all classrooms. Incidents of dishonesty are handled through the Office of Student Judicial Affairs.

Reports of academic dishonesty are filed with the Disciplinarian, who in turn informs the student and the Ombudsperson of the specific charge; in particularly egregious cases, faculty can refer students to the Honor Board for a hearing; students may also self-refer to the Honor Board if they feel the charge of academic dishonesty is invalid. Once a report is received (from a faculty member, staff member or fellow student) a disciplinary hold is placed on the student's record and a letter is sent to the student requesting an interview. The Disciplinarian conducts an investigation, which consists of interviewing the alleged student violator, potential witnesses, reporting parties and the campus police. Once a determination is made, a student is generally given a written warning, may be removed from a class or activity, or may be suspended or expelled. Administrative Regulation 4410 details the disciplinary process.[xxxi]

Evaluation—IIA.7(b)

The Honor Code and Honor Council are relatively new entities and unique among California community colleges. They provide powerful testimony to the seriousness of Santa Monica College's efforts to discourage dishonest behavior and to foster academic integrity. From Summer 2008 through mid-Spring 2009, the Office of Student Judicial Affairs handled 109 cases of academic dishonesty. During the 2008-2009 academic year, the Honor Board heard 15 cases related to instances of academic dishonesty. The College is working diligently to reduce these numbers by teaching students that ethical behavior is critical for their own success as well as for the success of their communities.

Plan—IIA.7(b)

None

IIA.7(c)   *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Not applicable to Santa Monica College.

IIA.8   *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Not applicable to Santa Monica College.

Courses that meet the Global Citizenship Requirement

Anthropology 2	Cultural Anthropology
Anthropology 14	Sex, Gender and Culture
Anthropology 21	Peoples and Power in Latin America
Art 72	American Art History
Art 79	Art Appreciation: Introduction to Visual Culture
Biology 9	Environmental Biology
Business 51	Intercultural Business Communication
Film Studies 7	American Cinema: Crossing Cultures
Communications 10	Journalism, Gender, and Race
Dance 2	Dance in American Culture
Early Childhood Education 11	Home, School and Community
Early Childhood Education 18	Childhood: Culture and Personality
Early Childhood Education 19	Teaching in a Diverse Society
Early Childhood Education 60	Child Observation and Assessment
English 9	Literature of California
English 10	Ethnic Literature of the United States
Environmental Studies 7	Introduction to Environmental Studies
Film Studies 7	American Cinema: Crossing Cultures
Geography 7	Introduction to Environmental Studies
Geography 14	Geography of California
History 10	Ethnicity and American Culture
Music 33	Jazz in American Culture
Music 37	Music in American Culture
Nursing 60	Multicultural Health and Healing Practices
Nutrition 7	Food and Culture in America
Political Science 21	Race, Ethnicity, and the Politics of Difference
Political Science 22	Environmental Politics and Policies
Psychology 18	Childhood: Culture and Personality
Santa Monica College Study Abroad	Various programs offered throughout the world
Sociology 1S	Introduction to Sociology—Service Learning
Sociology 2S	Social Problems—Service Learning
Sociology 34	Racial and Ethnic Relations in American Society
Speech 4	Oral Interpretation: Performing Literature Across Cultures
Speech 7	Intercultural Communication

Selected Standard IIA References

[i] Global Citizenship Course criteria: http://academicsenate.smc.edu/curriculum/global_citizenship.html

[ii] Description of the Curriculum Process:
http://academicsenate.smc.edu/curriculum/curriculum_process.html

[iii] The Office of Institutional Research: compiled data from recent semesters and sessions:
http://www.smc.edu/apps/pubs.asp?Q=1&T=Data%2C+Reports%2C+and+Links&P=187

[iv] Office of Institutional Research website, Data Available for Program Review:
http://www.smc.edu/apps/docs.asp?Q=Projects/187

[v] Santa Monica College Transfer Center website: http://www.smc.edu/apps/pub.asp?Q=590

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