ACCREDITATION MIDTERM REPORT

MARCH 2013

SUBMITTED TO

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

BY

SANTA MONICA COLLEGE
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Vision, Mission and Goals

Changing Lives in the Global Community through Excellence in Education

Vision

Santa Monica College will be a leader and innovator in learning and achievement. As a community committed to open dialog and the free exchange of ideas, Santa Monica College will foster its core values: knowledge, intellectual inquiry, research-based planning and evaluation, academic integrity, ethical behavior, democratic processes, communication and collegiality, global awareness, and sustainability.

Mission

Santa Monica College provides a safe and inclusive learning environment that encourages personal and intellectual exploration, and challenges and supports students in achieving their educational goals. Students learn to contribute to the global community as they develop an understanding of their relationship to diverse social, cultural, political, economic, technological, and natural environments. The College recognizes the critical importance of each individual's contribution to the achievement of this mission.

Santa Monica College provides open and affordable access to high quality associate degree and certificate of achievement programs and participates in partnerships with other colleges and universities to facilitate access to baccalaureate and higher degrees. The College's programs and services assist students in the development of skills needed to succeed in college, prepare students for careers and transfer, and nurture a lifetime commitment to learning.

Goals

To fulfill this mission, Santa Monica College has identified the following Institutional Learning Outcomes and supporting goals.

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

Supporting Goals

Innovative and Responsive Academic Environment

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

Supportive Learning Environment

- Provide access to comprehensive student learning resources such as library, tutoring, and technology

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

Stable Fiscal Environment

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

Sustainable Physical Environment

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

Supportive Collegial Environment

- Employ decision making and communication processes that respect the diverse needs of the entire college community

Statement on Report Preparation

Santa Monica College is pleased to submit this Midterm Report as a summary of institutional progress made in response to the recommendations of the 2010 Accreditation Visiting Team. The Accreditation Liaison Officer prepared the report in consultation with the Academic Senate President. Assistance was provided by the Dean, Academic Affairs and those administrators, faculty members, and staff members for whose areas of responsibility specific recommendations were made by the 2010 Visiting Team or plans for improvement were identified in the 2010 Institutional Self-Study.

Dr. Chui L. Tsang
Superintendent/President   March 6, 2013

Board of Trustees Acceptance

BOARD OF TRUSTEES	ACTION
Santa Monica Community College District	March 5, 2013

MAJOR ITEMS OF BUSINESS

RECOMMENDATION NO. 1

SUBJECT:

ACCREDITATION MID-TERM REPORT AND STUDENT LEARNING OUTCOMES IMPLEMENTATION REPORT

SUBMITTED BY:

Executive Vice-President

REQUESTED ACTION;

It is recommended that the Board of Trustees accept the Accreditation Mid-Term Report and Student Learning Outcomes Implementation Report.

SUMMARY:

A Midterm Report is required by the Accrediting Commission at the halfway point between comprehensive accreditation visits, and, for the first time, the Commission is requiring all institutions to submit a Student Learning Outcomes Implementation Report this year. For Santa Monica College, both reports are due March 15, 2013.

The Board of Trustees received a preview of these documents at its Study Session on February 19, 2013. The Accreditation Mid-Term report includes the responses to the recommendations of the 2010 visiting accreditation team, and the College is required to report briefly on the status of all self-initiated plans included in the 2010 Institutional Self-Study. There is also a Reference Materials section for the report. This Student Learning Outcomes Report provides a brief narrative analysis and quantitative and qualitative evidence demonstrating the status of Student Learning Outcome (SLO) implementation. The narrative responses for the SLO Report were developed by the Academic Senate Joint Institutional Effectiveness Committee.

MOTION MADE BY: Susan Aminoff
SECONDED BY: Rob Rader
STUDENT ADVISORY: Aye
AYES: 7
NOES: 0

RESPONSE TO THE RECOMMENDATIONS OF THE 2010 ACCREDITING TEAM

Recommendation 1

To meet the standards, the team recommends that the college complete the development of a sustainable comprehensive master planning process with the Master Plan for Education at its core. The resultant multi-year plan should contain explicit links to instructional and student services programs, human resources, facilities, technology, and other planning needs that are revealed by the program review process or other assessments of institutional effectiveness. The team further recommends that the college work to achieve among its constituents a uniform understanding of the planning cycle and documentation processes through a mechanism accessible to all audiences regardless of their previous experience with the institution (Standard I.A, I.A.1, I.A.4, I.B.1, I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.a, II.A.1.c, II.A.2.f, III.A.6, III.B.2.b, III.C.2, III.D.3, IV.A.5, and IV.B.2.b)

In direct response to this recommendation of the 2010 accreditation visiting team, the College employed a multi-pronged approach to ensuring that its planning process is sustainable, includes the *Master Plan for Education* at its core, is understood uniformly by the entire college community, and includes comprehensive assessment at every level. The major elements of this approach were put into place through the College's extensive efforts to respond fully to this recommendation in the Follow-Up Report submitted to the Accrediting Commission in October 2010 and accepted by the Commission in January 2011. Since that time, the College has continued to build upon that work to improve, enhance and clarify the institutional planning process each year, and the new process is now well into its second complete cycle. Significant accomplishments include:

- Beginning with 2010-2011, the annual update to the *Master Plan for Education* has been greatly expanded to include, at least in summary form, the major institutional planning documents that contribute to its development. The expanded *Master Plan for Education* annual update brings together all of the various planning components and shows the interrelatedness of those components.

- Beginning with the 2010 *Master Plan for Education* update, responses to the *Master Plan for Education* institutional objectives from the prior year have been analyzed to provide quantifiable summary assessment data based on reports prepared by the functional areas primarily responsible for each objective.

- The District Planning and Advisory Council (DPAC) has refined its development of institutional objectives to ensure that these objectives are truly institutional in scope, measurable, and appropriate for completion within a year. As a result, the number of institutional objectives has been within the range of ten to fifteen for the last three years, as compared to an all-time high of 52 in 2008-2009. This has resulted in higher completion rates (79% either Completed or Substantially Completed in both 2009-2010 and 2010-2011; 82% in 2011-2012) and a more

effective focus for communicating the annual institutional objectives to the college community and gaining fuller participation in addressing them.

- In Fall 2011, the College completed the second instance of its long-term strategic planning process. This included a review (resulting in minor revisions) of the College's Vision, Mission, and Goals statements; evaluation of the institutional planning process involving both quantitative and qualitative measures; and development of two new strategic initiatives to guide planning efforts for the next five years. (This is documented in the 2012 *Master Plan for Education* update.)

- Assessment of the Program Review Planning Recommendations, DPAC Annual Report, Institutional Effectiveness Report, Board of Trustees Priorities, the Academic Senate Objectives, Accreditation Recommendations and other planning documents form the basis for development of institutional objectives for the *Master Plan for Education* update. This ensures a complete cycle of planning, implementation and assessment.

- The College's budget is linked to both institutional planning and operational planning through the annual budget development efforts. At the institutional level, the DPAC Budget Planning Subcommittee evaluates the budget in accordance with the College's Vision, Mission, Values, Goals, Strategic Initiatives, and Institutional Objectives and moves recommendations through DPAC to the Superintendent/President prior to the budget being submitted to the Board of Trustees for adoption. The DPAC Budget Planning Subcommittee also reviews quarterly budget reports and makes recommendations to inform institutional decisions.

- As the planning process has matured, the relationship between annual institutional objectives and specific budget allocations has become more direct. For example, two 2011-2012 institutional objectives were responsible for over $1 million in new general fund budget allocations for four targeted areas—supplemental instruction, information technology, instructional equipment, and facilities maintenance. Furthermore, the institutional objective supporting supplemental instruction was the direct result of data from an Institutional Research study illustrating the contribution of this intervention to student success.

- To better align the planning processes, the timeline associated with some components of the College's planning process has changed from one based on the fiscal year to one based on the calendar year. This transformation has allowed planning processes to be linked in a more logical and productive manner. For example, DPAC reviews the annual Program Review Planning Recommendations (now based on the calendar year) in the spring to facilitate earlier formulation of institutional objectives based upon this report, therefore bringing completion of the annual update of the *Master Plan for Education* closer to the beginning of the new fiscal year. This revised timeline has better aligned development of the budget with the overall planning process and provides for a closer linkage of planning at the unit/department level to the overall planning process.

- The College is implementing an annual program review update to document and enhance the alignment of unit-level planning with institutional planning. Completed each year by all college programs (instructional, student and instructional services, and operational) and submitted through the program review process, this report of consistent measures provides longitudinal information for programs to use as they complete their in-depth, comprehensive program review self-studies every six years. The online report format includes Student Learning/Service/Unit outcomes assessment analyses as well as other effectiveness measures and will enable each program to maintain documentation over time that will automatically populate certain fields in the comprehensive program review self-studies, which are also moving to an online format.

- A comprehensive planning process assessment instrument, the Institutional Effectiveness Report, is prepared annually by the College's Office of Institutional Research. The report now includes a Dashboard component to facilitate measurement of progress toward selected student achievement and other institutional goals throughout the year. The Institutional Effectiveness Report serves as an overarching method for capturing the results of the College's ongoing annual planning and assessment processes.

- Graphical representations of the planning processes, the organizations responsible for those processes, and the relationships between various planning documents and annual institutional objectives are now included in the *Master Plan for Education*. These diagrams and illustrative aids represent the systematic nature of the College's planning process and show how the various components fit together and are interrelated. The goal of this effort is to ensure that the entire college community understands and fully embraces the concept of ongoing planning and assessment.

Santa Monica College's basic planning process follows different paths, depending on the origin or scope of the respective planning issue. Planning efforts inform and/or comprise, at varying levels, elements of the annual updates to the *Master Plan for Education*. These efforts mainly occur through the participation of college community members in a number of institutional organizations including the District Planning and Advisory Council (DPAC) and its planning subcommittees, the Academic Senate joint committees, and the College's operational units. While the flow of planning for each planning entity is typically distinct, there are instances when planning agendas involve more than one of these planning structures.

The College's central planning body, the District Planning and Advisory Council, was established following the College's 2004 Accreditation cycle. DPAC ensures that planning supports institutional efforts to foster collegewide commitment to student learning. DPAC itself exemplifies the College's long tradition of innovation and willingness to develop and implement new strategies and programs, and of its desire to respond to the changing needs of the students and community. DPAC is well recognized by the college community as the institution's central planning body and has the support and strength to modify its operations as needed to enhance institutional planning—a testament to its effectiveness.

Matters for review, discussion and recommendation within DPAC include institutional effectiveness, district budget, facilities, human resources, college services, and technology planning. In accordance with the DPAC charter, all subcommittees include membership from the administrative, faculty, classified and student ranks. Four Academic Senate joint committees act as resource liaisons to DPAC: the Curriculum, Program Review, Student Affairs and Institutional Effectiveness (formerly Student Learning Outcomes) committees. The Chair of the Department Chairs Committee also serves as a liaison to DPAC.

DPAC's strength lies in broad participation by members from the entire college community. DPAC members include administrators (appointed by the Superintendent/President and the Management Association), faculty (appointed by the Academic Senate and Faculty Association), classified staff (appointed by California School Employees Association) and students (appointed by Associated Students). Minutes from DPAC meetings document that DPAC continually evaluates and modifies its structures and practices with an eye to improved planning and more effective campus communication.

The Academic Senate represents the faculty in collegial governance relating to academic and professional matters. As defined in Board Policy 2210, the Board of Trustees will "rely primarily" upon the advice and judgment of the Academic Senate regarding faculty roles and involvement in accreditation processes, grading policies and in the assessment of faculty professional development needs.

Other academic and professional matters are subject to the mutual agreement process through Academic Senate joint committees. Academic Senate joint committees have both faculty and administrative representation (a ratio of two faculty members to one administrator, in accordance with Board Policy and Senate Bylaws). Some of the joint committees also include classified staff and/or student representatives.

Departmental units play a key role in operational planning within the College's administrative structure. For example, individual departments are central to the development of schedules of classes and faculty assignment recommendations. Weekly teacher hour allocations and offerings are determined by the Vice President, Academic Affairs in coordination with the department chairs. Department chairs work closely with the Dean, Instructional Services and the Dean, Counseling and Retention to develop the College's course schedules. Department chairs use the results of student learning outcomes assessments as well as enrollment history and projections when developing their class schedule requests. This involvement is significant because the *Schedule of Classes* represents both the College's greatest source of revenue and its largest expenditure. Of course, even more significant are the effectiveness of the course offerings and the services that support it and their combined impact on student access and success.

Another example of operational or unit level planning is the annual budget development process. Appropriate committees, fiscal service professionals, departments and senior staff analyze previous budgets comparing them to actual annual expenditures. Projected revenues provided by the state and revenues from other sources provide the framework for the annual budget, supported by departmental requests and guided by the *Master Plan for Education*. Requests for discretionary budget increases and new positions, equipment, and facilities require a detailed

justification, including the relationship of the request to planning goals and learning/service/unit outcomes.

At the operational level, all college programs (instructional, student and instructional services, and operational units) are required to prepare a program review self-study every six years. Program review self-studies are then summarized by the Program Review Committee in its annual report of overarching trends and recommendations—a major component of the College's planning process. As stated above, the College is implementing an annual program review update process to ensure that individual department/unit plans and their contributions to institutional planning are always current. The Academic Senate Joint Program Review and Institutional Effectiveness committees have worked closely together to ensure that this annual update provides for descriptive evidence of the assessment of student learning/service/unit outcomes and the role of outcomes assessment in program improvement. (This complements the documentation of assessment result data in the College's ISIS enterprise computing system.)

Santa Monica College's core planning document, the *Master Plan for Education* which is updated annually, has been in place since 1997 and has continued to evolve over time. The planning organization and processes, centered around DPAC, its subcommittees, and the supplementary planning documents developed by those subcommittees, was established in 2005. Thus, while the College has continued refining its planning documents for over fifteen years, many of the planning process components and organizational units responsible for those components were still relatively new at the time of the 2010 accreditation visit.

The annual updates to the *Master Plan for Education* form the core of the College's planning cycle, providing the annual roadmap that both coordinates and relies upon recommendations, assessments and other forms of input of varying levels from other planning functions including:

- Strategic Planning Initiatives
- Adopted Budget
- Program Review Planning Recommendations
- Board of Trustees Priorities
- Institutional Effectiveness Report
- Accreditation Recommendations and Self-Initiated Improvement Plans
- DPAC Annual Report
- Student and Institutional Learning Outcomes
- *Master Plan for Technology*
- *Master Plan for Facilities*
- Academic Senate Objectives

The annual updates to the *Master Plan for Education* are guided by both long-term and short-term planning. Multi-year, long-term planning and assessment is accomplished through the strategic planning process, a five-year model that results in long-term strategic initiatives. Some of the short-term processes that affect planning include the recommendations developed through the program review process, annual priorities of the Board of Trustees, the Institutional Effectiveness Report, the annual Academic Senate objectives, the Adopted Budget and planning documents developed through DPAC's planning subcommittees.

As mentioned above, the *Master Plan for Education* is the core of the College's ongoing planning process. The cross-functional relationship between the various planning documents as well as the inter-relationship between these documents, planning components, and the organizational units responsible for planning are illustrated below.
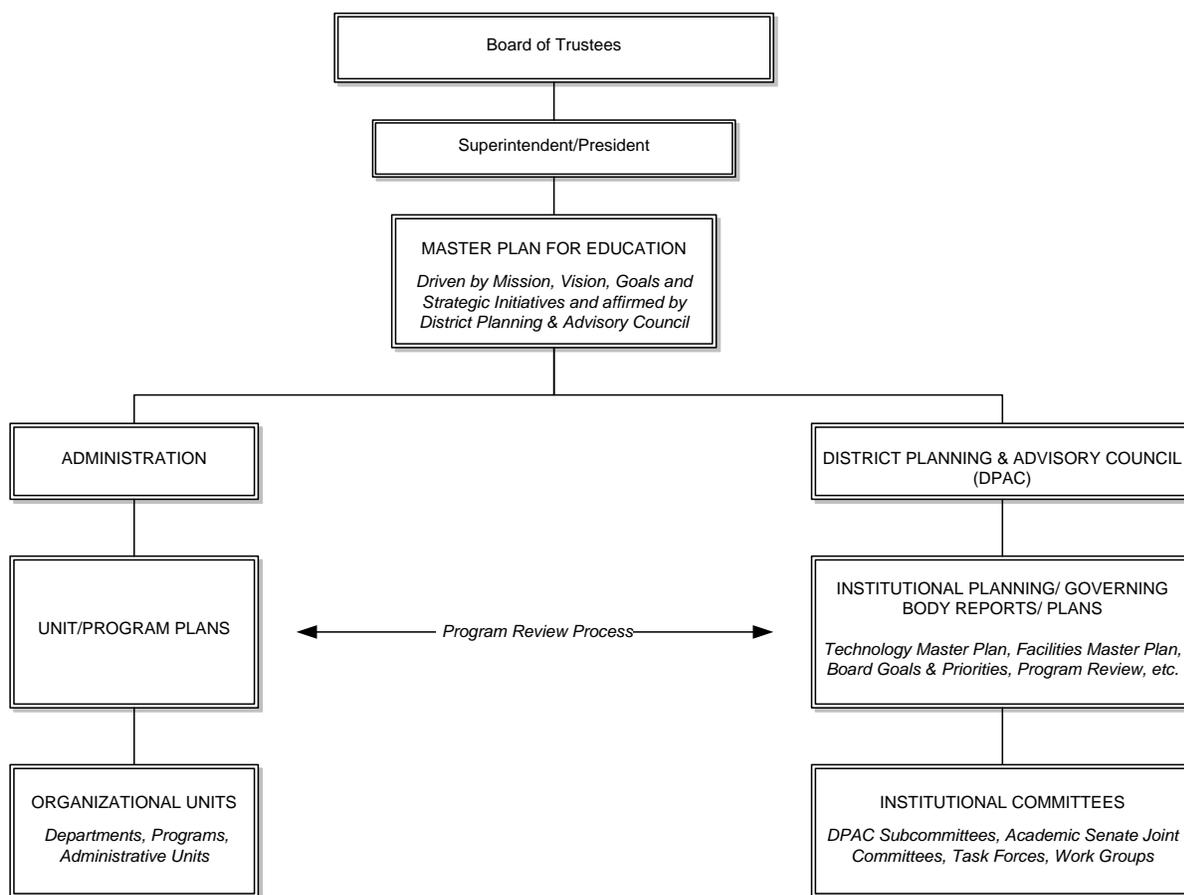
In addition to enhancing the usefulness of the *Master Plan for Education*, Santa Monica College has transformed its assessment efforts to make them ongoing, comprehensive and more explicit. The relationship between planning, evaluation, and assessment is based on the premise that the College's Vision, Mission, and Goals are best supported through strategic planning, effective implementation and ongoing assessment. This cyclical process, which uses assessment results to evaluate the success of planned strategies and inform and refine them on an ongoing basis, creates the foundation for future planning actions. This also ensures that planning is integrated with the fulfillment of common institutional goals.

An example of this cycle is the development, implementation and assessment of the annual institutional objectives, which form the backbone of the College's annual update to the *Master Plan for Education*. The College's institutional objectives are developed using a format that requires college planning bodies to consider the Institutional Learning Outcomes Supporting Goals, the strategic initiatives and other components of institutional planning. This format also requires the operational unit responsible for the objective to consider methods for implementation, relationship to goals and strategic initiatives, budget considerations and other planning factors.

Beginning with the 2010 *Master Plan for Education* update, responses to the *Master Plan for Education* institutional objectives from the prior year have been analyzed to provide quantifiable summary assessment data based on reports prepared by the functional areas primarily responsible for each objective. The four outcomes are:

- **Completed**: Objectives which have been accomplished in their entirety.
- **Substantially Completed**: Objectives which are near completion but have some component or effort still to be addressed.
- **Addressed**: Objectives for which activity has begun but require substantial activity to be completed.
- **Not Addressed**: Objectives that were not addressed in any substantive way.

DPAC reviews assessment reports for each institutional objective and rates the objective under these four criteria. The organizational units primarily responsible for the completion of each objective write the assessment reports for objectives and include explanations for objectives which were not completed. For 2011-2012, 82% of the institutional objectives were either "Completed" or "Substantially Completed," and 18% were considered "Addressed." Those institutional objectives that have not been completed are generally continued for the following year as institutional objectives, often revised to provide better focus.

Further linking the annual institutional objectives with DPAC planning activities is the DPAC Annual Report which now includes a summary of DPAC's recommendations for the entire year and the disposition for each, relative to the College's Institutional Learning Outcomes,

In addition to integrating the various planning documents into one cohesive document (the annual update of the *Master Plan for Education*), the College has undertaken several steps to assess its planning processes. For example, DPAC devotes several meetings each year to a more thorough review of the planning documents to be used in the development of new institutional objectives. Those recommendations that do not rise to the level of institutional objectives are assigned to the appropriate DPAC subcommittees, Academic Senate Joint Committees, college departments, or individuals to be addressed. For their regular monthly committee reports, DPAC subcommittees and resource liaison committees are required to include an update on the status of addressing these issues. As a result, the new institutional objectives each year reflect planning priorities of the entire institution and ensure that all products of the individual planning components will be addressed by the appropriate bodies and the results reported back to DPAC. Resource allocation processes (i.e., mechanisms through which both general and categorical funds are allocated) are incorporated into the College's planning processes to ensure that limited

resources (fiscal, human and facilities) are supportive of the College's long-term and short-term planning.

The *Master Plan for Education* is extensively revised every five years as part of the long-term strategic planning process. This includes a review of the College's Vision, Mission, and Goals statements, evaluation of the institutional planning process, and identification of long-term strategic initiatives to inform the annual identification of institutional objectives. A review of the College's Vision, Mission, and Goals statements during the first strategic planning effort (which began in 2006) resulted in a substantive revision through which the four Institutional Learning Outcomes became the central focus of institutional goals. In its 2011 review of the Vision, Mission, and Goals statements, the Strategic Planning Task Force recommended minor revisions which were subsequently approved by DPAC, the Superintendent/President, and the Board of Trustees (at its April 3, 2012 meeting).

Four strategic initiatives—Basic Skills, Global Citizenship, Sustainable Campus, and Career Technical (Vocational) Education—were identified in the previous strategic planning effort to focus college planning from 2007 through 2012. From 2006-2007 through 2011-2012, the College completed 58 institutional objectives (out of a total of 163) related to these four strategic initiatives. In addition to driving the allocation of District general fund resources, the initiatives have been the basis for several successful federal, state, and local grant applications—U.S. Department of Education Title V Math/English Cooperative Grant (Basic Skills), U.S. Department of Education FIPSE Center of Excellence for Veteran Student Success Grant (Basic Skills), U.S. Department of Education Asian American and Native American Pacific Islander Serving Institutions Program (Basic Skills), U.S. Department of Education Science, Technology, Engineering and Mathematics [STEM] Grant (Basic Skills), U.S. Department of Education TRIO Student Support Services Grant (Basic Skills), City of Santa Monica Pico Promise Grant (Basic Skills), two SB 70 Career Technical Education Community collaboratives (Career Technical Education, Sustainable Campus), U.S. Department of Labor Community Based Job Training Grant (Sustainable Campus, Career Technical Education), LAUP [Los Angeles Universal Preschool] Early Start Pathway (Career Technical Education), Chancellor's Office Enrollment Growth for ADN to RN Programs (Career Technical Education), Chancellor's Office ADN to RN Collaborative (Career Technical Education), U.S. Department of Education Title V Developing Hispanic Serving Institutions Grant (Basic Skills, Career Technical Education), and U.S. Department of Education Title VI-A Undergraduate International Studies and Foreign Language Grant (Global Citizenship).

Each year, the Board of Trustees has reviewed and discussed progress reports on all four strategic initiatives. Most recently, the February 2013 Board Study Session consisted of a discussion of Basic Skills for which a document featuring specific data requested by the Board was the focus. This discussion also included faculty members, students, and administrators. The March 2013 Board of Trustees Agenda included a progress report on one of the College's new strategic initiatives—GRIT (Growth/Resilience/Integrity/Tenacity).

As part of the long-term strategic planning process, the 2011 Strategic Planning Task Force also applied the annual evaluation tool for institutional objectives to the three years prior to the development of that tool in order to measure progress for the full duration of the previous strategic plan. From 2006-2007 through 2011-2012, there were 163 institutional objectives. Of these, 119 (73%) were categorized as either Completed or Substantially Completed at the end of

the year; 39 (24%) were categorized as Addressed; and only 5 (3%) were categorized as Not Addressed. Most of those in the last two categories were completed in subsequent years. However, a few were never completed because they were determined to be no longer relevant.

Upon completion of the review of the Vision, Mission, and Goals statements and the evaluation of the institutional planning process, the DPAC Strategic Planning Task Force engaged in animated discussions of various ideas for new institutional objectives to guide institutional planning from 2012-2017. The group ultimately recommended the following two initiatives, which have subsequently been adopted:

> ***GRIT (Growth/Resilience/Integrity/Tenacity)***—*to enhance student success and enrich the college community by focusing attention on non-cognitive attributes like grit, perseverance, dedication, integrity, thoughtfulness, and engagement*
>
> ***I³ (Institutional Imagination Initiative)***—*to envisage a future for the SMC community that focuses on fostering, nurturing, and valuing imagination, creativity, and innovation, including the exploration of intriguing new pedagogical and structural models and the role of technology to guide the process of preparing students for accelerating change, careers that are yet to exist, and access to educational opportunity*

Four of the eleven institutional objectives in the 2012-2013 *Master Plan for Education* annual update are based upon these two new strategic initiatives.

Recommendation 2

To improve effectiveness, the team recommends that the college formalize the annual process of reporting student learning outcomes assessment and evaluation and develop a plan for codifying this process to ensure continuous improvement, to achieve assessment data, and to make the results of assessment available to the public (Standards I.A, I.B, I.B.2, II.A., II.A.1, II.A.1.c, II.A.2.e, and II.A.2.f).

In response to this recommendation, the College has undertaken a concerted, college-wide effort to formalize the annual process of reporting student learning outcomes assessment and evaluation through two distinct but interrelated initiatives: implementation of an online system to capture assessment and evaluation data and the development of an annual program review update. A related project, the Institutional Effectiveness Report development process, supports these initiatives. The overarching goal that governed the design of these systems was to establish purposeful, tangible links to the College's planning processes.

Beginning in Spring 2011, student-level performance in course SLOs has been documented primarily through the College's web-based ISIS (Integrated School Information System) Portal Learning Outcomes system. The portal serves as the formal mechanism for capturing learning outcomes assessment data and addresses two of the plans included in the College's 2010 Accreditation Self-Study Report:

- The Office of Institutional Research will lead the development of a systematic evaluation process that ultimately moves the institution from program-based assessments to those that are institutional in scope.

- 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.

The portal also provides for the assessment of Institutional Learning Outcomes. ILOs are assessed each term by examining course SLOs which are mapped to core competencies of the ILOs. Data reports, summarized at the course, discipline, and department levels, are produced each term. Student support and counseling programs also enter student-level SLO data into the portal, and summary reports of assessment results are produced each semester.

The ISIS Learning Outcomes Portal offers several key features:

- Each course Student Learning Outcome is mapped to appropriate Program, Certificate, or AA Degree Student Learning Outcomes.

- Each course Student Learning Outcome is mapped to the appropriate Institutional Learning Outcome competencies.

- The Office of Institutional Research prepares end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, the college community has access to data on the percentage of students in each section who succeed on each of the assessed Student Learning Outcomes for that course.

- The Office of Institutional Research generates reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course Student Learning Outcome. As Early Alert, counseling, and tutoring data become available, they too will be included in these reports. These reports provide foundation data for program review.

- The Office of Institutional Research also aggregates data across all courses mapped to Programs, Certificates, and AA degrees and reports such data to aid programs as they go through annual reviews and prepare program review self-studies.

- The Office of Institutional Research prepares institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

As shown in the figures at the end of this section, the Student Learning Outcomes for each course are entered into the ISIS system. The second figure shows how the system allows each outcome to map to the appropriate Institutional Learning Outcome(s). In the third figure, faculty members enter their assessment of each student's attainment of the SLOs related to the course. Finally, in the fourth figure, the Counseling Portal screens (which offer similar functionality) are illustrated.

Every instructor receives an electronic end-of-semester report for each section taught, showing the percentage of students in a section who mastered the course SLOs. Because the outcomes data are presented for student subgroups (number of units completed, age, race, English and Math levels, counseling experience, international/domestic student), an instructor can easily identify the characteristics of students who are experiencing difficulty.

The chair of each department receives end-of-semester electronic reports for the department as a whole, for each course, and for each section taught. The outcomes data are presented for student subgroups. These reports feed into the CurricUNET Program Review module, and chairs are asked to address these outcomes data as part of the program review annual report.

The entering, housing, and reporting of outcomes data are now fully automated and ongoing. Instructors input the section-level outcomes for each student. Because course SLOs are mapped to the core competencies of the General Education/Institutional Learning Outcomes, instructors are automatically entering into the system their students' success on these core competencies. As student outcomes are tied to student identification number, the College can now longitudinally track student success as well as institutional progress on the core competencies.

The Office of Institutional Research prepares end-of-semester electronic reports documenting the percentage of students succeeding on the core competencies of the four General Education/Institutional Learning Outcomes. These reports are reviewed by the Institutional Effectiveness Committee which, in turn, reports its findings to the District Planning and Advisory Council. The District Planning and Advisory Council uses course and institutional outcomes data, along with recommendations from both the Program Review and Institutional Effectiveness Committees, in preparing its annual *Master Plan for Education* update.

For the past several decades, Santa Monica College has followed a six-year cycle (plus two year cycles for Career Technical Education programs) for program review of all college programs and functions. To enhance planning by ensuring the most current information for each college program, an annual program review cycle has been developed to augment the six-year program review and provide an historical reference for annual assessment evaluations.

The new annual and six-year program review system has been designed with input from an array of instructional, student support and administrative functions to ensure that the formats will provide an effective, yet efficient, mechanism for recording program assessments in addition to serving as a functional tool for capturing and analyzing outcomes assessments. Examples of some of the prompts related to outcomes assessment and planning include:

- What have your SLO/SUO/UO assessments revealed or confirmed since your last report?

- Discuss and summarize conclusions drawn from data, assessments (SLO, SUO, UO) or other indicators and indicate any responses or programmatic changes planned for the coming year

- Identify any issues or needs impacting program effectiveness or efficiency for which institutional support or resources will be requested in the coming year.

An ancillary but important benefit of the annual report process is how it will facilitate the production of the six-year program review reports. By capturing program assessment data, achievements and areas identified as needing improvement on a yearly basis, the compendia of annual program review reports will provide programs and functions with a compiled history upon which to draw conclusions for their six-year reports. These assessments are also an avenue for providing the college community with longitudinal assessment and evaluation data.

A related effort that supports these initiatives is the multi-year Institutional Effectiveness process. The current cycle began in 2010-2011. During the pilot year, the Office of Institutional Research compiled an inventory of metrics related to the various areas of the College and relied on readily available data. The initial report was presented to various campus groups and informed the activities of the first official year of this 2011-2016 process.

The process is designed to advance educational quality and institutional improvement through an analysis of longitudinal data related to the fundamental areas of the College and identification and prioritization of the areas needing critical attention. Since institutional effectiveness is not achieved by simply reporting the College's performance on key institutional effectiveness indicators, the process must rely on dialogue and collaborative inquiry among campus constituents around institutional performance relative to these indicators. The process drives evidence-based college planning and supports decision-making processes.

This process is documented in an Institutional Effectiveness Report and Dashboard, both of which are housed on the Office of Institutional Research website. The "dashboard" is a visual tool that highlights trends and patterns by monitoring the College's performance on the key indicators. The six dashboards, when reviewed together, provide a balanced view of institutional effectiveness. One of the dashboards contains key indicators that have been identified as institutional priorities, and the other five dashboards highlight trend performance related to the College's five supporting goals.

The next step ("Dig into Data") of the institutional effectiveness process is to conduct further analysis on key indicators. Based on extensive discussion with primary sponsors of the key indicators on the Institutional Priorities Dashboard, several research projects were proposed for the 2012-2013 academic year. The purpose of these follow-up studies is to investigate the student experience and to identify factors that successfully predict outcomes.

Figure 1: SLOs for Chemistry Classes

Figure 2: Mapping an SLO to ILOs for Chemistry 9

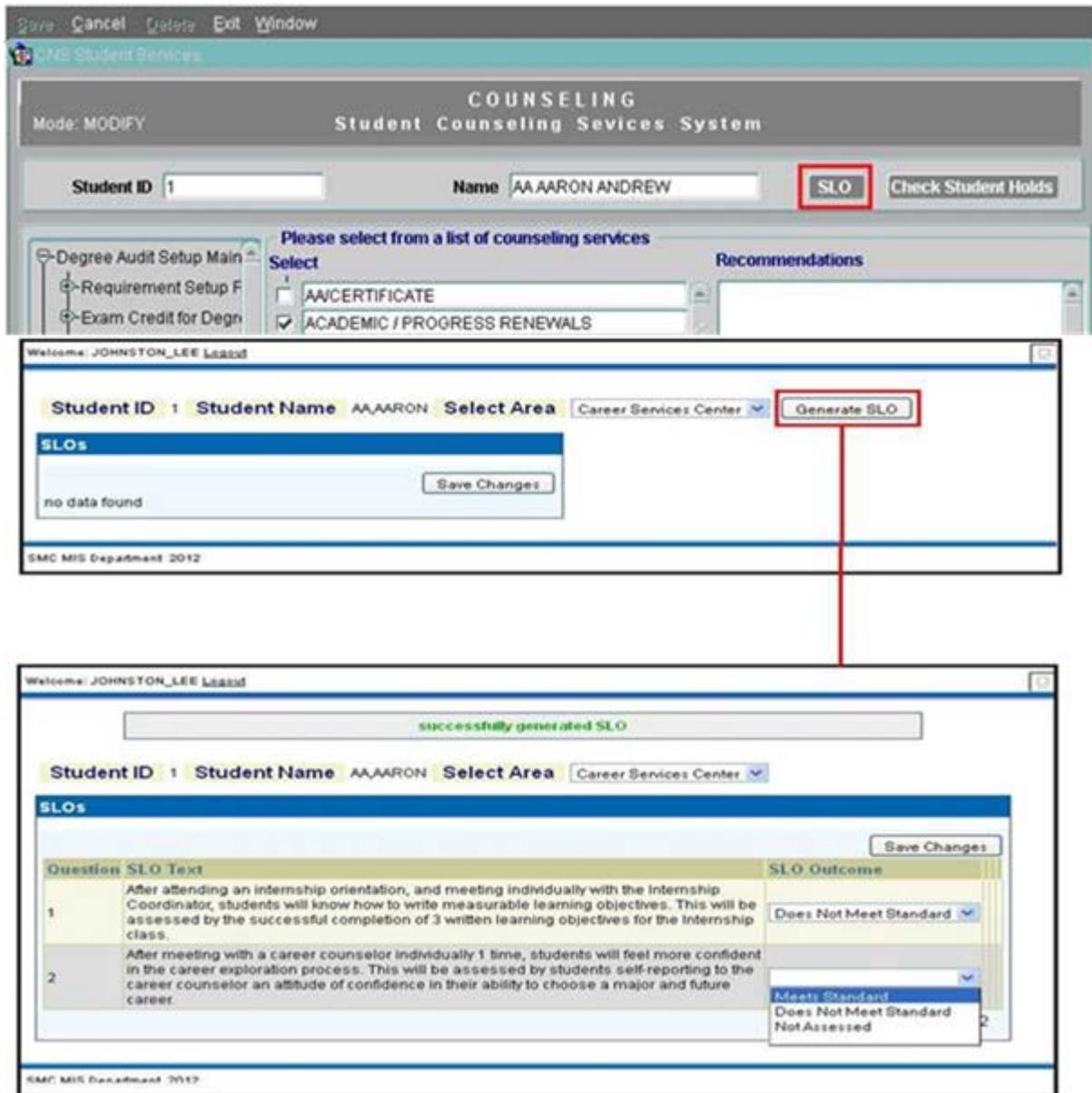Figure 3: Student Roster for Recording SLO Data

Figure 4: Counseling Portal for SLOs Entry and Data Collection

Recommendation 3

To meet the standards, the team recommends that the college evaluate the efficacy of the current staffing model for the institutional research function with a goal of providing timely, in-depth analysis of effectiveness measures and other key institutional metrics to move the college toward the goal of becoming a culture of evidence (Standards I.B.3, I.B.4, I.B.6, I.B.7, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.g, and II.B.3)

During the development of the 2010 Self-Study, the College acknowledged that its Institutional Research function was not staffed sufficiently to meet the ongoing assessment needs of the institution and an expanded Institutional Research organization was needed to successfully implement these plans. This was confirmed during the Accreditation Site Visit and resulted in this recommendation from the Accreditation Visiting Team. Even before the site visit, the College had begun working toward reorganizing its Institutional Research functions and had developed a number of plans included in the Institutional Self-Study.

When the College prepared the Follow-Up Report submitted in October 2010 and accepted by the Commission in January 2011, the research function was staffed with a Dean, Institutional Research and Director, Institutional Research. Two new employment classifications—Research Analyst and Senior Research Analyst—had been developed and approved by the Board of Trustees and the Personnel Commission, and recruitment efforts were underway to fill the first research analyst position. When the Dean, Institutional Research resigned later in 2011, the College again reorganized the staffing of the research function to consist of two research analysts reporting to the Director, Institutional Research, who, in turn, reports directly to the Vice President, Enrollment Development. Both research analyst positions were filled in Fall 2011, and the research function has been continually staffed with the same individuals since that time.

Although a staff of three may seem small for an institution the size of Santa Monica College, this particular organizational structure and the consistency of staffing have effectively supported the goal of ensuring that ongoing assessment is incorporated at every level of the planning/assessment cycle and that the assessments serve to inform and improve the College's ongoing planning efforts. In practical terms, the research analyst positions support the day-to-day, operational requests for data that the Office of Institutional Research receives each week. With the research analyst positions providing immediate response to departments requesting data for program review, state/federal reports, and other assessment needs, the Director, Institutional Research is better able to prioritize the critical, long-term research projects that enhance institutional effectiveness. The Director currently serves as Vice Chair of the Academic Senate Joint Institutional Effectiveness Committee and is a member of the Academic Senate Joint Program Review Committee, as is one of the research analysts.

When the College submitted the Follow-Up Report in October 2010, the Office of Institutional Research had greatly expanded the information available on the College's website, and this effort has continued. The enhanced Institutional Research webpage

(http://www.smc.edu/EnrollmentDevelopment/InstitutionalResearch/Pages/default.aspx)
has become an important institutional resource in providing easy access (one click away from the homepage) to longitudinal data and trends with regard to student enrollment, demographic data, and success rates, as well as information specific to student enrollment and success rates in Basic Skills, Career Technical Education and other programs. There were also two primary efforts— the Institutional Effectiveness Matrix and the ISIS Learning Outcomes Portal Project—underway to analyze institutional effectiveness measures and other metrics. Both of these projects were successfully completed and have been further developed and enhanced.

The Institutional Effectiveness Matrix supported the development of the annual Institutional Effectiveness Report, which provides information to document the progress of the institution in meeting its goals, identify areas for improvement, and support planning and evaluation across all college programs. The report, which is now in its third development cycle, provides evidence for institutional performance across categories that correspond with the five Institutional Learning Outcomes Supporting Goals:

- Innovative and Responsive Academic Environment

- Supportive Learning Environment

- Stable Fiscal Environment

- Sustainable Physical Environment

- Supportive Collegial Environment

For each of these goals, input, experience, and performance indicator data have been developed. The input and experience information includes both quantitative and qualitative data and provides a context for understanding the performance indicators or outcomes data.   The indicators are tied to the College's Vision, Mission, and Goals, as well as the strategic initiatives and institutional objectives developed through the *Master Plan for Education* update process. Beginning with the 2012 update, there is a "dashboard" section which includes selected key indicators for measures identified as institutional priorities, as well as key indicators for each of the five supporting goals, to inform institutional planning and serve as a quick reference for monitoring progress. For example, the dashboard for the Innovative and Responsive Academic Environment goal contains thirteen key indicators in the categories of Student Progress and Achievement, Basic Skills and Career Technical Education, Distance Learning, Response to Community Needs, and Student Equity and Curriculum. The six dashboards, when reviewed together, provide a balanced view of institutional effectiveness.

The ISIS Learning Outcomes Portal Project was designed to collect assessment data on student and institutional learning outcomes through the College's Integrated School Information System (ISIS) system.   The Academic Senate Joint Institutional Effectiveness Committee (formerly Student and Institutional Learning Outcomes Committee), the Office of Institutional Research and Management Information Systems staff partnered to develop this mechanism for capturing student learning outcomes data for every course section. Several aspects of the project are tied directly to research and assessment:

- Each course Student Learning Outcome is mapped to appropriate Program, Certificate, or AA Degree Student Learning Outcomes.

- Each course Student Learning Outcome is mapped to the appropriate Institutional Learning Outcome competencies.

- The Office of Institutional Research prepares end-of-semester reports on the Student Learning Outcomes assessment results. Through these reports, faculty are provided data on the percentage of students in each section who have succeeded on each of the assessed Student Learning Outcomes for that course.

- The Office of Institutional Research can then generate reports for each department to show the relationship between demographics, length of time at SMC, English/Math preparation, and success on each course Student Learning Outcome. As Early Alert, counseling, and tutoring data become available, they too will be included in these reports. These reports provide foundation data for program review.

- The Office of Institutional Research can also aggregate data across all courses mapped to Programs, Certificates, and AA degrees and report such data to aid programs as they go through annual reviews and prepare program review self-studies.

- The Office of Institutional Research can prepare institutional reports by aggregating data across the core competencies of the Institutional Learning Outcomes.

This project has now been expanded to include the ISIS Counseling Outcomes Portal, and an ISIS portal to house unit outcomes for administrative programs is in development. The Office of Institutional Research has also provided assistance in the development of prompts to elicit descriptive information regarding the assessment of outcomes and use of the results for program/unit/institutional improvement for the new online annual program review update.

The Office of Institutional Research is responsible for the preparation and delivery of reports on Accountability Reporting for the Community Colleges (ARCC) data to promote review and discussion of these data by the Board of Trustees and the college community and has provided significant support for the annual reports to the Board of Trustees on each of the College's strategic initiatives. For the Board's February 19, 2013 Study Session, Institutional Research provided data to answer specific questions posed by the Board of Trustees regarding Basic Skills.

During 2011-2012, the Office of Institutional Research played an active role for SMC's participation in the BRIC TAP Project (**B**ridging **R**esearch, **I**nformation, and **C**ulture Initiative's **T**echnical **A**ssistance **P**rogram), a grant-funded project managed by the state Research and Planning Group. The primary goal of BRIC TAP was to improve student success by providing personalized support to strengthen the capacity of the College to collaboratively analyze and act on information.

In the current year, the Director, Institutional Research has provided invaluable support for SMC's partnership with the Educational Testing Service (ETS) to pilot its SuccessNavigator product, due to be released in July 2013. The SuccessNavigator instrument was administered to

just under 1,900 SMC students enrolled in Counseling 20 *Student Success Seminar* classes during Fall 2012. This instrument measures non-cognitive skills in four domains: Academic Skills (tools and strategies for academic success), Motivation/Commitment (drive toward and perceived importance of academic success), Self-Management (reactions to academic stressors), and Social Support (connecting with people and resources for success). The instrument uses self-report Likert items, anchoring vignettes, and forced-choice items to calculate student-level scores for each domain. This collaboration has produced a wealth of baseline data to support the College's new GRIT (Growth/Resilience/Integrity/Tenacity) strategic initiative.

Recommendation 4

To increase effectiveness, the team recommends that the college act in accordance with its recently adopted Institutional Learning Outcome supporting sustainability by adopting a curriculum management system that allows the curriculum approval and management functions to move from a paper-based to a web-based process (Standards II.A.1.a, II.A.1.c, II.A.2.a, II.A.2.b, II.A.3, and II.A.4).

This recommendation prompted the 2010-2011 *Master Plan for Education* institutional objective "Implement an online curriculum management system." During Spring 2010, SMC contracted with Governet to purchase CurricUNET, an online curriculum management system that was not only being used by numerous other California community colleges, but was also the vehicle that had been selected by the California Community Colleges Chancellor's Office to manage the statewide Curriculum Inventory.

Throughout 2010-2011, the Academic Senate Joint Curriculum Committee Chair, the Dean, Instructional Services, and the Articulation Officer led SMC staff efforts to customize this online system to meet the specific needs of SMC. The ESL and Computer Science and Information Systems departments tested the site during Summer 2011, and the Fall 2011 launch of the implementation project was a great success. This implementation included two days of training by CurricUNET for Curriculum Committee members, department chairs, faculty in departments preparing their comprehensive six-year program review self-studies, and other interested faculty and staff members.

Since Fall 2011, all curriculum approval and management functions are web-based, and, in addition to accomplishing the sustainability objective referenced in this accrediting team recommendation, this has greatly facilitated curricular data collection for the College to support institutional research needs. In fact, the great success of this curriculum project was key to the College's decision to purchase the CurricUNET program review module to support the implementation of the annual program review update initiative. The adoption of the CurricUNET system has also facilitated easy access to all course outlines of record by members of the public.

Santa Monica College is one of the first colleges to commit to the next generation, "Meta" version of CurricUNET which should provide greater ease of use for faculty and connect seamlessly to the Curriculum Inventory housed at the Chancellor's Office. The launch of the new system is expected in late Spring 2013.

Recommendation 5

To increase effectiveness, the team recommends that the college conduct a comprehensive evaluation and analysis of the decentralized tutorial programs and computing services on campus to assure the quality and scope of services delivered and to ensure student satisfaction and student learning (Standards II.C.1 and II.C.2).

This recommendation resulted in *Master Plan for Education* institutional objectives for both 2010-2011 and 2011-2012. To begin the analysis of tutoring effectiveness and its impact on student academic performance, a computerized tutor-tracking system was developed and installed to track student usage of eight major tutoring centers: the Achievement Zone, Business, Computer Science and Information Systems, English/Writing Center, ESL, Math, Modern Languages and Cultures, and Science. The installation began during Summer 2010, and most data collection issues/challenges were resolved during Fall 2010. The system began producing reliable data during Spring 2011. Initial data analysis by Institutional Research is now complete, and a draft report was recently issued (Academic Support Services 2010-2012 Summary Report). With the collection of standardized data (student ID number, date of visit, length of visit, etc.), the College is now able, for the first time, to evaluate the effectiveness of tutoring services as a whole rather than just looking at individual centers. Questions of interest include:

- Do students who receive an Early Alert notification and then attend tutoring sessions perform better than those who do not attend?
- Do students who attend tutoring sessions earlier in the semester perform better than those who attend later?
- Do students who attend more sessions do better than those who attend fewer sessions?
- Do students attending tutoring sessions seek tutoring in multiple subjects (using different tutoring centers)?
- What is the demographic profile of students using tutoring centers?

To address some immediate concerns with the decentralized tutoring program, the Academic Senate created the Joint Student Instructional Services Committee which has begun to address the issue of uniform service delivery through the various centers. The Committee decided that this could, in part, be accomplished by ensuring that all tutors (student tutors, instructional assistants, tutoring coordinators, interested faculty, etc.) have adequate training. After surveying college tutors to identify their training needs and researching tutoring programs at other community colleges and tutoring organizations, the Committee is now developing an online training program. The Committee has also gathered from all centers information that will be used to create a tutoring handbook for both faculty and students.

To address the long-term needs of tutoring, the College made institutionalization of Supplemental Instruction, the Writing Center, and tutoring services a priority by setting aside in a "designated reserve" funding of $500,000 in the 2011-2012 Adopted Budget. Plans were developed and implemented to ensure the continuation of supplemental instruction (which had,

up to that point, been grant-funded) and to expand Writing Center staffing. While there is not a physical site large enough to house all of the tutoring services, these plans include a proposal to place all tutoring services under one supervisor.

To assist students in navigating the decentralized tutorial system, a tutoring services brochure listing all tutoring centers with their hours, locations and contact information has been created. These brochures are now distributed to student services programs and to all new students taking part in the College's VIP Welcome day. In another effort to assist students in locating all tutoring services offered by the College, an "umbrella" website uniting all tutoring websites has been developed.

Recommendation 6

To increase effectiveness, the team recommends that Human Resources institute a training program for college personnel engaged in data entry involving either of the two human resources personnel systems (ISIS and HRS) to reduce the error rate and to insure that data integrity is maintained (Standard III.A.1.b).

This recommendation formed the basis for a 2010-2011 *Master Plan for Education* institutional objective and a more focused institutional objective in the 2011-2012 *Master Plan for Education* Update.

In 2008, a task force was created to review the relationship of ISIS to the Los Angeles County Office of Education (LACOE) Human Resources System (HRS). The immediate goals of the task force were to achieve efficiency, reduce errors, and improve overall performance and satisfaction. During this endeavor, a flow chart was developed to capture and reinforce the major sequence of origination and then subsequent proceedings leading up to the posting of financial records and the generation of payroll. At that time, the need for a training component to encompass all college entities who use ISIS and HRS in a manner that ultimately affects payroll and other fiscal matters was determined. Although periodic training sessions began at that time, it became clear that there is a need for ongoing systematic training.

During 2011-2012, an annual delivery of standardized training for Human Resources staff engaged in data entry of HR Information Systems was initiated. A committee consisting of key personnel engaged in data entry from Academic Affairs, Student Affairs, Management Information Systems, Fiscal Services, Payroll, and Human Resources was formed to address the process through which assignments are created in both the ISIS and HRS Systems. This committee initially met twice per month to develop strategies to improve communication and ultimately reduce the number of errors and continues to meet regularly to evaluate the process, to reconcile problems with ISIS-generated reports, and to review any inconsistencies related to the inputting of account numbers and employee/assignment data.

Work flow analysis was conducted, a work flow chart (including a timeline) was created, and procedures were documented for each area to achieve better efficiency and to reduce errors. Audit reports downloaded in real time enable Human Resources staff members to capture changes made in ISIS that must be entered or updated in HRS in a timely manner. Account listings from ISIS, used for input of data into HRS, are also reviewed by fiscal staff prior to all HRS entry periods.

To ensure currency in issues related to the HRS tasks of building employee assignments, personal employee data entry, salary placement (including retirement) data entry, account number data entry, and creation of salary schedules, Human Resources staff members are required to attend LACOE training at least once each fiscal year, and they also take advantage of other ongoing training opportunities provided by LACOE, including workshops focused on retirement coding.

Recommendation 7

To increase effectiveness, the team recommends that Human Resources, the Academic Senate, Institutional Research, Academic Affairs, and Management Information Systems redouble efforts to resolve issues with student course evaluations and deliver a meaningful assessment document to individual faculty in a timely manner (Standard III.A.1.b).

At the time of the 2010 accrediting team visit, the College was nearing the final stages of resolving some outstanding issues with administering student evaluations of faculty and tabulating and distributing the results in a consistent, secure, and timely manner. During 2006-2007, the Academic Senate had proposed a revision of the questions used in the student evaluation process, a pilot program using the new questions was developed and implemented, and this eventually resulted in the development of a completely new evaluation form that made use of the new standard questions and accommodated individual student comments in addition to the answers to these revised standard questions. With the addition of the individual student comment component, there was a desire for a technological means of collecting and distributing the comments to the faculty members being evaluated. Unfortunately, logistical problems with implementing automated scanning and data tabulation processing of the new forms temporarily prevented faculty from accessing the comments recorded by students on the individual evaluations, and it took a considerable amount of time to reach agreement among faculty members as to the types of summary data to be collected and distributed in regard to the student answers to the new standard questions on the form.

Through an *ad hoc* joint committee, the District and the Faculty Association explored a variety of digital processing solutions for the distribution of the individual student comments to faculty members, but confidentiality and security concerns led to the final decision to employ the manual process of having Management Information Systems staff collect the original student comment documents and send them in sealed envelopes to the individual faculty members being evaluated. The Faculty Association/District committee also reviewed the various summary data templates that had been suggested and reached agreement on the summary data to be provided and a reporting mechanism. Timelines were clarified and the distribution processes and locations updated to accommodate the College's current reality of having faculty members assigned to multiple sites. The resulting process seems to have reasonably satisfied the primary faculty concerns expressed to members of the visiting accreditation team.

Recommendation 8

To improve effectiveness, the team recommends that the college develop a district-wide professional code of ethics that is aligned with the stated mission and values, and reflective of activity to support continuous improvement in all instructional, operational, and service areas (Standard III.A.1.b).

This recommendation was adopted as an institutional objective in the 2010-2011 *Master Plan for Education* Update. The District Planning and Advisory Council (DPAC) Human Resources Planning Subcommittee prepared a draft code of ethics which was further developed by an *ad hoc* DPAC subcommittee, with the goal of developing a document to serve as an "umbrella" over the much more specific existing codes of ethics for faculty, administrators/managers, and the Board of Trustees. DPAC reviewed and revised the draft and recommended the resulting document to the Superintendent/President, who, in turn, approved it and recommended it to the Board of Trustees.

At its October 4, 2011 meeting, the Board of Trustees approved Board Policy 2405 *District-Wide Code of Ethics*:

The Code of Ethics applies to all members of the Santa Monica College community. The college is committed to upholding the following ethical standards in carrying out its mission, vision, values and goals:

Fairness

Members of the college community will treat others fairly.

Responsibility

Members of the college community will be responsible stewards of the public trust by ensuring the proper use of public position, public resources, and college time, and by abiding by all laws and college policies.

Integrity

Members of the college community will be guided in all their activities by a high regard for the truth and committed to making decisions in the best interests of the college.

Civility

Members of the college community will show concern for others and their ideas and will create an environment of trust, care, and respect that is sensitive to the individuality and ideas of others.

References:

Ethical issues are addressed in existing Board Policies and college documents, as follows:

- *District Mission, Vision, Values and Goals*
- *Board Policy 1230, Board of Trustees Code of Ethics*
- *Board Policy 3124, Workplace and Campus Violence*
- *Board Policy 6116, Reporting Fraud, Waste or Abuse*
- *Faculty Code of Ethics*
- *Code of Ethics for Managers*

Recommendation 9

To improve effectiveness, the team recommends that the college produce a professional development plan consistent with the institutional mission, including a teaching and learning needs assessment and an evaluation process that recognizes and serves all members of the college community and that leads to the improvement of teaching and learning (Standards III.A.5.a and III.A.5.b).

This recommendation resulted in *Master Plan for Education* institutional objectives in 2010-2011, 2011-2012, and 2012-2013:

Assess current professional development activities to inform the development of a professional development plan for implementation in 2011-2012 [2010-2011 Objective 8]

To create and implement a District-wide professional development plan that includes a teaching and learning needs assessment for faculty development and incorporates CSEA professional development committee recommendations for classified staff development [2011-2012 Objective 11]

To create a workgroup/subcommittee comprising representatives of the Academic Senate Joint Professional Development Committee, SMC Police Officers Association and the Management Association to prepare a college-wide plan that includes all staff development activities, including mandatory training [2012-2013 Objective 11]

These three objectives demonstrate that, although there has been progress each year, it has required a greater amount of time and effort than expected to arrive at the current activity of combining the professional development activities of the four employee groups (faculty, classified staff, police officers, and administrators/managers) to create a college-wide professional development plan consistent with the Vision, Mission, Values, and Goals of the College. Structural changes—creation through the most recent CSEA contract of a separate CSEA Professional Development Committee for classified staff, the formation of a separate union for college police officers, and the resignation of the Professional Development Coordinator and reassignment of those duties to other Human Resources staff members—account for this delay in part.

A workgroup consisting of representatives of the Academic Senate Joint Professional Development Committee, the CSEA Professional Development Committee, the SMC Police Officers Association, and the Management Association is currently working with the Office of Human Resources to finalize a comprehensive District Professional Development Plan with a goal of significantly expanding the scope of training for SMC employees. Although this "umbrella plan" is still under development, the College has continued to offer an impressive array of professional development opportunities. The Academic Senate Joint Professional Development Committee concentrates its planning on the two annual institutional flex days with a host of activities focused on the College's strategic initiatives—Basic Skills, Sustainability, Global Citizenship, and, for Spring 2013, GRIT (Growth/Resilience/Integrity/Tenacity), but also

supports a multitude of other faculty professional development activities throughout the year. (While the institutional flex day activities are developed for faculty, classified staff and administrators/managers also attend and participate as presenters.) A teaching and learning needs assessment for faculty development was created and deployed by the Academic Senate Joint Professional Development Committee in Fall 2011, and the results of that survey are being used to inform and guide professional development planning for faculty. Additionally, through a recently awarded Title V Grant, the College is planning a Teaching/Learning Center to be housed in the new Information Technology/Media Center Complex scheduled to begin construction in Fall 2013. The newly formed CSEA Professional Development Committee has planned an impressive assortment of workshops and presentations for classified staff on the March 12, 2013 institutional flex day, and the Management Association continues to plan a professional development menu of activities offered throughout the year.

RESPONSE TO 2010 INSTITUTIONAL SELF-STUDY PLANS FOR IMPROVEMENT

Santa Monica College moved quickly to act upon the plans for improvement identified in the 2010 Institutional Self-Study through the annual process of developing *Master Plan for Education* institutional objectives and has made excellent progress. Of the 57 plans, 42 (74%) have been completed, thirteen (22%) are in progress, and only two (4%) have not yet been substantively addressed. The following is a brief summary of the status of these plans for improvement, organized according to Institutional Learning Outcomes Supporting Goals:

Plans Addressing All Supporting Goals

- ❖ *The College will integrate its current institutional effectiveness initiatives into comprehensive evaluation cycles that systematically measure and document how well the College, at the macro level, is addressing the needs of its student population.* (IA.1)

This plan has been implemented. See the response to Accrediting Team Recommendation 3.

- ❖ *The Academic Senate Joint Student and Institutional Learning Outcomes Committee will produce comprehensive rubrics for evaluating outcome statements, assessment plans and assessment reports for departments/programs to use in reviewing their own student learning outcomes, assessments and reports in order to achieve sustainable and continuous quality and improvement.* (IB.1)

The Academic Senate Joint Institutional Effectiveness Committee (formerly the Student and Institutional Learning Outcomes Committee) is in the process of developing a set of minimum standards related to the quality of outcome statements, assessment tools, and timeline of the assessment process. The standards will ensure that programs are using authentic assessment methods and that the assessment results are being used for program improvement.

- ❖ *The Office of Institutional Research will lead in the development of a systematic evaluation process that ultimately moves the institution from program-based assessments to those that are institutional in scope.* (IB.1, IB.6, IB.7)

This plan has been implemented. See the responses to Accrediting Team Recommendations 2 and 3.

- ❖ *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.1(c), IIA.2(a), IIA.2(b), IIA.2(e), IIA.2(f), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c))

This plan has been implemented. See the response to Accrediting Team Recommendation 2.

- ❖ *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.* (IIA.1(c), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c)), IVB.2(a), IVB.2(b))

Members of the Academic Senate Joint Institutional Effectiveness Committee (formerly the Student and Institutional Learning Outcomes Committee) and the Office of Institutional Research have provided Flex Day workshops and have met with program leaders individually to provide training on developing appropriate assessment methods and using assessment results for program improvement. In addition, the Committee implemented a Student Learning Outcomes Survey for instructional program chairs to report on the frequency of assessment of SLOs, the methods of assessment, the dialogue related to assessment findings, and the use of the data to inform program decisions. The results of the survey, in part, are informing the development of the minimum standards rubric on the assessment of outcomes. Lastly, at the end of each semester, instructional and counseling faculty enter SLO assessment results for each student and SLO into the ILO data collection portal. These data are used to generate standard reports which allow chairs and program leaders to compare the achievement of each SLO for each term and year.

Innovative and Responsive Academic Environment

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

- ❖ *The College will formalize and implement the framework for assessing learning outcomes at the course, program and institutional level.* (IA.1)

This plan has been implemented. See the response to Accrediting Team Recommendation 2.

- ❖ *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, IIA.1(a), IIA.2(a), IIA.2(b), IIA.2(e), IIA.3, IIA.3(a), IIA.3(b), IIA.3(c), IIA.5)

The College administered a study comparing the mastery of core competencies and Institutional Learning Outcomes (ILOs) between two student groups, first-time freshmen in 2011-2012 and "seniors" who completed a degree or certificate in 2011-2012. Currently, the college is unable to follow a single cohort longitudinally as the ILO data collection portal was recently implemented. Therefore, not enough time has passed for the tracking of a cohort over time. The College plans to conduct a cohort-based study to assess the achievement of ILOs in the near future.

Several studies have been conducted measuring students' satisfaction with their experience with various academic and student support programs, including tutoring and counseling programs. The College will continue to assess these programs on a regular basis and plans to assess the alumni group in the near future.

❖ *The Academic Senate Joint 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(b))

The Distance Education Department has provided distance education faculty members with a video called *Are You Ready for an Online Class?*. Produced by a faculty member as part of a sabbatical project, the video is intended to assist students in determining whether they are good candidates for online instruction. Also, the Academic Senate Joint Distance Education Committee, with the assistance of the Office of Institutional Research, is preparing a distance education student needs survey.

❖ *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)

Rather than taking the approach of offering more basic skills noncredit courses, the English and Mathematics departments have developed accelerated pathways to transfer-level courses. English 85, a single five-unit course two levels below transfer level, replaces multiple levels reading and writing classes; English 20, a single five-unit course one level below transfer levels, also replaces several reading and writing classes. In Mathematics, Math 85, a single five-unit course, can now be substituted for Math 81 and Math 84, two three-unit arithmetic courses; the department is currently considering acceleration for other pre-transfer math levels.

❖ *Basic Skills Initiative strategies and activities will be extended beyond English, English as a Second Language and mathematics to include all disciplines.* (IIA.2(d))

The Student Success (Basic Skills) Committee, made up initially of English, Mathematics, ESL and Counseling faculty, has extended its membership to include Career Technical Education discipline faculty. This group is developing a plan for implementing contextualized curriculum for basic skills courses. Also, since a recent study has shown supplemental instruction to have been an effective strategy in improving success for basic skills portion, a portion of the "designated reserve" funding for supplemental instruction has been allocated to make this strategy available for students in transfer-level classes.

❖ *The College will develop initiatives to better address the relationship between learning styles and teaching methods.* (IIA.2(d))

This plan has not yet been addressed. However, the faculty-led Teaching and Learning Center currently being created through Title V grant funding will likely host this and related initiatives.

❖ *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.* (IIA.5)

In Summer 2011, the College administered a survey of former Career Technical Education students, measuring the extent to which students were satisfied with their college experience and gain in employment, wages, and benefits. The survey will be administered again in Summer 2013.

❖ *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)

The annual catalog includes Program Learning Outcomes for degree and certificate programs. Counseling/Articulation Degree and Certificate Requirements sheets also include Program Learning Outcomes, and these sheets are the source of both the Degree and Certificate Requirements portion of the online catalog and the degree and certificate information posted on individual department web pages.

❖ *The Offices of Academic Affairs and Enrollment Development will research software packages to improve the utility of the Santa Monica College online college catalog.* (IIA.6(c), IIB.2)

The College has begun utilizing Zmags "Publicator," a rich media catalog platform, for digitizing publications such as Workforce Development's Professional Training catalog. Importing the College Catalog into this format is underway.

Supportive Learning Environment

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

❖ *The College will integrate assessment and evaluation into the process for planning, developing and implementing new programs from their inception.* (IB.3)

SMC does integrate assessment and evaluation into the process for planning, developing, and implementing new programs. The focus of this plan was to enhance the institutional research function to ensure availability of the appropriate data for those engaged in this process, and the College has subsequently allocated significant resources to accomplish this. See the response to Accrediting Team Recommendation 3.

❖ *The Offices of Student Affairs and Enrollment Development will work with the Office of Institutional Research to implement outcomes assessments that result in data-driven improvements in student support services.* (IIB.1)

The Office of Institutional Research has provided individualized and group training for student support services programs on the use of assessment results to inform decisions and improve programs. In addition, the revised six-year program review and new annual program review processes document how all programs, including student support services, use data for program improvement.

❖ *The Offices of Student Affairs and Enrollment Development will work with the Office of Institutional Research to implement a comprehensive evaluation process to determine student support needs and the progress made in achieving each program's stated student learning outcomes.* (IIB.3(a), IIB.4))

The Office of Institutional Research has conducted over a dozen quantitative and qualitative studies evaluating student support needs, effectiveness of student support programs, and student satisfaction with support program experience. The Office of Institutional Research has also worked with student support programs in the revision of outcomes to reflect more achievable and measurable statements. The progress made in achieving each program's stated outcomes is documented in the program review process.

❖ *The College will study the centralization of tutoring and learning resource centers to standardize training, supervision, evaluation and procedures.* (IIC.1)

This plan has been implemented. See the response to Accrediting Team Recommendation 5.

❖ *Learning Resources staff will work with the Office of Institutional Research to develop uniform program-level student learning outcomes for its tutoring centers and standard methods of data collection to measure those outcomes.* (IIC.1)

This plan is being implemented. See the response to Accrediting Team Recommendation 5.

❖ *The Library will develop learning outcomes and methods of assessment for reference service.* (IIC1(b))

While the Library has developed learning outcomes for its credit courses and for library orientations, the librarians are still working on developing learning outcomes for its reference service. The Office of Institutional Research has suggested surveys as the method of assessment for this service and will be assisting the department in this process.

❖ *The College will develop a plan for implementing online tutoring including the use of tutorial software, chat-based tutoring and/or email.* (IIC.1(c))

The Academic Senate Joint Distance Education Committee is still in the discussion phase of reviewing various options to meet tutoring needs for online students. In addition, Distance Education and Learning Resources administrators are reviewing and discussing online tutoring providers.

❖ *Tutoring and Learning Resources Center staff will work with the Office of Institutional Research to develop survey tools and/or methods to help the tutoring and Learning Resource Center staff respond to changing user needs.* (IIC.1(a), IIC.2)

This plan is in the implementation phase.   See the response to Accrediting Team Recommendation 5.

> ❖ *The Academic Computing Department will work with the Office of Institutional Research to develop survey tools and/or methods to help the department respond to changing user needs and develop a means for analyzing resource usage data.* (IIC.2)

The College evaluated nation-wide technology survey tools such as the instrument conducted by the EDUCause Center for Applied Research (ECAR). This evaluation resulted in the conclusion that most standardized survey tools are lengthy, complex, and more appropriate for four-year institutions than community colleges. The decision has been made to use these instruments as references in the development of an internally developed survey specific to the needs of the College. The Academic Computing Department is working with the Office of Institutional Research to develop and implement the survey project during Spring 2013.

Stable Fiscal Environment

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

> ❖ *The College will review all options pertaining to linking its budget to sustaining sufficient levels of faculty, management and staff needed for effective college operations.* (IIIA.2)

Planning for faculty hiring is based upon developing class schedules that meet student needs, but also meet both revenue generation goals (FTES production, etc.) and expenditure limitations of the current fiscal year budget. For classified and administration/management positions, the College carefully monitors positions on the vacancy list, requests for replacement positions, and requests for new positions. A senior staff task force, which includes the Executive Vice President, Vice President of Human Resources, and Vice President of Business and Administration, reviews all hiring requests on an individual basis. Due to the recent financial situation, the task force has based its decisions on balancing efficiency with maintaining quality programs and effective operations. In some cases, this review has resulted in positions being combined, work schedules being changed, new or replacement hires being postponed, or in requests being denied altogether.

> ❖ *The College will develop a model for determining the total cost of ownership when acquiring new additional technology to ensure that adequate budget is available for maintenance and replacement.* (IIIC.1(d))

The College has developed and implemented a software/hardware Total Cost of Ownership (TCO) model based on the projected average cost per fiscal year for all District-funded technology projects.   There are challenges in developing a TCO model to support grant-funded projects.   Therefore, the Information Technology Department is working with the Grants Office to include technology requirements in the grant proposal phase in order to enable better budget planning and overall implementation of funded projects.

There is no current plan for developing a service-level agreement on response time with users, so the College TCO model does not yet include Information Technology staffing costs. Support response time is based upon best effort and availability of staffing resources. Due to budget constraints, there is no current plan for increasing field service personnel. However, there are plans to increase service ability and efficiency through updated technology.

❖ *The College will develop a plan to reduce the structural operating deficit.* (IIID.1(b), IIID.1(c), IIID.2(c))

Avoiding or addressing an operating deficit has been the focus of institutional objectives for 2011-2012 and 2012-2013 and is an ongoing Board of Trustees Priority. In fact, since operating deficit or surplus is a primary measure of fiscal health, it relates directly to the "College's Stable Fiscal Environment" goal. Despite the extraordinary efforts of the college community to reduce the operating deficit in a time of unprecedented state funding reductions, the operating deficit has actually increased over these past two years because the College's budget has continued to honor the Board's Budget Principles by maintaining full employment of permanent employees and in prioritizing student access by serving students beyond the FTES number funded by the State. With the passage of Proposition 30 and the promise of gradual restoration of state funding, the College is developing plans to address immediately the reduction of the operating deficit, as well as building back the reserve to a level that can again enable the College to escape desperate measures in future difficult times.

❖ *The College will develop a funding strategy that institutionalizes ongoing funding for technology in a budgetary line-item.* (IIID.1(b))

This was accomplished with the 2011-2012 Adopted Budget and was the direct result of a *Master Plan for Education* institutional objective. See the response to Accrediting Team Recommendation 1.

❖ *The College will fully implement the internal tracking and response system for various fiscal processes to enable requestors to monitor activity.* (IIID.2(g))

The Fiscal Services unit has implemented the "Budget Site Inquiry" module which provides District personnel with the ability to review and monitor all financial transactions/processes/requests, in real time and from any District computer terminal. This includes, but is not limited to, items related to budget, purchase orders and warrant generation.

❖ *The College will improve ways in which to explicitly document how the budgets for specific initiatives tie into the College's Mission, Vision, Values and Goals.* (IIID.3)

This plan has been implemented. See the response to Accrediting Team Recommendation 1.

Sustainable Physical Environment

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

❖ *The College will establish priorities in planning for maintenance needs and appropriate staffing to meet maintenance requirements of new buildings as they are occupied and become operational.* (IIIB.1(b))

SMC has completed several energy efficiency projects—new air handlers, boilers, photovoltaic installations, etc.—with substantial utility cost savings, and has another, an LED lighting retrofit, currently in progress. A central plant will begin construction this year, and a new energy management system is planned for the near future. A portion of the savings from the energy efficiency projects will be utilized to fund maintenance requirements, including personnel, for the new buildings. During the construction phase of new buildings, the Facilities Department, with input from the construction consultants, evaluates and develops plans to address the mechanical technology requirements, maintenance needs, and personnel classifications that will be needed for each building.

❖ *The College will develop and implement new follow-up measures to ensure that keys are returned by all employees separating from the District.* (IIIB.1(b))

The return of issued keys has been added to the employee exit checklist to be completed by all employees separating from the District. It is the responsibility of supervising administrators and managers to oversee completion by departing employees of all items on this list.

❖ *The College will develop ongoing evaluation plans to assess the safety of the learning environment.* (IIIB.1(b))

District-wide Safety and Emergency Preparedness committees now assess the safety of the learning environment at every SMC site. These committees include members from all of the District's employee constituency groups, and each group may report potential safety issues for each site. The issues are discussed, vetted, and if needed, brought to the attention of the senior administrative staff.

❖ *The College will implement the plan to design and build the new data center, which will house all of the functional areas that comprise the Information Technology Department.* (IIIC.1, IIIC.1(a))

The design for the new Information Technology/Media Center building has been completed, and construction for this project is scheduled to begin in Fall 2013.

❖ *The College will evaluate the plan for upgrading/replacing workstations and other technology and evaluate alternatives to the current plan.* (IIIC.1(c), IIIC.2)

The College continues to support two-tiered workstation upgrade and replacement plans when funding is available. Newly purchased workstations are allocated to areas that make use of specialized software requiring high-end processing power and memory capacity for approximately three years, and these workstations are then cascaded to second-tier usage for the remaining equipment life cycle.

As virtual desktop and virtual application technology matures, the College is implementing a plan to gradually migrate technology services and resources to a virtual infrastructure that provides resources and manages access centrally. This approach ultimately provides students and faculty with "anywhere, anytime, any device access" to authorized technology resources without the limitation of using physically dedicated computer workstations.

❖ *The College will evaluate and implement an effective network solution to prevent unauthorized computers from accessing the College's network.* (IIIC.1(c))

A college-wide network assessment has been conducted to ensure that the college network provides the optimal throughput and security protection. A fully documented network design remediation plan and "best practice" recommendations document were produced. The remediation plan is currently being implemented. Major actions taken include core network reconfiguration to leverage local traffic routing, enhance the security of internal routing control protocol, and disable active wired network connection in public accessible areas.

This has resulted not only in preventing unauthorized network interactions, but also in improving the overall performance and efficiency of network traffic. Implementation is expected to be complete by the end of Spring 2013.

❖ *The College will evaluate and implement a feasible security solution to more efficiently support user software and hardware installation needs.* (IIIC.1(c))

The College has fully implemented server-side virtualization, and this has drastically decreased new service delivery time from weeks to hours. Technical staff members also evaluated the effectiveness of various client-side software installation tools and decided to replace the current remote software management tool, Microsoft Systems Management Server, with Microsoft Systems Center in order to rapidly and securely deploy software packages and updates more efficiently. The new service is expected to "go live" during Spring 2013. Virtualization and cloud technology promise to provide the ultimate solution to efficiently and securely support users with their on-campus and off-campus technology service needs.

❖ *The College will evaluate and implement a more effective desktop anti-malware solution.* (IIIC.1(c))

The College has successfully implemented McAfee e-Policy Orchestrator as a centrally managed desktop anti-malware solution. This software governs all desktop anti-malware agents to ensure that all desktops are updated to the latest version. This is critical in detecting possible infections from the latest known viruses. The tool also effectively identifies non-compliant systems and provides immediate notifications of potentially infected client equipment.

❖ *The College will implement the information technology emergency continuity plan once it is finalized.* (IIIC.1(c))

The College has identified technology services that are mission critical and has applied appropriate replication technology to create a near real-time business continuity site. The short-term plan was to build the backup site in the server room located at the Academy of Entertainment and Technology campus. Since new construction and renovation of that site will necessitate relocation of programs to temporary buildings at the Airport Arts site, an alternative plan was developed to re-deploy the backup site on the main campus. The backup servers are now relocated, and the replication mechanism is being implemented.

A low cost disaster recovery plan is also being explored for a remote location. One possibility identified is a partnership with the City's disaster recovery infrastructure of a backup site located in Nevada. The feasibility of such a partnership is still to be determined.

Supportive Collegial Environment

- **Employ decision making and communication processes that respect the diverse needs of the entire college community**

- ❖ *The College will formalize the process for reviewing and revising the mission statement to ensure that the process is systematic and corresponds to the needs of the institutional culture and valid, accepted practices for research and evaluation.* (IA.1, IA.2)

This plan has been implemented. See the response to Accrediting Team Recommendation 1.

- ❖ *The Academic Senate Joint 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.* (IIA.1, IIA.1(c), IIA.2(a), IIA.2(b), IIA.2(e))

This is being accomplished through the implementation of the Program Review Annual Update. See the responses to Accrediting Team Recommendations 1, 2, and 3.

- ❖ *The Office of Institutional Research will expand training modules and assessment workshops to ensure all areas of the College are proficient in the use and interpretation of data to inform self-evaluation and decision-making.* (IB.1, IB.3)

Since the accreditation visit in 2010, the Office of Institutional Research has offered over two dozen workshops related to research and assessment, including training on how to use data tools, conduct survey research, and interpret data for program improvement and decision-making processes. In addition, the Office of Institutional Research has provided one-on-one training on data and the inquiry process for program leaders who request *ad hoc* assistance.

In order to expand the research capacity of the college, the Office of Institutional Research has launched a newsletter and blog discussing current trends in education research and highlighting findings of studies conducted at the College.

- ❖ *The College will better document its planning processes, formalize the evaluation of planning outcomes, and institutionalize planning and evaluation by emphasizing outcomes as well as outputs.* (IB.2)

This plan has been implemented. See the response to Accrediting Team Recommendation 1.

❖ *The College will provide appropriate support to enhance the ability of the Office of Institutional Research to gather and analyze data and provide training in its use.* (IB.3)

This plan has been implemented. See the response to Accrediting Team Recommendation 3.

❖ *The College will develop a more formalized structure and a template to be applied to the proposal and resource allocation processes to document and track measures of institutional effectiveness, including:*
- *anticipated outcomes*
- *measurability and proposed assessments*
- *resources and sustainability* (IB.4)

This plan has been implemented. Measures of institutional effectiveness are tracked through proposal and resource allocation processes. See the response to Accrediting Team Recommendation 1.

❖ *The College will improve the currency, accuracy and accessibility of the college website.* (IIA.6(c))

In 2011, the College upgraded its web content management system (CMS) to SharePoint 2010. This upgrade included a full website redesign which addressed content currency, accuracy and accessibility. The new design "went live" in Fall 2011.

❖ *The District will work with the Faculty Association to determine whether the current forms for evaluating faculty in noncredit programs meet the needs of these areas and to develop forms for evaluation of noncredit faculty if necessary.* (IIIA.1(b))

Through a joint committee mechanism, the Faculty Association and the District worked together to develop both a faculty evaluation process and appropriate forms for the Emeritus College, the District's largest noncredit program and the focus of this plan because of its unique characteristics. The new process is now in its implementation phase.

❖ *The Office of Human Resources will work with the Management Information Systems Department to improve the accuracy of the list of faculty to be evaluated each semester and the timeliness of their distribution to department chairs.* (IIIA.1(b))

The faculty evaluation timelines and distribution process have been revised and updated as of Fall 2013 to be consistent with current contract language. Human Resources now reviews each semester's evaluation timeline with the Faculty Association President. The College's ISIS enterprise computer system has been updated so that reports accurately reflect which faculty members are due for department chair or panel evaluations. These faculty members are notified through an automated e-mail "blast." Academic Affairs and Human Resources have also adopted a more "hands on" approach with department chairs to ensure that timelines are adhered to and that the evaluation forms/ratings received are updated in ISIS prior to the distribution of the faculty lists for the following semester.

> ❖ *The Office of Human Resources will work with the Faculty Association to more clearly define evaluation timelines and ensure that all aspects of evaluation for all academic personnel adhere to those timelines.* (IIIA.1(b))

Through a joint committee process, the District and the Faculty Association have reviewed and revised all existing full-time and part-time faculty evaluation processes, with special attention to the clarity and consistency of evaluation timelines.

> ❖ *The Office of Human Resources, the Academic Senate, the Faculty Association, the Management Information Systems Department and the Office of Academic Affairs will develop a mechanism to ensure that student evaluations are conducted for faculty on a timely basis with a feedback mechanism that ensures written comments are communicated back to the faculty member being evaluated.* (IIIA.1(b))

This plan has been implemented. See the response to Accrediting Team Recommendation 7.

> ❖ *The District and California School Employees Association will work together to adopt a code of ethics for represented classified employees.* (IIIA.1(d))

Instead of implementing this plan, the College developed a district-wide code of ethics in response to a recommendation of the visiting team. See the response to Accrediting Team Recommendation 8.

> ❖ *The Office of Human Resources will work with the Superintendent/President's office and collaborate with other governance groups to institute an ongoing, systematic review of all personnel-related policies and procedures.* (IIIA.3)

The DPAC Human Resources Subcommittee has been identified as the entity that will engage in the systematic review of all personnel-related policies and procedures that affect all District employees. For policies and procedures specifically for faculty, the Academic Senate Joint Personnel Policies Committee continues to play this role.

> ❖ *The Office of Human Resources will ensure that its website is regularly updated and user-friendly.* (IIIA.3)

Part of the overall redesign of the college website in 2011, the Human Resources website is now periodically reviewed to ensure continued currency and relevance.

❖ *The Office of Human Resources will provide ongoing internal office staff training pertaining to maintenance of personnel records.* (IIIA.3(b))

Human Resources staff are currently engaged in reviewing all employment personnel records for both active and inactive employees to ensure that they are complete in preparation for electronic scanning. Until a fully electronic system is in place, there is a required log-in procedure in place for anyone reviewing a personnel file to document the review of that file.

❖ *The College will formalize a systematic review of its employment equity record to ensure that its hiring practices are responsive to the diverse needs of its employees.* (IIIA.4(a))

Ongoing review of staff diversity occurs through annual reports to the Board of Trustees. The next report is scheduled for July 2013.

❖ *The Office of Human Resources will work with the Personnel Commission to ensure that interview panelists are briefed regarding Equal Employment Opportunity considerations.* (IIIA.4(a))

The Personnel Commission has established an Equal Employment Opportunity orientation process for interview panelists prior to final interviews.

❖ *The Office of Human Resources and the Personnel Commission Office will develop and implement a formal system for monitoring human resources staffing and plans for each classification.* (IIIA.6)

The Office of Human Resources and the Personnel Commission currently monitor staffing through the senior staff task force that reviews all requests for filling vacancies or establishing new positions, and the Personnel Commission recently completed the process of updating seniority lists for all classified staff and management classifications. However, the development and implementation process for a more formal monitoring system still needs to be addressed.

❖ *The College will formally assess the training needs of its personnel and assess current training models to determine their effectiveness.* (IIIC.1(b))

Assessment of training needs is occurring in conjunction with the development of a District-wide professional development plan. See the response to Accrediting Team Recommendation 9.

REFERENCE DOCUMENTS

List of Reference Documents

Academic Support Services 2010-2012 Summary Report

Accreditation Follow-Up Report (2010)

Code of Ethics (District-Wide) [Board Policy 2405]

CurricUNET Screenshots

District Planning and Advisory Council (DPAC) Annual Reports ((2010-2011, 2011-2012)

Faculty Flex Day Professional Development Programs (2011, 2012, 2013)

Faculty Professional Development Needs Assessment Survey (2011)

Institutional Effectiveness Reports (2011, 2012)

Master Plan for Education Updates (2010-2011, 2011-2012, 2012-2013)

Program Review Formats

- Six-Year
- Annual

Program Review Planning Recommendations (2010, 2011)

Strategic Initiatives—Reports to Board of Trustees (Compiled from Agendas)

- GRIT (Growth/Resilience/Integrity/Tenacity) [March 5, 2013)
- Basic Skills and Student Success Study Session [February 19, 2013]
- Global Citizenship Initiative [January 15, 2013]
- Workforce and Economic Development (Career Technical Education) [October 2, 2012]
- Campus Sustainability [June 5, 2012]
- Basic Skills [June 5, 2012]
- Digital Media Programs (Career Technical Education) [February 5, 2012]
- Career Technical Education [October 4, 2011]
- Global Citizenship Initiative [September 6, 2011]
- Campus Sustainability [June 7, 2011]
- Basic Skills Initiative [May 3, 2011]
- Jobs in Recycling and Resource Management (Career Technical Education) [February 1, 2011]
- Career Technical Education [October 5, 2010]
- Global Citizenship Initiative [September 7, 2010]
- Campus Sustainability [June 1, 2010]
- Basic Skills Initiative [May 4, 2010]
- Workforce Development/Career Technical Pathways [October 6, 2009]
- Global Citizenship [June 2, 2009]
- Student Achievement/Basic Skills/Student Retention/Research [May 4, 2009]
- Career Technical Education [September 8, 2008]

Student Evaluation Form

Tutoring Services Brochure